

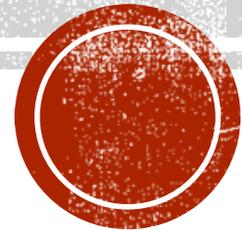
ENDEAVOUR PRIMARY

**EDP**

毅勤小学

# **PARENTS NETWORKING SESSION (P1 & 2) 2021**

5 March 2021



# WEBINAR PLATFORM

- Q&A Feature

1. Parents are welcome to use the Q&A function to post your questions.
2. Questions will be collated at the end of the session and we will address commonly asked questions via a set of updated slides which will be uploaded on EDP School Website.
3. For any questions that are not addressed, you are most welcome to email/contact the school.



# BRIEFING OVERVIEW

- Promoting a Love for Reading
- Assessments & Learning Outcomes
- Key Programmes and Activities
- Movement from P2 to P3 classes



# PROMOTING A LOVE FOR READING

## ENDEAVOUR PRIMARY SCHOOL MEDIA RESOURCE LIBRARY

### Library Opening Hours:

#### School Term

Monday to Friday **9.00 am – 4.00 pm**

#### Lunch Time

Monday to Friday: **12noon – 1.00pm**

#### Library Address:

(Endeavour Primary School)  
10 Admiralty Link  
Singapore

If you have any enquiries, please approach the librarian, **Mdm Hamidah Bte Osman** for assistance.



**Your Key to the  
Knowledge & Information  
Gateway**



# PROMOTING A LOVE FOR READING

- Some students have shared that their parents do not allow them to carry with them their Student Cards or allow them to borrow books from our school's library for fear that they will lose the card and/or books.
  - You can provide your child a photocopy of their Student Card if you are concerned that they may lose it.
  - For missing books, replacement of books of similar value is accepted.



# PROMOTING A LOVE FOR READING



National Library Board  
Singapore

## Address

30 Sembawang Drive  
#05-01 Sun Plaza  
Singapore 757713

## Opening Hours

Mon - Sun: 11:00 AM - 09:00 PM

Closed at 5.00pm on eves of Christmas,  
New Year and Chinese New Year

Closed on Public Holidays

Bookdrop Hours : 10.00am - 10.00pm

## How to get there

Nearest MRT: Sembawang

Bus Interchange: Sembawang

Buses: 117, 167, 656, 858, 859, 883, 962, 980,  
981

Click [here](#) to view Floor map



# Holistic Assessment & LOs

- Mr Razali (VP1)

# Movement from P2 to P3 classes

- Ms Chua (VP2)



# HOLISTIC ASSESSMENT (HA) & LEARNING OUTCOMES (LO)

1. What is **Holistic Assessment**?
2. What are **Learning Outcomes** for the different subjects?
3. Learning for Life: **Laying the foundation** at P1-P2
  - The “CHAMPS@EDP” Learning Dispositions



# ROLE & PURPOSE OF ASSESSMENT

1. Assessment is an **important part of learning and teaching** and helps provide useful information to the **student, the teachers and parents**. Assessment is generally carried out for two main purposes:
  - To **support** students' learning and classroom teaching, and
  - To **measure** students' attainment and report evidence of learning in different learning areas.
2. Both **quantitative feedback** in the form of marks or grades, and **qualitative feedback** in the form of teacher's comments or checklist, will help each student:
  - learn about his/her **strengths**,
  - identify **areas for improvement**, and
  - take steps he/she could take to **improve** in his/her learning.



