

Briefing for P1 Parents



Outline

- School VMV
- CVPS Learning Experiences that empower the learners
- A Caring and Supportive environment
- Importance of Home-School-Community Partnership
- School-based Assessment
- Sharing by Year Head
- Sharing by Subject Head/ Pupil Management & Student Well-Being (Int)



Vision

Thinkers • Leaders • Champions

Mission

Nurturing compassionate leaders excelling in service of the community and Singapore.

Values

Respect, Responsibility, Resilience, Integrity, Care & Harmony



Thinkers:

- Demonstrates the values of Respect and Responsibility
- Uphold social and civic responsibility and empathises with and respects others
- Able to inquire and reflect and take responsibility for own learning

Leaders:

- Demonstrates the values of Integrity and Harmony
- Has good interpersonal skills and able to communicate effectively
- Has compassion and moral courage to do the right things right

Champions:

- Demonstrates the values of Care and Resilience
- Advocating for a positive cause and participates actively to contribute and serve the community
- Is adaptable, resilient and innovative in overcoming challenges to excel



CVPS Learning Experiences



P5 Camp



ALP



LLP



CVPS Learning Experiences



Learning Journeys



Let's Move Programme



CVPS Learning Experiences



Overseas Exchanges



A Caring & Supportive Environment



Student Management Team (SDT) Key Personnel (KPs)

Position	Name
Year Head/ Lower Primary	Mdm Siti Halizah
Acting Assistant Year Head / Lower Primary	Mdm Goh Cai Yun



Instructional Programmes (IP) Key Personnel (KPs)

Position	Name
HOD English Language	Ms Emellyn Lim
HOD Mathematics	Mrs Thessa Ang
HOD Mother Tongue Languages	Mrs Ong Lee Lian
LH English Language	Ms Christianna Huang
LH English Language	Mr Khai Ho
LH Mathematics	Mdm Irene Goh
LH Chinese Language	Ms Lim Yen Pin
SH Malay and Tamil Languages	Mdm Haslina



Learning Support Programme (LSP) and Learning Support for Math (LSM)

Position	Name
Primary 1 LSP	Mdm Lim Shuh Huey
Primary 1 LSM	Mdm Bong Mui Yoke

TRANSITION Support for InTegration (TRANSIT) Programme

Position	Name
TRANSIT	Mdm Nafisah



Allied Educators

Position	Name
School Counsellor	Ms Tan Ming Hui
School Counsellor	Mdm Betty Kuan
School Counsellor	Ms Josephine Ong
Special Education Needs Officer (SENO)	Mdm Priscilla Lim
Special Education Needs Officer (SENO)	Mdm Nor' Atiqah
Special Education Needs Officer (SENO)	Ms Vrinda Ravindaran
Senior Student Welfare Officer	Ms Ng Yi Jie



