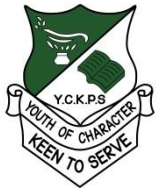


Primary 6 Parents Briefing

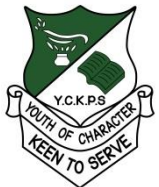
Wed, 13 Jan 2021



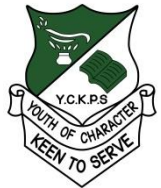
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Programme

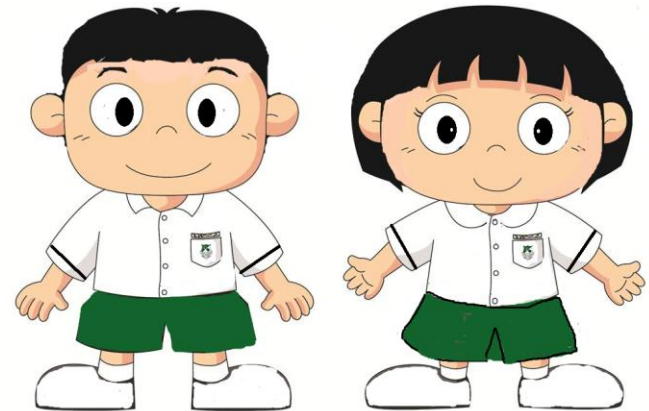
1. PSLE 2021
2. Direct School Admission for Secondary school
3. Curriculum and Assessment
4. P6 Level Key Events
5. Motivation, Self-Management & Well-Being



PSLE 2021



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STANDARD LEVEL SUBJECT GRADES

Reflects a student's individual level of achievement

Students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



FOUNDATION LEVEL SUBJECT GRADES

- Under the new AL system, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



SCORING OF SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.

ENGLISH AL3

FOUNDATION MOTHER TONGUE ALB

FOUNDATION MATHEMATICS ALB

SCIENCE AL5

PSLE SCORE: 22

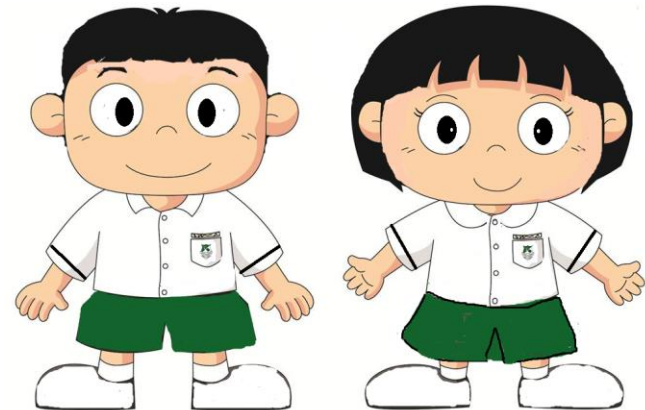
PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL <u>and</u> MA



CHOOSING A SUITABLE SECONDARY SCHOOL

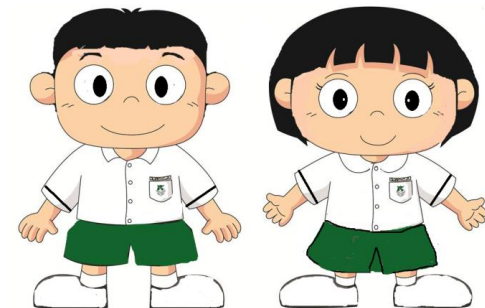


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DISCUSS WITH YOUR CHILD

- Consider your child's learning style, strengths and interests when making school choices in order to find a school that would help the child learn and thrive best.
- Discuss the options with the child, with the following considerations:
 - **Values:** What is the school's culture and ethos?
 - **Learning environment:** Is the school's learning environment right for the child?
 - **Distinctive programmes and CCAs:** Can the school support and develop the child's interests?
 - **Location:** Is it too far from home? How will the child get to school?



RESOURCES

- MOE SchoolFinder tool - More information on secondary schools can be found here, on school websites and in the Secondary 1 information booklet given to students in Primary 6.
- Open Houses - Secondary schools also hold open houses where you and your child can learn more about the school's programmes, and speak with teachers and students.
- Indicative cut-off points ranges for different school types
 - The indicative AL COPs ranges for school types can be used as reference point.
 - MOE will be providing indicative AL COPs for secondary schools in 1H/2021, based on the data from 2020 S1 posting exercise.
 - The actual cut-off points may differ, depending on how students exercise their choices that year.

