



# Parents' Engagement Day

## Primary Two

**22 January 2022**  
**(10 am to 11.30 am)**

<https://www.youtube.com/watch?v=EbnH3VHzhu8>



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# Flow of Presentations

1. P2 Curriculum
2. Home – School Partnership
3. Learning Disposition
4. Class Allocation



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# English Department

## VISION

Every Xinminite, an active reader, a confident speaker and a competent writer with a love for the English Language.



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# English Programme



## Active Reader

### ❖ Reading for Pleasure

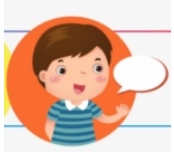
- Silent Reading Period (once a week)
- Class Book Flood
- Home Reading Programme
- *MYON online library subscription (pending)\**

### ❖ Reading with Meaning

- Explicit teaching of reading comprehension skills and strategies



# English Programme



## Confident Speaker

### ❖ 6 Traits of Speaking

- 1) Poise
- 2) Voice
- 3) Life
- 4) Eye Contact
- 5) Gestures
- 6) Speed

### ❖ Moo O

- Online puppetry application



# English Programme



## Competent Writer

❖ **Modified Language Experience Approach (MLEA)** (based on STELLAR texts)

- Class Writing
- Group Writing
- Individual Writing



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# English Language

## Assessment

### ❖ Holistic Assessment

Term 1	Term 2	Term 3	Term 4
Listening Task	Speaking: Read & Tell	Reading  Language Use: Class Quiz 1	Individual Writing  Listening  Language Use: Class Quiz 2

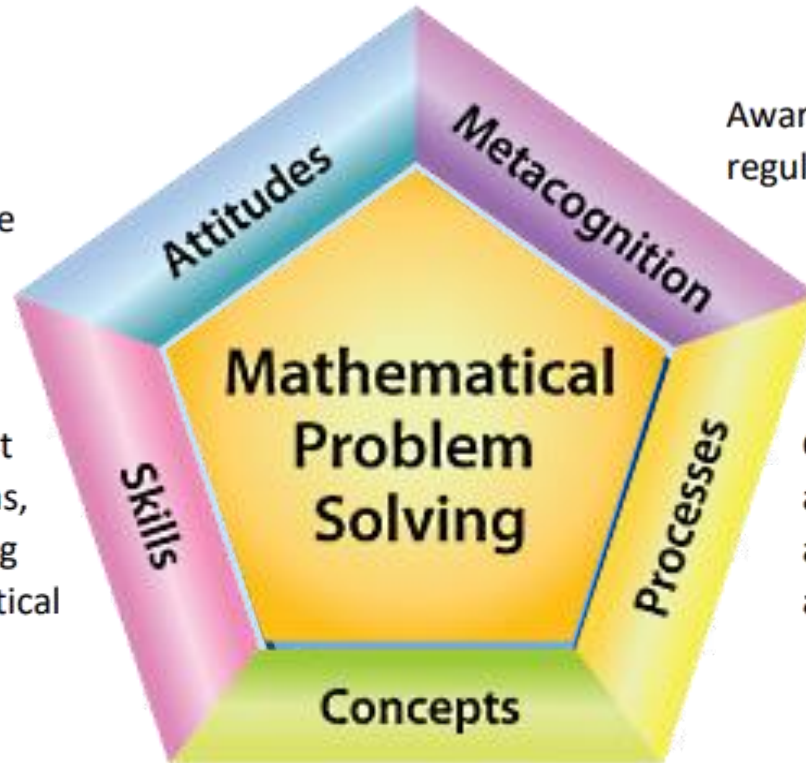


# Mathematics

**Vision :** Every Child a Confident Problem-solver

Belief, appreciation,  
confidence, motivation,  
interest and perseverance

Proficiency in carrying out  
operations and algorithms,  
visualising space, handling  
data and using mathematical  
tools