# WHAT IS HOLISTIC ASSESSMENT?

Different types of assessments to help develop our students in the 5 **CAMPS** domains



## Cognitively Capable

Achieves academic success and is curious, confident and collaborative



## Aesthetically Attuned

Is an enthusiastic participant and appreciative audience of the Arts

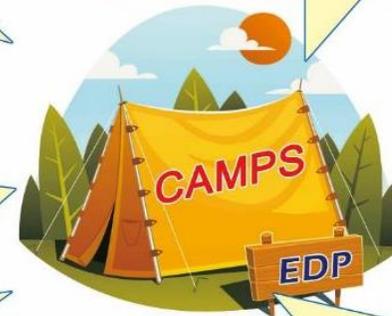


## Morally Upright

Has strength of character and demonstrates the courage to stand for what is right and be accountable for his/her words and deeds

## Socially Responsible

Contributes to the betterment of others and the environment by participating in Values in Action and becoming a good citizen



## Physically Active

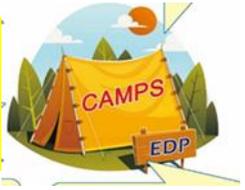
Enjoys and participates in physical activities regularly and has healthy habits



# Assessments for P1 – P6

Level	Term 1	Term 2	Term 3	Term 4
P1	<ul style="list-style-type: none"> <li>• <b>No Weighted Assessments</b></li> <li>• <b>Learning Outcomes (LO) + QD</b></li> <li>❖ <b>Develop positive learning dispositions</b></li> </ul>			
P2				
P3		WA2 (15%)	WA3 (15%)	SA2 (70%)
P4		SA1 (30%)		SA2 (70%)
P5		WA2 (15%)	WA3 (15%)	SA2 (70%)
P6		SA1 (30%)	Prelim (70%)	(PSLE)

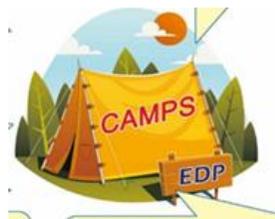
# Non-weighted Assessments (P1-P2)



- ❖ Focus in P1-P2 : **Building confidence & joy of learning** 😊
- **Non-weighted assessments**
  - Provide information to help determine students' level of understanding and skill for each Learning Objectives → Qualitative Descriptors (QD)
  - Therefore, non-weighted” **does not mean** “not important” 😊
- For students who are **absent on the day** when there is a non-weighted assessment:
  - There is **no formal make-up session**. Teachers will make the necessary arrangement for absentees to go through these assessments either as **class practice or home practice**.

# Subject Learning Outcomes (LO)

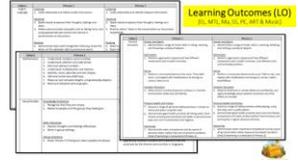
- **7 subjects:** English Language (EL), Maths, Mother Tongue Language (MTL), Social Studies, PE, Art & Music
- Assessment of **4 LO (max) per semester**
- Some LO may be **over the 2 semesters** to allow time for students to demonstrate their growth and improvement in these skills