MOE
SchoolFinder Tool



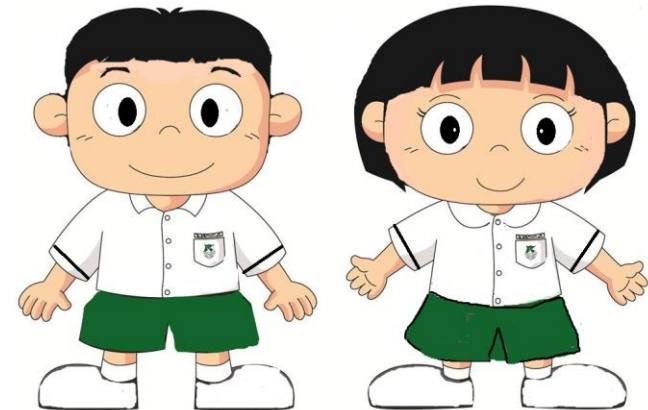
CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Students will continue to be posted to a secondary school based on academic merit i.e. overall PSLE score.
- If two or more students with the same PSLE Score vie for the last remaining place in a school, tie-breakers will be used in the following order:

1. CITIZENSHIP

2. CHOICE ORDER OF SCHOOLS (NEW for 2021 PSLE cohort onwards)

3. COMPUTERISED BALLOTING



EXAMPLE:

Jane
Singapore
Citizen

Bryan
Singapore
Citizen

Mary
Singapore
Citizen

John
Singapore PR

4 students - Jane, Bryan, Mary and John, are vying for the last places in School A and School B.



JANE'S SCHOOL CHOICES	
1.	School A
2.	...
3.	...
4.	...
5.	...
6.	...



BRYAN'S SCHOOL CHOICES	
1.	School B
2.	School A
3.	...
4.	...
5.	...
6.	...



MARY'S SCHOOL CHOICES	
1.	School A
2.	School B
3.	School C
4.	...
5.	...
6.	...



JOHN'S SCHOOL CHOICES	
1.	School A
2.	School B
3.	School D
4.	...
5.	...
6.	...

Students with better scores will be posted first

Jane will be posted first as she has a better PSLE score, and will be posted to School A.

As Jane has taken that last place in School A, Bryan, Mary and John, having the same PSLE score, will vie for the last available place in School B.

Tie-breaker 1:
Citizenship

Bryan and Mary are Singapore Citizens and will have a priority to enter School B.

John will be tie-broken out as he is a Permanent Resident. With no places in School B, John will be considered for School D.

Tie-breaker 2:
Choice order of schools

As Bryan ranked School B higher than Mary in his choice order of secondary schools, he will be posted to School B.

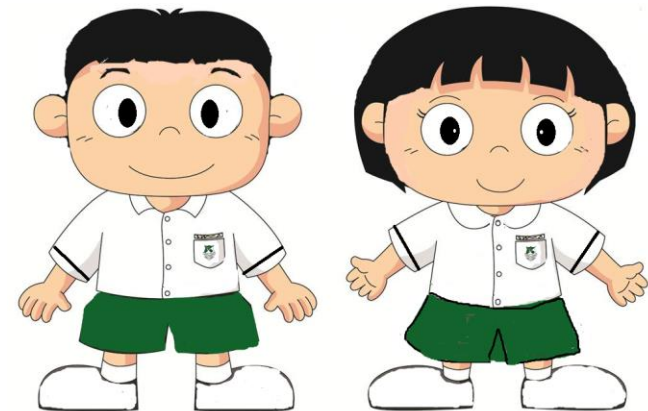
Since the last place of School B is taken by Bryan, Mary will be considered for School C.

Tie-breaker 3:
Computerised balloting

INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES



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INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

- To further familiarise the first batch of students and parents with the new PSLE 2021 scoring system, MOE is providing more information on indicative AL COP ranges for different school types, generated based on data from the 2019 S1 Posting Exercise.
- Similar to the current T-score system, the AL COP for a school may vary from year to year, depending on students' PSLE results and their school choices for that year's S1 Posting Exercise.
- Information on individual secondary schools' indicative AL COPs will be released in first half of 2021. These AL COPs will be derived from the PSLE Scores and choice patterns of the 2020 S1 Posting Exercise.



INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

Government & Government-aided Schools	Course	Indicative AL COP range for 2019 PSLE
<p>These schools are the mainstay of our education system, and offer high-quality education at standardised fees. These schools offer a range of electives, applied subjects and student development programmes.</p>	Express (Integrated Programme (IP))	7 – 9
	Express (O-level)	8 – 22
	N(A)	22 – 25
	N(T)	26 – 30



INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

<p>Autonomous Schools</p> <p>These schools are Government or Government-aided schools that provide a wider range of programmes that seek to enhance students' learning experiences and develop their talents.</p>	Course	Indicative AL COP range for 2019 PSLE
	Express (IP)	7 – 9
	Express (O-level)	8 – 16
	N(A)	22 – 25
	N(T)	26 – 29
<p>Independent schools</p> <p>These schools have the autonomy to develop their curriculum and programmes to cater to their students' diverse learning needs.</p>	Course	Indicative AL COP range for 2019 PSLE
	Express (IP)	6 – 8
	Express (O-level)	8 – 10