Awareness, monitoring and  
regulation of thought processes

Competencies in abstracting  
and reasoning, representing  
and communicating,  
applying and modelling

Understanding of the properties and  
relationships, operations and  
algorithms



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# Key Programmes/Activities

- Learning Experiences
- Koobits & SLS to foster self-directed learning
- Reasoning & Communication
- Spatial Visualisation Programme (Tangrams)



# Students' Learning Progress

- Classroom's observations & classwork
  - Learning Experiences (CPA approach)
  - Thinking Aloud
  - Workbook Practices
  - Mastery Quizzes



# MOTHER TONGUE DEPARTMENT

## Vision:

**An effective communicator who appreciates the MT language and culture.**

### MOE Primary School MTL curriculum

- Greater emphasis on **spoken & written interaction skills**;
- Greater focus on **authentic activities** to better engage students and develop their **communication skills**; and
- Continue to expose students to their own **culture & values** through MTL learning



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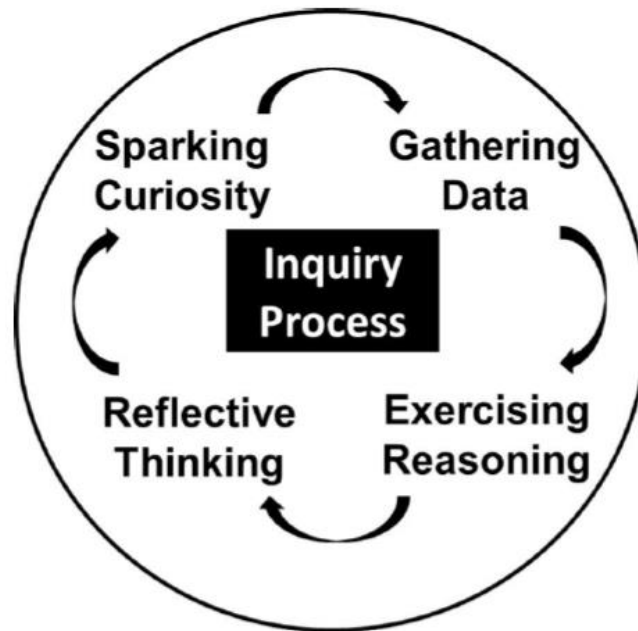
# Higher Mother Tongue at P3

- To further strengthen the learning of MTL from an early age, we are offering HMTL from P3 onwards starting 2022.
- Selection Criteria: The school will use a set of qualitative descriptors (QDs) based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency.
- Additional 1 hour of lesson after school



# Social Studies

**Vision: Every Xinminite, a reflective and discerning individual, rooted in sound values with a global mindset.**



**The Inquiry Process**



# Social Studies

	Levels of Study	Inquiry Focus
Discovering Self and Immediate Environment	<u>Primary 2</u> Coming Together as a Nation	What unites the people in Singapore as a nation?

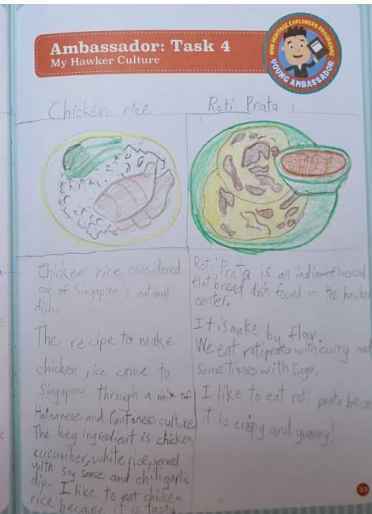
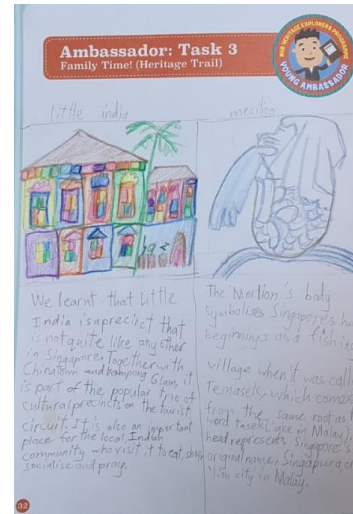
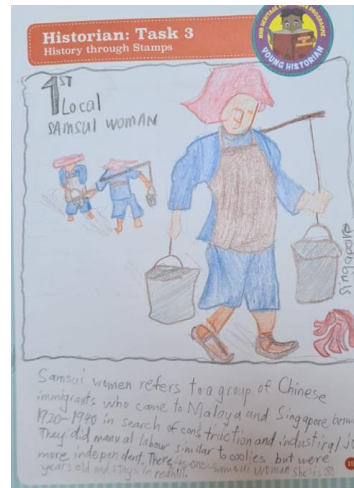


