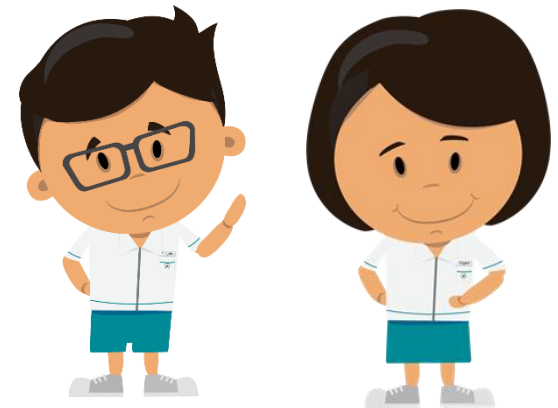


East Spring Primary School

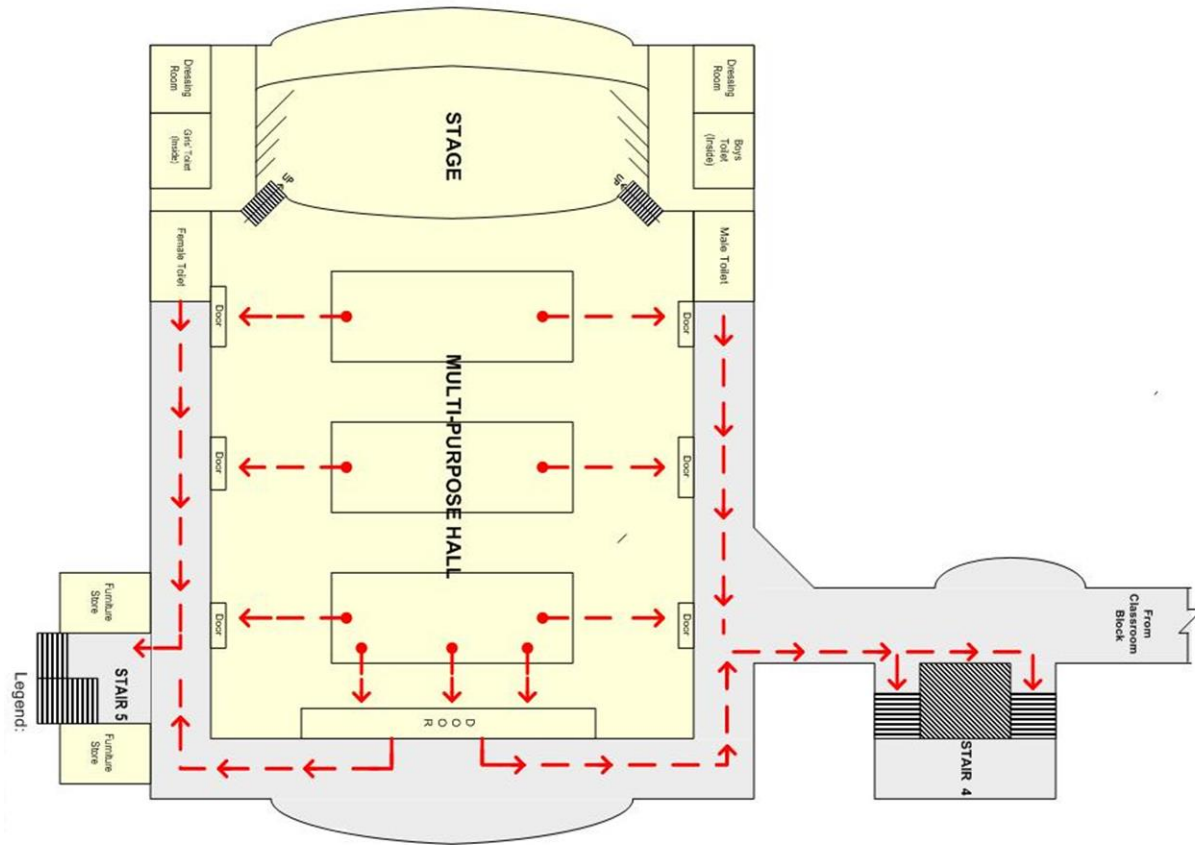
Parents' Briefing

2 January 2025



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Emergency Evacuation Route



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Programme

Time	Programme	Venue
0815	National Anthem/Pledge taking	Hall
0820	Principal's Welcome Address	Hall
0835	Subject Briefing -EL -MA Question and Answers	Hall
0900 to 0940	1S1 – 1S4 Recess 1S5 – 1S7 Parents FTs Interaction	Canteen Primary 3 Classrooms



Programme

Time	Programme	Venue
0950 to 1030	1S5 – 1S7 Recess 1S1 – 1S4 Parents FTs Interaction	Canteen Primary 3 Classrooms
1040	Subject Briefing -MT (Including NMT) - PAM/PAL Question and Answers	Hall
1100	Break	Canteen
1130	Bonding Activities with FTs and Parents	Hall
1230	End of Session	



Principal's Address



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Mdm Fazilah Maricar
Vice Principal
Academic

Ms Jasmine Ng
Vice Principal
Administration



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Support Staff



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East Spring Primary School



Mrs Rachel Tan

School Counselor

Mdm Liyana

Special Educational Needs
Officer (SENO)

Primary 2, 4 & 6

Mdm Zarina

Special Educational Needs
Officer (SENO)

Primary 1, 3 & 5



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Introduction of Primary 1 Teachers