Direct school admission for secondary school (DSA-SEC)



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Entering a Secondary School



PSLE / S1 Posting Process

- Based on a student's PSLE score
- Most students enter secondary schools this way

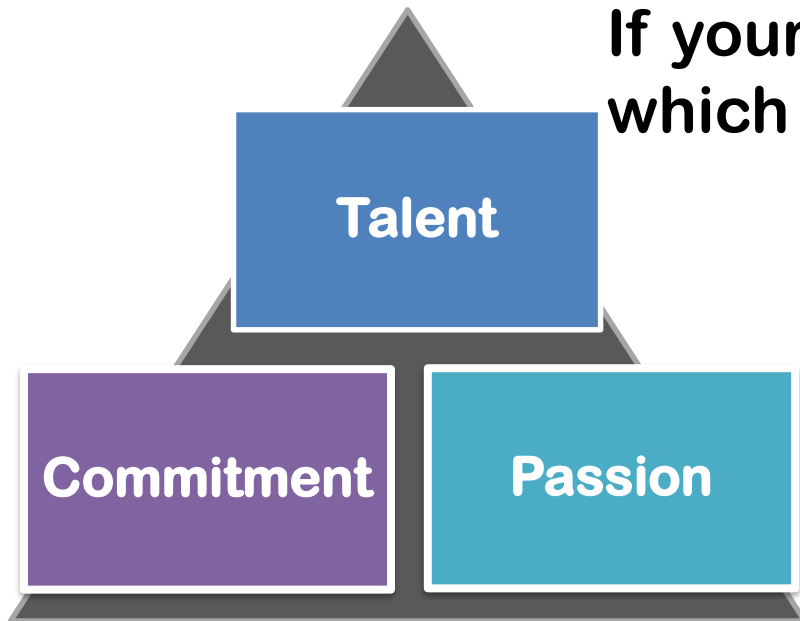


DSA - Sec

- Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises
- Allows students to access school programmes to develop their talents



Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers the DSA-Sec in

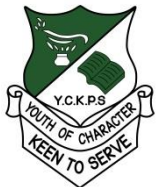
And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



Which school should my child apply to?

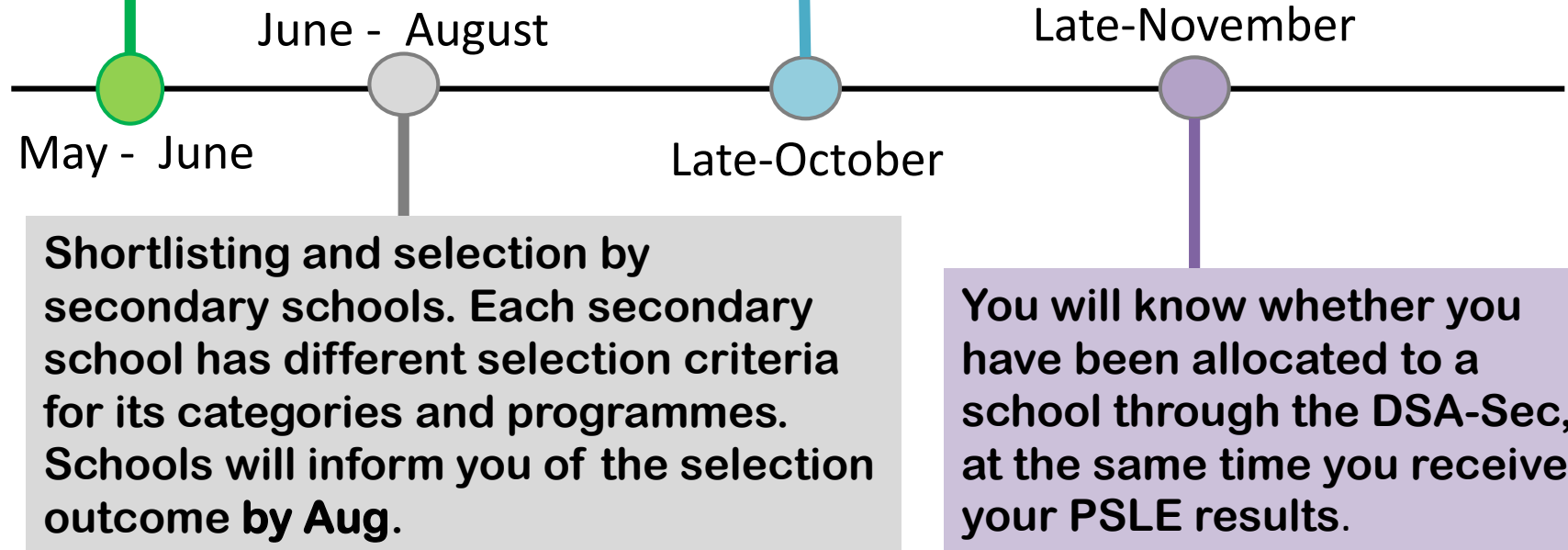
- Look for a school with **programmes that match your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** about what each school offers by:
 - Visiting schools' websites
 - Attending schools' Open Houses to also experience their environments and cultures
 - Visiting the MOE's DSA-Sec website



What is the timeline DSA-Sec?