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# Social Studies



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# Social Studies

Assessment is important to help monitor students' progress in their learning of Social Studies. Learning outcomes (knowledge, skills and values) are used to report students' learning progress in the Holistic Development Profile (HDP).





# Social Studies

## Example

### Learning Outcome (Knowledge):

Recognise that everyone is unique.



**Getting to Know My Classmates**

Talk to two of your classmates to find out more about them.

Tick (✓) each classmate's favourite colour, food and activity in the tables on pages 4 and 5. If their favourite colours, food or activities are not listed in the tables, write them in the blanks provided.

**Classmate A** My classmate's full name is \_\_\_\_\_

My classmate likes to be called \_\_\_\_\_

Colour	Food	Activity
<input type="checkbox"/> Red	<input type="checkbox"/> Satay	<input checked="" type="checkbox"/> Cycling
<input checked="" type="checkbox"/> Blue	<input type="checkbox"/> Roti Prata	<input type="checkbox"/> Reading
<input type="checkbox"/> Yellow	<input checked="" type="checkbox"/> Chicken Rice	<input type="checkbox"/> Swimming
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Circle "Yes" or "No" to answer the questions.

Do you have the same name structure as Classmate A? Yes ☐ No ☐

Do you have the same favourites as Classmate A? Yes ☐ No ☐

Beginning	Developing	Competent	Accomplished
Student attempts to identify his/her classmate's favourite colour, food and activities with a lot of help from the teacher.	Student is able to identify his/her classmate's favourite colour, food and activities with a lot of help from the teacher.	Student is able to identify his/her classmate's favourite colour, food and activities with some help from the teacher.	Student is able to identify his/her classmate's favourite colour, food and activities independently.



# CCE Department

## Learning for Life Programme(LLP): Our CCE curriculum

### CLOVE Cultivating a Life Of Values and Excellence



- “Cultivating a Life of Values and Excellence” or CLOVE is our CCE curriculum as well as our school’s LLP.
- The school adopts a **holistic approach** to Character and Citizenship Education.

### Objectives of CLOVE:

We want our students to...

- become **assets to our society** by acquiring the following core beliefs and **character** traits: Care, Respect, Responsibility and Resilience.
- become **contributing citizens** in your school, family and community.



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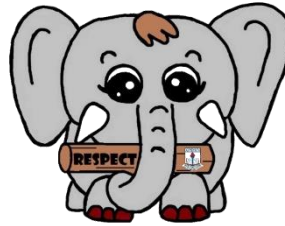
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# CCE Department

**Our School  
Core Values:**



**Care**



**Respect**



**Responsibility**



**Resilience**

**P2Values In  
Action(VIA)  
Project:  
Happy  
Canteen**





- Wipe down after recess
- Classes will design posters to remind their friends in school to keep the canteen clean
- Students will write appreciation notes to schools attendants to thank them
- Show appreciation for the school attendants by being responsible for the cleanliness of the school canteen