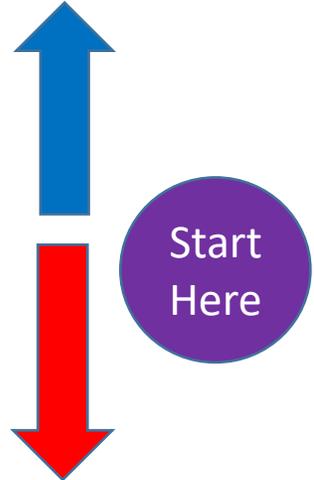
Subject	Primary 1	Primary 2
English Language	<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Listen attentively and follow simple instructions.</li> </ol> <p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>2. Speak clearly to express their thoughts, feelings and ideas.</li> <li>3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</li> </ol> <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words)</li> </ol>	<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Listen attentively and identify relevant information.</li> </ol> <p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>2. Speak clearly to express their thoughts, feelings and ideas.</li> <li>3. Build on others' ideas in the conversations or discussions respectfully.</li> </ol> <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>4. Read multi-syllabic words accurately.</li> <li>5. Read aloud Primary 2 texts (e.g. STELLAR texts) with</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>1. Understand numbers up to hundred.</li> <li>2. Understand addition and subtraction.</li> <li>3. Add and subtract numbers</li> <li>4. Understand multiplication and division.</li> <li>5. Identify, name, describe and sort shapes.</li> <li>6. Tell time to the hour/half hour.</li> <li>7. Measure and compare lengths using everyday objects.</li> <li>8. Read and interpret picture graphs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand numbers up to thousand.</li> <li>2. Solve mathematical problems involving addition and subtraction.</li> <li>3. Multiply and divide numbers within multiplication tables.</li> <li>4. Identify, name, describe and sort shapes and objects.</li> <li>5. Tell time to 5 minutes.</li> <li>6. Compare and order objects by length, mass, or volume.</li> <li>7. Read and interpret picture graphs with scales.</li> <li>8. Understand fractions.</li> </ol>
Physical Education	<p><u>Games and Sports</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.</li> </ol> <p><u>Gymnastics</u></p> <ol style="list-style-type: none"> <li>2. Perform a gymnastic sequence of two different movements with smooth transition.</li> </ol> <p><u>Dance</u></p> <ol style="list-style-type: none"> <li>3. Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).</li> </ol> <p><u>Outdoor Education</u></p> <ol style="list-style-type: none"> <li>4. Move across a variety of ground surfaces in a familiar environment safely and confidently.</li> </ol> <p><u>Physical Health and Fitness</u></p> <ol style="list-style-type: none"> <li>5. Acquire a range of personal safety practices in school, at home and when using the road.</li> <li>6. Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.</li> </ol> <p><u>Swimming</u></p> <ol style="list-style-type: none"> <li>7. Demonstrate water competence and be aware of personal water safety measures to prevent accidents. [Only if Swimming is conducted at Primary 1].</li> </ol>	<p><u>Games and Sports</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.</li> </ol> <p><u>Gymnastics</u></p> <ol style="list-style-type: none"> <li>2. Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.</li> </ol> <p><u>Dance</u></p> <ol style="list-style-type: none"> <li>3. Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)</li> </ol> <p><u>Outdoor Education</u></p> <ol style="list-style-type: none"> <li>4. Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.</li> </ol> <p><u>Physical Health and Fitness</u></p> <ol style="list-style-type: none"> <li>5. Acquire a range of safety practices while playing, using the road, and in public places.</li> <li>6. Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities.</li> </ol> <p><u>Swimming</u></p> <ol style="list-style-type: none"> <li>7. Demonstrate water movement competence and be aware of personal water safety measures to prevent accidents. [Only if Swimming is conducted at Primary 2].</li> </ol>

# Qualitative Descriptors (P1-P2)

Helping to determine your child's level of learning



Qualitative Descriptors	Remarks
Accomplished	• Able to understand & apply learning <u>almost all</u> the time
<b>Competent *</b>	• Able to understand & apply learning <u>most</u> of the time
<b>Developing *</b>	• Able to understand & apply learning <u>some</u> of the time.
Beginning	• Able to understand & apply learning with close guidance.



Based on:

- Demonstration of understanding & skill **in school** (importance of attendance)
- **Many assessment modes** – such as class work, quizzes, class test, performance tasks...
- **Over a duration of time** – within/across topics and semester