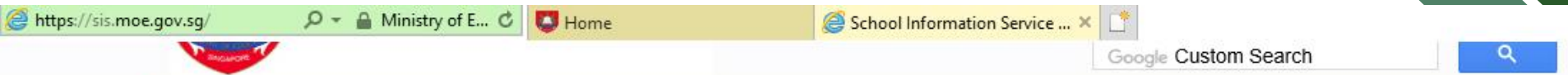
Apply for DSA-Sec through DSA-Sec Application Portal.

Rank your offers, if you receive offers from multiple schools



School Information Service (SIS)

<https://sis.moe.gov.sg/>



School Information Service (SIS)

[Back to MOE Home](#)



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Singapore 529894



changkatchangisec.moe.edu.sg
facebook.com/changkateers
instagram.com/ccss_sg



An aviation experience like no other

S.O.A.R - Student-centered Opportunities
in Aerospace Industries

A school of youth leaders

Leadership and Service
Through School to Nation



Search Schools by Criteria

Displays list of schools based on the criteria you have selected

Search Schools by Name

Displays list of schools you have selected

View School Directory

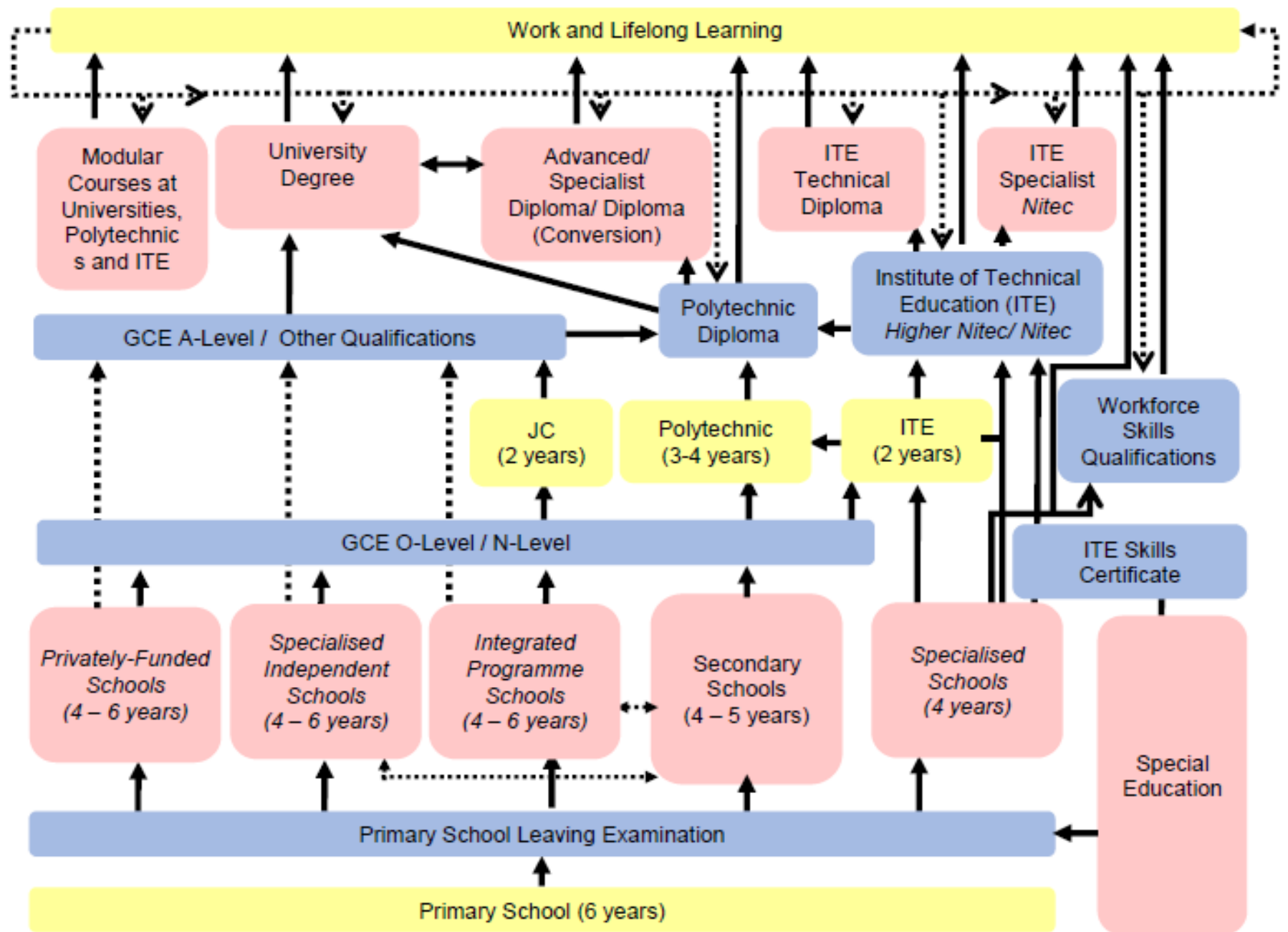
Displays schools' contact information

View School Details

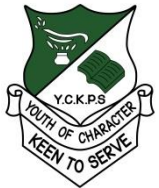
Select level of education

Select a school

Map of today's education and training pathways



CURRICULUM AND ASSESSMENT



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Curriculum and School Assessment (P6)

Assessment	Weightings	Dates
CA1	100	<ul style="list-style-type: none">Written: 25 - 26 Feb & 01 – 03 Mar
MYE	100	<ul style="list-style-type: none">Oral : 26 -28 AprWritten: 10 -11 May & 17 - 19 May
Prelim	100	<ul style="list-style-type: none">Oral: 29 – 30 JulListening Comprehension: 03 – 04 AugWritten: 19 - 25 Aug

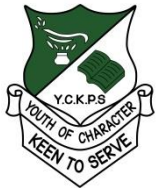


2021 PSLE Dates (Tentative)

PSLE	Tentative Dates
Registration	Mon, 08 Mar– Wed, 24 Mar
Oral	Thu, 12 Aug – Fri, 13 Aug
Listening Comprehension	Fri, 17 Sep
Written Examination	Thu, 30 Sep – Wed, 06 Oct



ENGLISH LANGUAGE



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Primary 6 Assessment – Standard English Language

Component	Marks	Weightage
Listening Comprehension (LC)	20	10%
Oral (Reading Aloud + Stimulus-based Conversation)	30	15%
Paper 1 (Composition)	55	27.5%
Paper 2 (Language Use)	95	47.5%



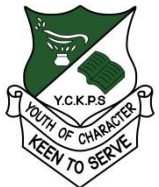