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# CCE Department

School Core Values	P1-P2
<b>Care</b> 	<ul style="list-style-type: none"> <li>I am willing to share and render help to others.</li> <li>I keep my school compound and home clean.</li> </ul>
<b>Respect</b> 	<ul style="list-style-type: none"> <li>I know my likes and dislikes.</li> <li>I respect my friends even though we are different (in all settings).</li> <li>I work in a respectful manner with others.</li> </ul>
<b>Responsibility</b> 	<ul style="list-style-type: none"> <li>I take pride in my work and complete them to the best of my ability.</li> <li>I can tell right from wrong and act on the right thing.</li> <li>I actively contribute to improve my class environment.</li> </ul>
<b>Resilience</b> 	<ul style="list-style-type: none"> <li>I seek clarification or help when I meet with challenges.</li> <li>I am not afraid of making mistakes.</li> <li>I am willing to try new things.</li> </ul>



# AESTHETICS DEPARTMENT



## VISION



**Every Xinminite, an artist and a musician.**

## MISSION

**Nurturing the Passion for the Arts (Visual Arts & Performing Arts)  
in Every Xinminite.**



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# AESTHETICS DEPARTMENT

LEVELS	ART	MUSIC
P2	Family portrait Chinese Ink Painting	Cajon



Above are some of the key programmes we have for the students for the specific levels, it is to develop our Xinminites with:

- Visual inquiry skill (Art) and Musical skills (Listening, creating and performing)
- Awareness, appreciation and respect for the cultures of various art forms (Visual art and Music)
- Enjoyment in art making and music making



# AESTHETICS DEPARTMENT

The art and music learning outcomes are addressed and learned in an integrative manner, where elements and concepts are learned through art and music experiences, draw on students' learning and understanding of the art and musical elements and concepts.

## Music Learning Outcomes (LOs)

LO1: Perform music in both instrumental and vocal settings, individually and in groups.

LO2: Create music in both instrumental and vocal settings, individually and in groups.

LO3: Listen and respond to music.

LO4: Appreciate music from local and global cultures.

LO5: Understand musical elements and concepts





# AESTHETICS DEPARTMENT

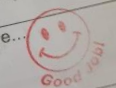
## Art Learning Outcomes (LOs) P1, P2

- LO1: Identify simple visual qualities in what they see around them.
- LO2: Ask questions about what they see.
- LO3: Draw from their imagination and observation.
- LO4: Play with a variety of materials and tools to make art.
- LO5: Share their imagination, thoughts and feelings through art making.
- LO6: Show interest in looking at a variety of artworks.
- LO7: Talk about what they see, feel and experience using art vocabulary.

Name: Apple IB  
 Date: 28 October 2020  
 Period/Subject: Art

3 2 1

3 things you learned today...  
lines, shapes, colours, designs,  
Patterns

2 questions you still have...   
Good job!

1 thing that made you say, "WOW!"  
Beautiful, amazing, colourful,  
awesome





# ICT Department

## ICT Lessons

Your child will learn the following skills:

- Create a simple presentation using Microsoft PowerPoint/Google Slides
- Effective online search skills
- Reading and Recording using Moo-O software

Lessons are carried out once every fortnight.

All students are required to bring their personal earpiece with microphone.



# ICT Department

## **SLS Administrative Matters**

Please include an email address in your child's account settings so that self-reset password function can be activated. Refer to PG message for step-by-step guide.

## **Curriculum Matters**

We seek your help to ensure that your child completes his/her online tasks. All tasks can be found on the 'Assignments Page' and are labelled as 'Upcoming', 'Complete' or 'Incomplete'.