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Primary 1 Self-Control 1

FT
Mdm Nur Sabrina

FT
Mrs Toh Poh Li



Primary 1 Self-Control 2

FT
Ms Ng Su Ying

FT
Mdm Syaza
Level Head Aesthetics

FT
Mdm Chan Yoke Ying



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Primary 1 Self-Control 3

FT

Ms Ong Lay Ping

FT

Mdm Nadirah



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Primary 1 Self-Control 4

FT

Mdm Audrey Yow

FT

Ms Karen Ong

FT

Mdm Huang Lin Lin
Senior Teacher,
Chinese Language

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Primary 1 Self-Control 5

FT

Mr Clement Kang

FT

Mdm Aishah

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Primary 1 Self-Control 6

FT

Mdm Georgina Lau

FT

Ms Lee Zhibin

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Primary 1 Self-Control 7

FT

Mdm Hairina

FT

Mdm Saras

FT

Mrs Christopher



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Vision

Gracious School, Life-long Learners

Mission

Nurturing Caring Citizens & Independent Learners



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Motto

Excellence for Success



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SCHOOL VALUES: SPRING

Self-Control

Perseverance

Responsibility

Integrity

National Pride

Gratefulness



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Emphasis

Besides Academic → Character & Life Skills

- Building resilience
- As parents, let them taste setbacks & failure in the school
- Sending the same message in school and at home
- Consult and clarify with the school on matters concerning your child



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Partner the School

- Home-school partnership is crucial in education.
- We need parents' support to create an effective learning environment.
- Students thrive when the school, teachers, and parents collaborate to support their holistic development.



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Partner the School

- Beginning of your child's education
- Parents are the key navigator of their child's growth.
- Shared responsibilities between parents and school.
- Work with and support teachers directly
- Take note of information in the Parent Circular in PG
- “limited resources” – constraints in time, space, programmes, etc
- Your support is an added resource to the school



Partner the School

- Absence from school due to illness or travelling during term time
- Responsibility:
 - Bringing handbook & a working thermometer
- Types of food consumed during snack time (11.20 am)



Partner the School

- Overindulging & overprotecting children from inevitable frustrations and limitations
 - We rob our children of some of the opportunities to grow that we had as kids
 - We learned patience because our parents kept us waiting. Delay gratification
 - By facing and mastering experiences, children grow confident and resilient

“Mistakes are what we learn from so that we can grow”



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Partner the School

- Some tips to consider in supporting your child's learning
 - Praise your child's good efforts, not only his/her successes
 - Strive for improvement than dwell on mistakes and academic marks
 - give your child the confidence to seek help from his/her teacher



Leveraging Technology

- Parent-Child-Teacher-Conference Session
- Parents Gateway (PG)
- School website
- Email



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Learn for Life
Changes to School-Based
Assessment (SBA)

Changes at a Glance

School-based Assessment Structures

P1 & P2

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



Changes at a Glance

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

Learn for Life



Learn for Life –
To prepare our students to
excel beyond exam results

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Changes aim to help our students:

- Have more time and space to deepen their learning, especially in the transition years (i.e. P3, P5, S1 and S3).
- Better enjoy the process of learning and develop dispositions for lifelong learning.



Assessment Structure in East Spring Primary

Level	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Primary 1	FA			

Formative Assessment (FA)

Assessment that is carried out to provide feedback to improve students' achievement of intended learning outcomes. Eg: Math Journal, Show & Tell etc.

Learning disposition in East Spring Primary

Learning Dispositions	Actions
Joy of Learning Enthusiasm Diligence Resilience & Grit Open-Mindedness	<ul style="list-style-type: none"><input type="checkbox"/> Showing passion and enjoyment in learning<input type="checkbox"/> Showing great interest in learning new things<input type="checkbox"/> Asking questions to deepen understanding<input type="checkbox"/> Showing curiosity in learning new knowledge<input type="checkbox"/> Focusing energy on accomplishing tasks to the best of his/her ability<input type="checkbox"/> Evaluating work and understanding the importance of accuracy & precision of the tasks<input type="checkbox"/> Staying on task no matter how difficult it is<input type="checkbox"/> Seeking and exploring new ideas and possibilities

How will I know about my child's progress?

- Even with the removal of final year exam for P2 and mid-year exam for all levels, teachers will continue to assess their students. Eg: Daily work & FAs
- Parents will be kept informed of the child's progress. Eg: PCTC, PG etc.



How will my child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?

- Current practices to gather information about students' learning through checkpoints (e.g. class discussions, in-class work, homework, and bite-sized tests) will continue.
- The change is that these checkpoints will no longer count towards a numeric result.
- Use of qualitative descriptors instead of marks and grades to report students' learning progress in the report book (Progress Report).

Holistic Development Profile

Reflection of Learning Outcomes & Qualitative Descriptors

Holistic Development Profile	
Name : JJ Lim	Date : 6 Nov 2023
Age on 1st Jan : 6	Identification No : T xxxxxxx A
Class : P1-Respect	Course : Primary One
Form Teachers : Miss Tan AL	
: Miss Low S	
<i>Learning Outcomes for each subject</i>	<i>Qualitative descriptors</i>
SUBJECT	
MATHEMATICS	
<ul style="list-style-type: none">Understands number notations, representations and place values up to tens.	Accomplished
<ul style="list-style-type: none">Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.	Competent
<ul style="list-style-type: none">Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)	Competent
<ul style="list-style-type: none">Adds and subtracts reliably and fluently using number facts.	Developing

How will we allocate classes from Primary 1 to Primary 2?

- En-bloc promotion



Encourage Joy of Learning!

Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Give our children the time and space to deepen learning


I'M NOT WASTING TIME...




...I'M PLANNING MY FIRST NOVEL!
Learning happens in different ways.



I'M NOT DISTRACTED...



...I'M LEARNING HOW PLANES FLY!
Learning happens in different ways.



I'M NOT IDLE...



...I'M DESIGNING A FUTURE CITY!
Learning happens in different ways.



Thank you



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