Primary 6 Assessment – Foundation English Language

Component	Marks	Weightage
Listening Comprehension (LC)	20	13.3%
Oral (Reading Aloud + Stimulus-based Conversation)	30	20%
Paper 1 (Composition)	40	26.7%
Paper 2 (Language Use)	60	40%



English Language Assessment Focus

Examination Components	Key Assessment Focus
Paper 1: Writing	<ul style="list-style-type: none">• Continuous Writing: Writing (story or expository) based on the given theme and at least 1 of the 3 random pictures provided.• Situational Writing: Addressing all bulleted points listed with clear and concise language to show <u>Context</u>, <u>Audience</u> and <u>Purpose</u>.



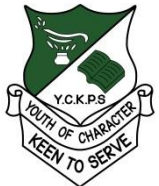
English Language Assessment Focus

Examination Components	Key Assessment Focus
Paper 3: Listening Comprehension	<ul style="list-style-type: none">• Listening for detail and comprehension. Graphic options are given for the first 4 of <u>20 questions</u> so as to allow for the assessment of listening for a wider variety of purposes.
Paper 4: Oral	<ul style="list-style-type: none">• Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>.• Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. The candidate is assessed on his/her ability to engage in a sustained conversation.



General Areas of Weakness

- Grammar & Vocabulary
- Comprehension Open-ended (OE)
- Transformation & Synthesis
- Continuous Writing



TIPS FOR PARENTS: READING & SPEAKING

- Model the use of Standard English when communicating with him/ her. Do not attempt to correct their mistakes by repeating their mistakes. Model the right language instead.
- Read and write notes/messages in front of your child. Let them have ample writing opportunities as well.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities.



TIPS FOR PARENTS: WRITING

- Time management – With only 1hr 10min in the PSLE to complete both Situational and Continuous writing, it is important to manage time well.
- Encourage your child to jot down good vocabulary/phrases and apply them in their writing.