# Holistic Health @ Xinmin

- **PHYSICAL EDUCATION (PE) @ Xinmin Primary**
- **Our Philosophy**
  - “Balanced Lifestyle for All”
- **Our Vision**
  - “Continual Pursuit of Healthy Lifestyle & Application of Sporting values into daily life”
- **Our Mission**
  - “Every Xinminite to be able to play and engage in 4 sports / games competently
- **Our Values**
  - STEER (Infused into our School Values of Care, Responsibility, Respect & Resilience)
    - Sportsmanship (Friendship, Care & Respect)
    - Teamwork
    - Excellence
    - rEponsibility
    - Resilience



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# PE & CCA Dept

## P2 Sports Carnival

- Embracing holistic education and character development through Sports in a celebratory Carnival.
- Students are exposed to various stations (Carnival themed) to play, learn new sports and have 'fun'.



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# **PHYSICAL EDUCATION**

## **Learning Outcomes (LOs) for Reporting P2 Students' Learning Progress**

<b>Semester 1</b>	<b>Semester 2</b>
<b><u>Games and Sports</u></b> 1. Demonstrate a range of motor skills in catching and dribbling a variety of objects.	<b><u>Games and Sports</u></b> 1. Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.
<b><u>Gymnastics</u></b> 2. Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.	<b><u>Outdoor Education</u></b> 4. Move across a variety of ground surfaces in a familiar environment safely and confidently.
<b><u>Dance</u></b> 3. Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)	<b><u>Physical Health and Fitness</u></b> 5. Acquire a range of personal safety practices in school, at home and when using the road.
<b><u>Physical Health and Fitness</u></b> 6. Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities.	

# Home-School Partnership



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Home Based Learning  
Home Reading Programme  
Thematic Inter-disciplinary Task  
Heritage Explorer Programme  
Maths Project  
Read & Tell



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-  Learning Disposition
-  Edusave Merit Bursary Award
-  Good Progress Award
-  Allocation of Class for Primary 3





# Learning Dispositions (for Lifelong Learning)



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## PREVIOUSLY

## From 2019

## From 2020 or 2021

### Adjusting School-based Assessment Structures

#### P1

- > No examination, but weighted assessments are conducted throughout the year

#### P2

- > Weighted assessments throughout the year and year-end exam

#### P3-P6

- > Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year

#### Secondary level

- > Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year

#### P1 & P2

- > Removal of all weighted assessments (including P2 year-end exam)

#### S1

- > Removal of Mid-Year Exam (MYE)

#### From P3 to S4/5

- > Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable

#### P3, P5, S3

- > Removal of Mid-Year Exam (MYE)



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# Removal of weighted assessment aim to :

- **free up more time and space** for teachers to engage students in learning.
- provide students with a **more positive start** in their learning, focusing on discovery, joy of learning and holistic development.
- **reduce over-inflation of effort** and **build intrinsic motivation** in our students to learn.
- enjoy the process of learning and **develop dispositions** for lifelong learning.



# What is Learning Disposition (LD)?

Learning dispositions are characteristics or attitudes to learning.

**Xinmin Primary School aims to develop in all Xinminites in achieving :**

Learning Disposition	Actions
<b>Joy Of Learning</b>	<ul style="list-style-type: none"><li>• Actively engaged in learning across subjects.</li><li>• Participates in decision-making about learning (eg: MLEA, problem solving, projects, etc)</li><li>• Intrinsically motivated to learn</li><li>• Derives satisfaction from learning new skills or discovering new ideas</li></ul>
<b>Responsibility Towards Learning</b>	<ul style="list-style-type: none"><li>• Displays good learning habits</li><li>• Manages time wisely</li><li>• Reflects on own learning</li></ul>
<b>Curiosity</b>	<ul style="list-style-type: none"><li>• Often asks questions to develop deeper understanding or extend learning.</li><li>• Shows interest in the world around him/her by reading, inquiring or exploring new learning.</li></ul>



# What is Learning Disposition (LD)?

Learning dispositions are characteristics or attitudes to learning.