# Learning for Life: Laying the foundation at P1-P2



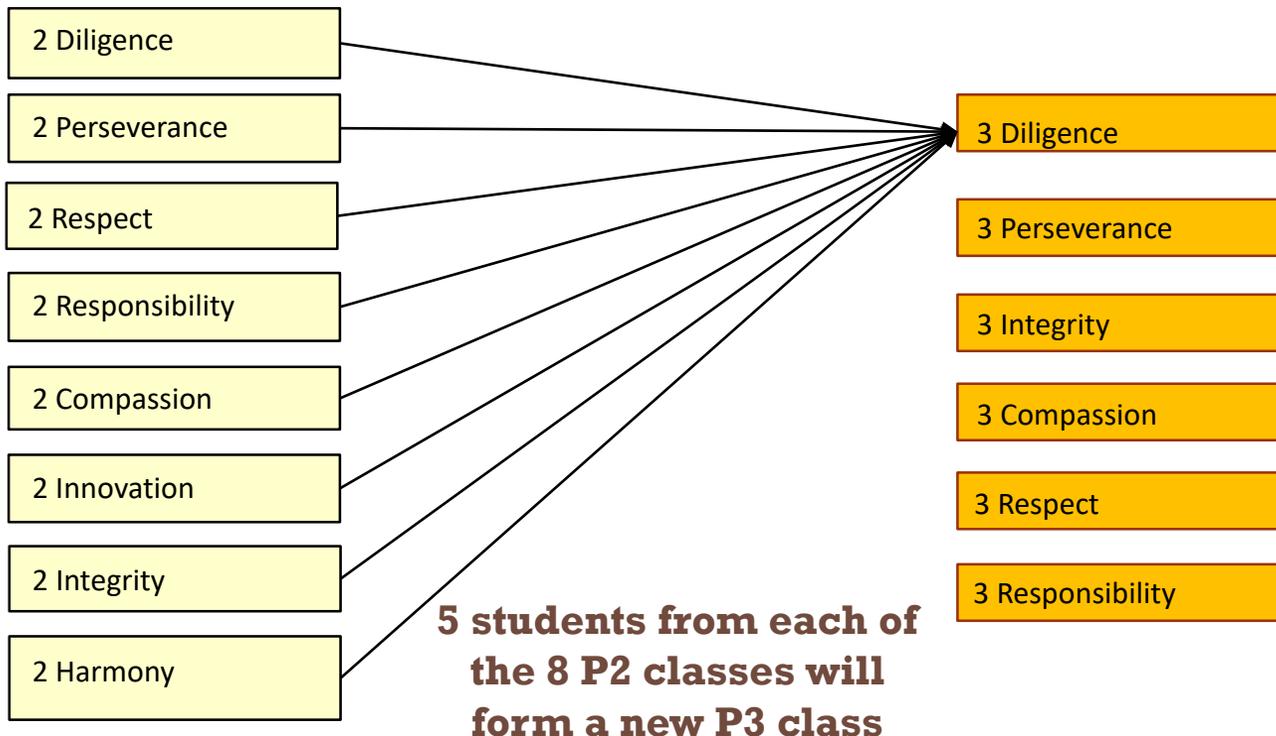
Learning Outcomes &  
Qualitative Descriptors

## The **CHAMPS@EDP** Learning Dispositions

- **C**ooperative (working well with others)
- **H**ardworking (diligent, conscientious)
- **A**daptable (think creatively/differently)
- **M**indful (aware & attentive)
- **P**ositive (not giving up in learning, persevere)
- **S**ense of Wonder, Curiosity (ask questions)

# MOVEMENT FROM P2 TO P3 CLASSES

- At P1 & P2, we have 30 students per class.
- For P2, we have 8 classes with a total of 240 students.
- For P3, we will have 6 classes with 40 students each.



- No assessments will be used for allocation of P3 classes – randomly done subject to the following:
  - Good racial mix to enhance National Education
  - Good gender mix



# Today's slides will be made available on our school's website:

The image shows a screenshot of the Endeavour Primary School website. The header includes the school logo (EDP 毅勤小学) and the name 'ENDEAVOUR PRIMARY SCHOOL'. Navigation links for 'ABOUT US', 'DEPARTMENTS', 'PARENTS HUB', and 'CONTACT US' are visible. The 'PARENTS HUB' dropdown menu is open, listing items such as 'Parents Gateway', 'Sexuality Education Programme', 'Cyber Wellness', 'Family Matters @ School (FMS)', 'Workshops and Briefings', '2020 Slides', 'Parents In Education', 'Principal's Letters', 'NLB discoverReads', '2021 Booklist and Uniform Order', 'Yearly Newsletter', and 'Announcements'. A yellow arrow points to the 'PARENTS HUB' link, and another yellow arrow points to the 'Workshops and Briefings' item. A blue banner on the right side of the page reads 'Aesthetically Attuned'. The background of the website features a photograph of children performing on stage, with a blue cloud-shaped graphic overlaid on the image containing a white star and a filmstrip icon.

# THANK YOU

- Your Networking session with your child's Form & Co-Form Teachers will begin at 3.30pm.
- Please refer to the Zoom details your child's teacher has shared with you.