MOTHER TONGUE LANGUAGES



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Approach

Vision, Mission

Mastery of the 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use

**Interactive
Speaking**

**Interactive
Writing**



Vocabulary

Grammar

**Reading
with
Understanding**



Primary 6 Assessment – Standard Mother Tongue Languages

Component	Marks	Weightage
Listening Comprehension (LC)	20	10%
Oral (Reading Passage + Conversation)	50	25%
Paper 1 (Composition)	40	20%
Paper 2 (Language Use)	90	45%



Primary 6 Assessment – Higher Mother Tongue Languages

Component	Marks	Weightage
Paper 1 (Composition)	40	40%
Paper 2 (Language Use)	60	60%



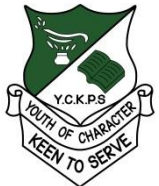
Primary 6 Assessment – Foundation Mother Tongue Languages

Component	Marks	Weightage
Listening Comprehension (LC)	30	30%
Oral (Reading Passage + Conversation)	55	55%
Paper 1 (Language Use)	15	15%



Good habits to build up MTL @ P6

- Use MTL to converse daily.
- Note down good phrases when reading storybooks. These can be used in composition writing.
- Revise daily on new vocabulary taught and set aside time to revise on Pri 5 vocabulary.
- Read more MTL books and MTL textbooks. This will help students' in their understanding of the MTL words.

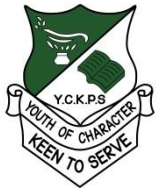


Working in Partnership with Parents

- Show interest in your child's MTL learning experiences and encourage him or her to share them with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Watch quality Chinese, Malay or Tamil language television programmes together.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.



MATHEMATICS



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Pointers to note:

Important for Primary 6 students to:	Parent(s) can help to encourage your child to:
<ul style="list-style-type: none">• Be clear of all topics, in particular these:<ul style="list-style-type: none">• Fractions & Decimals• Percentage• Ratio• Understand what the word problem is testing and using the most appropriate method (heuristic)• Mental Calculations: Accurate and fast• Use of thinking skills and methods (heuristics) to solve problems• Application of topics taught	<ul style="list-style-type: none">• Revise what is learnt daily• Complete daily homework to the best of his effort• Clarify with his Math teacher when in doubt• Revise multiplication tables regularly• Work on mental calculations regularly by adding, subtracting, multiplying and dividing mentally



Content and Processes

Important for Primary 6 students to:	Parent(s) can help to encourage your child to:
<ul style="list-style-type: none">• Know the mathematical vocabulary e.g. <i>ratio, fractions, decimals</i>• Use of thinking skills and methods (heuristics) to solve problems• Application of topics taught	<ul style="list-style-type: none">• Ensure daily revision of what is learnt and completes daily homework• Go through their written assignments (and Math Ex Bk) and work with your child on feedback given by teacher• Encourage child to clarify with Math teacher when in doubt



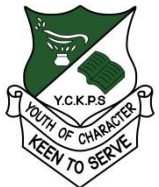
Mathematics

Format and Rigor of assessment	What is expected of your child
P6 Standard Math Assessment	<ul style="list-style-type: none">• Paper 1: 45 marks (1 hour)• Paper 2: 55 marks (1.5 hour)• Use of calculator for Paper 2 only
P6 Foundation Math Assessment	<ul style="list-style-type: none">• Paper 1: 40 marks (1 hour)• Paper 2: 50 marks (1 hour)• Use of calculator for Paper 2 only

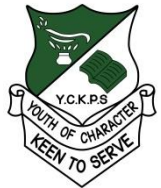


Tips for Parents

- Child should not be imposed to only one method of solving problems
- Encourage child to think of another method when faces with difficulty
- Monitor child's level of dependence on calculator which may hamper the speed and accuracy of calculations in Paper 1
- Pace revision for PSLE preparation



SCIENCE



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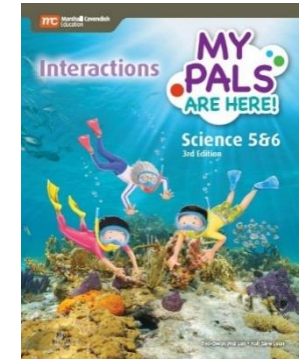
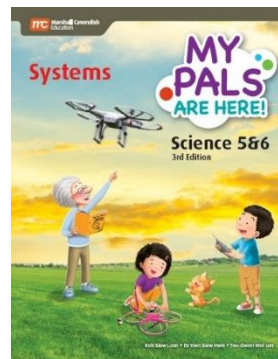
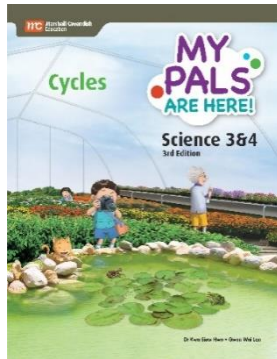
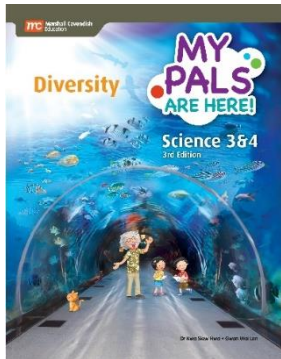
Science Syllabus

Lower Block

- P3: Diversity, Systems, Interactions
- P4: Cycles, Energy

Upper Block

- P5: Cycles, Systems
- P6: Energy, Interactions



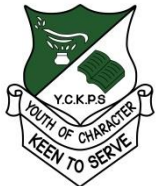
P6 Standard Science Topics

Energy

1. Energy in Food
2. Forms and Uses of Energy
3. Sources of Energy

Interactions

4. Forces
5. Living Together
6. Food Chains and Food Webs
7. Adaptations
8. Man's Impact on His Environment



P6 Standard Science Exam Format

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	28	56
B	Open-ended	12 to 13	44
Total Marks			100

The duration of the paper is 1 hour 45 minutes.