**Xinmin Primary School aims to develop in all Xinminites in achieving :**

Learning Disposition	Actions
<b>Resilience</b>	<ul style="list-style-type: none"><li>• Works independently to solve problem.</li><li>• Keeps on trying to seek ways to improve learning.</li><li>• Does not give up easily even when the task is challenging.</li></ul>
<b>Open-mindedness</b>	<ul style="list-style-type: none"><li>• Willing to listen to ideas or solutions offered by peers, explore possibilities or consider other viewpoints.</li><li>• Accepts and acts on feedback to improve performance.</li></ul>
<b>Collaboration</b>	<ul style="list-style-type: none"><li>• Cooperates well with others in a group learning setting by exhibits SEL competencies during group work.</li><li>• Contributes ideas actively to achieve group goals.</li></ul>



**PREVIOUSLY**

**From  
2019**

**From  
2020 or 2021**

**Refreshing the Holistic Development Profile (HDP)**

> Use of indicators to report students' development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

**P1 & P2**

> Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained

**All other levels**

> Academic indicators adjusted for HDP. Non-academic indicators will be retained

Qualitative descriptors in the form of Learning Outcomes (LOs) per subjects will be given to parents as feedback on students' learning.



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# HOLISTIC DEVELOPMENT PROFILE (HDP)

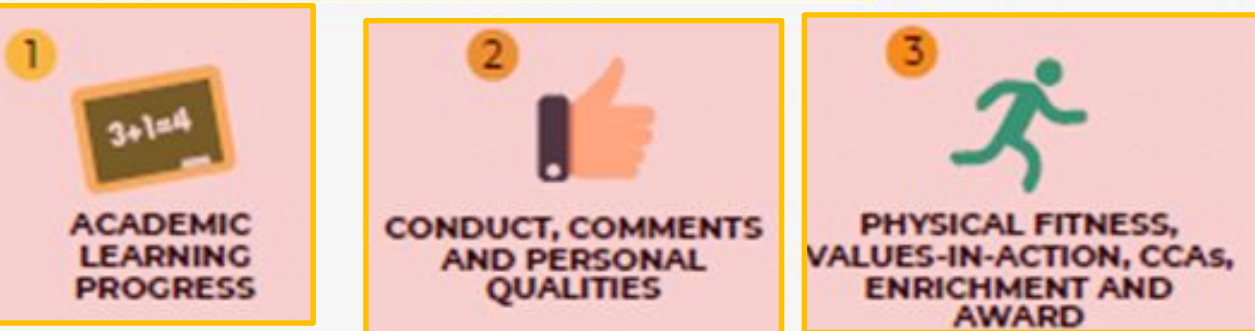
## HOW DO I USE IT?



**This is a report card** to update you on how your child has developed in both academic and non-academic areas, and how you can work with teachers to support your child in his growth.



### So, what does it consist of?



### How can I support my child in these areas?

- Affirm the progress your child has made
- Provide encouragement

- Recognise your child's strong qualities
- Encourage him to develop positive learning behaviour

- Speak to your child about his strengths and interests
- Discuss with him steps to take for healthy living

# EMB & GPA

(Edusave Merit Bursary & Good Progress Awards)



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## PREVIOUSLY

From  
2019

From  
2020 or 2021

### Revising criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3

#### EMB for P1 & P2

- > Singapore Citizen
- > Top 25% of school's level and course in terms of academic performance.
- > Good conduct
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

#### GPA for P2 & P3

- > Singapore Citizen
- > Top 10% of school's level and course in terms of improvement in academic performance
- > Good conduct

#### EMB for P1 & P2

- > Singapore Citizen
- > EMB will be adjusted to award students who consistently demonstrate good learning dispositions
- > Good conduct will continue to be a criterion
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

#### GPA for P2

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion

#### GPA for P3

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion



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# Allocation of Classes for Primary 3



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# Allocation of classes for P3

- When progressing to P3, students will no longer be assigned classes based on academic ability.
- School will consider other non-academic factors
  - gender
  - ethnic group
  - nationality
  - even distribution of SEN students
  - learning disposition scoring



# Thank You!



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