P6 Foundation Science Topics

Energy

1. Energy from the Sun

Interactions

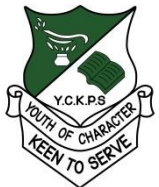
2. Forces
3. Living Together
4. Food Chains
5. Adaptations
6. Man's Impact on His Environment



P6 Foundation Science Exam Format

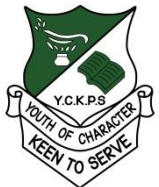
Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	18	36
B	Structured	6 to 7	14
	Open-ended	5 to 6	20
Total Marks			70

The duration of the paper is 1 hour 15 minutes.



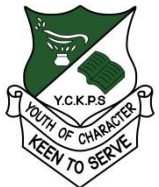
Tips for Parents

- Spend time with child
 - use everyday situations to stimulate curiosity
 - bring child to places of interests for varied learning opportunities
- Encourage child to read
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills
- *Understand different strategies child adopts*
 - some learn by reading Science books and notes (aloud or silently)
 - some learn by making own notes (concept maps, graphic organisers, etc.)
 - support child in doing scientific investigations



Tips for Students

- Learn spelling of key words
- Understand key concepts
- *Revise (read, understand, do)* textbooks, workbooks, booklets/worksheets, and Science Journals (P3 to P6)
- Improve answering techniques – *answers must be based on scientific concepts*
- Practice answering techniques such as *Claim-Evidence-Reasoning (CER)* taught by teachers
- Take a more hands-on approach
- Ask when in doubt



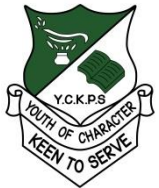
More Challenging Science Topics

Students would need to spend more time to understand and revise these topics:

- Magnets and Their Characteristics (P3)
- Light and Shadows (P4)
- Heat and Temperature (P4)
- The Water Cycle (P5)



P6 LEVEL KEY PROGRAMME



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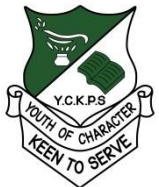
P6 Level Key Programmes

Term 1

- Class Bonding Activities
- Continual Assessment
- Prize Giving Ceremony
- Education and Career Guidance (ECG) Programme – My skills portal
- Secondary School Series
- Growing Years Programme

Term 2

- Mid-Year Examination
- Motivation and Study Skills Series



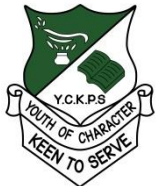
P6 Level Key Programmes

Term 3

- Prelim
- PSLE Oral

Term 4

- PSLE Listening
- PSLE Written Papers
- Post PSLE Activities
 - Intra-Class Games
 - Coding
 - Learning Journeys
 - ePW (Environmental Project Work)
- P6 Graduation /Art Exhibition



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P6 Supplementary Schedule

	Monday	Tuesday	Wednesday
First session (2.00 p.m. – 3.00 p.m.)	P6 MA/SC/FMA	P6 EL/MA/FEL	P6 EL/SC
Second session (3.00 p.m. – 4.00 p.m.)	P6 MTL/FMTL	P6 EL/FSC	

- To start on Mon, 18 Jan 2021.
- Consent Forms to be sent out this week
- To be returned to Form Teachers by Fri, 15 Jan 2021



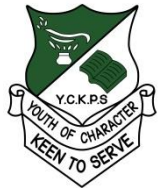
P6 Important Dates 2021

Supplementary Lessons
8.00 a.m. to 12.30 p.m.

June Holidays	23 - 25 Jun
September Holidays	08 - 10 Sep



Motivation, Self-Management & Well-Being



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Guiding towards Effective Motivation & Self-Management

- Have a talk with your child about his/her goals or dreams (e.g. Choice of Secondary School, pursuing a sport/hobby/occupation)
- Discuss the reasons for the choice of the goals or dreams
- Explore together the ways to get to his/her goals
- Work out a plan of action with a time line towards the goals



An example for Self-Motivation

“Write Down Goals”

- Helps to commit one towards his/her goals
- Provides clarity of purpose and direction in life

Figure: P6 Pledge Letter to Myself

Pledge Letter to Myself

Dear _____,
(My Name)

I pledge to work hard towards my choice secondary school _____
(Name of Secondary School)

Target PSLE T-Score: _____ / 300
(Average of all subjects x3)

The top 3 reasons for my above choice:

1. _____
2. _____
3. _____

To reach my goal, 1 most important I have:

To Start: _____

To Stop: _____

Yours sincerely,

(My Name)

7 January 2019

Dear P6 students of batch 2019,

Welcome to your first year – PSLE 2019!

I have shared with you the importance of writing down one's goals at Motivation and Study Skills workshop. Research studies have shown that 80% of people who actually write down their goals go on to achieve them. Hence, I have attached a "Pledge Letter to Myself" to write down your goals and 3 reasons for your choice.

Kindly complete the "Pledge Letter to Myself", and fill into the envelope provided and write your name and home address by this Friday, 18 January 2019. Please hand the envelope to the class monitor who would then hand it to your class teacher.

In conclusion, I would like to share two quotes: "People with goals succeed because they know where they are going" by Carl Nightingale and "Failure to plan is planning to fail" by Allen Lasker. Therefore it is important to plan our efforts to work towards our goals. And to help plan our studies and manage time better, be encouraged to use the My Hourly Study Timetable and My Weekly Study Planner provided.

Best wishes in preparation for the coming 2019 PSLE, starting in August.

Yes, you can achieve your goals and make YCKPS proud of you!

Yours sincerely,

Ms. Pooi Sim
Year Head/Upper Primary



An example for Self- Management

“Work out a weekly time-table planner”

- Write down weekly learning goals by subjects
- Plan for efficient use of time

Figure: Sample of weekly time-table planner

YIO CHU KANG Primary School
My Weekly Study Time-Table Planner

Name: _____ Class: P _____ Date: _____

Subjects	Areas of Improvement / Topics to Learn or Revise
ENGLISH	
MATHEMATICS	
SCIENCE	
MOTHER TONGUE	

For this week, I promise to _____

Name: _____ My Hourly Timetable Term _____ Week _____

Date/Time	M _ / _	T _ / _	W _ / _	T _ / _	F _ / _	S _ / _	S _ / _	
8-9	School Lessons							
9-10								
10-11								
11-12								
12-1								
1-2								
2-3								
3-4								
4-5								
5-6								
6-7								
7-8								
8-9								
9-10								

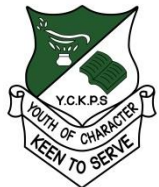
English (United States)



Caring for Well-Being

Sleep

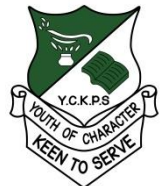
- Regular hours and sufficient sleep necessary for healthy growth of children
- “No Screen Time”- 1 hour before bedtime because brain would be too active and quality of sleep affected



Caring for Well-Being

Breakfast

- Most important meal of the day for children with growing bodies and minds
- May come early to school canteen for breakfast before 7.15am



Caring for Well-Being

Monitor
Your Kid's
Online
Activity



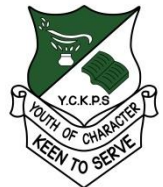
Limit Use of Electronic Gadgets

- Excessive use of electronic gadgets is **addictive**
- Regulate use (No. of hrs/time of the day/fulfilment of conditions) or **total withdrawal of usage**



Caring for Well-Being

Example: Limit use of Electronic Gadgets



Caring for Well-Being

Bonding Time with Children

- Research has shown that healthy parent-children relationships leads to adults who regulate emotions effectively, manage stress, be more capable of problem solving and have higher self-esteem
- **We have a happy child in the end**
- Spend time now before they go to secondary school



Setting Learning Expectations

Regular Attendance & Punctual for School

- Learning is affected if children are absent regularly for school because of gaps in learning
- **Being punctual for school sets the learning tone for children**
- Teach children the value of responsibility by reporting to school on time by 7.30am



Setting Learning Expectations

Checking and Monitoring of Learning

- Set a practice at home for children to show parents periodically their homework progress
- **Ask regularly to see/sign tests or examination papers**
- “Children take the cue from parents on the importance of academic studies”



Setting Learning Expectations

Parents and teachers communicate to children as one voice

- Collaborative partnership between parents and teachers for the children's development
- **Common communication methods via student handbook and telephone call**
- Positive affirmation and encouragement with corrective actions and consistent messaging to children



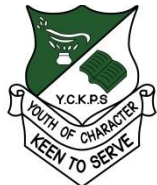
Four fundamental shifts in the world of learning and work ...

1. From knowledge to skills

2. From front-loading to lifelong learning

3. From classroom to both classroom and workplace

4. From fixed to growth mindset



Modes of Communications

Regular Feedback and Communication

- Parents Briefing, Meet-The-Parents, 1-1 Meet Up sessions
- Student Handbook
- Email
- Telephone
- **Parent's Gateway (PG) App – Sch/MOE**
- **ClassDojo App - Teachers**
- School Circulars / Letters



THANK YOU!



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