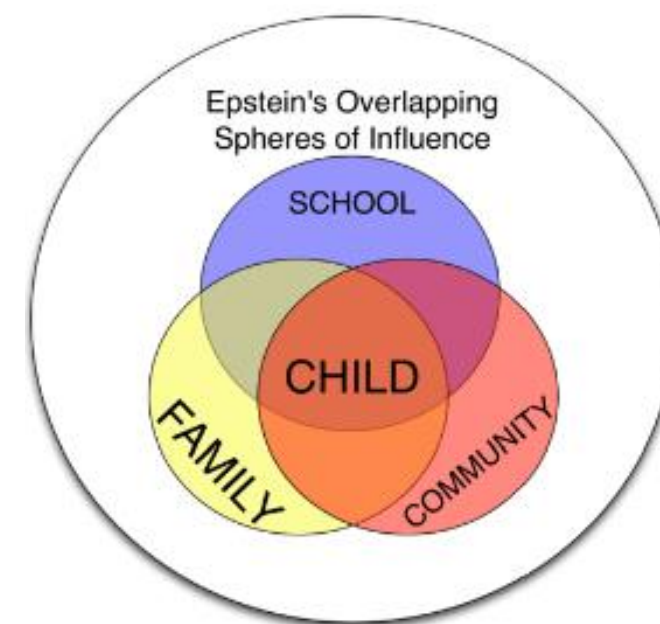
P1 Form Teachers

Class	Name	Class	Name
P1-1	Ms Diana Koh Ms Lim Yen Pin	P1-2	Ms Irmawati Mdm Haslina
P1-3	Mdm Zalifah Ms Ser Yong Bing	P1-4	Mdm Widawati Ms Sarahlyn Cheng
P1-5	Mdm Nafisah Mdm Siti Halizah	P1-6	Ms Dorcas Tan Mrs Pearlyn Koh
P1-7	Mdm Ain Azam Mdm Hu Fei Fei	P1-8	Mr Goh Eng Beng Mrs Josphine Chng



School-Home-Community Partnership

- Epstein's Spheres of Influence framework suggest that a strong nexus of School-Home-Community partnership will support teachers to better help students succeed in their learning.
- Preferred mode of communication via Parent Gateway, Termly Letters, email, school phone, face-to-face
 - Within 3 working days if we are unable to provide immediate response
- Join PSG to:
 - Help your child cope better with school life and
 - Build stronger relationship with child
 - Gain better understanding of school policy and programmes
 - Have a supportive network and exchange parenting experiences



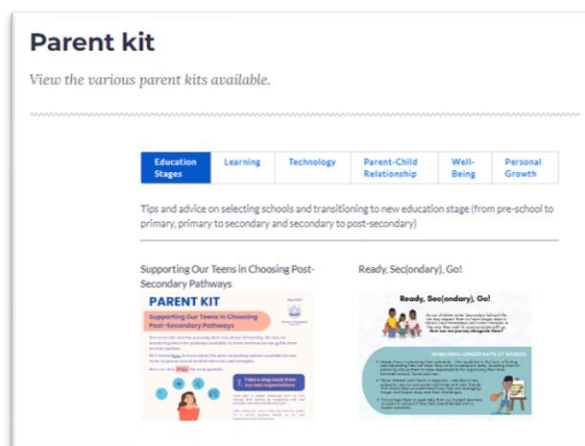
More resources to support you!



Parent Kit

www.moe.gov.sg/parentkit

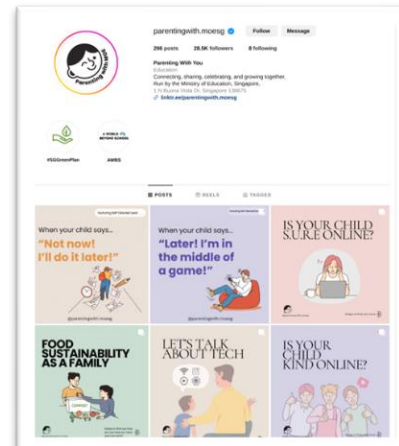
Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.



ParentingwithMOE.sg Instagram

<https://go.gov.sg/parentingwithmoesg>

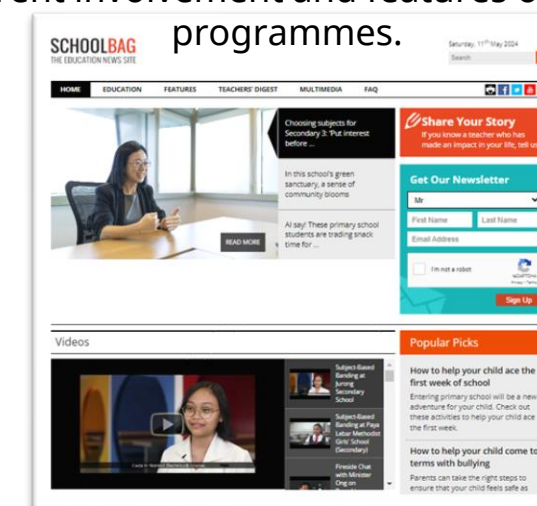
An Instagram account dedicated to supporting parents – to share, celebrate and grow together in our children’s learning process. Content varies from practical tips to words of encouragement to real-life inspirational quotes.



Schoolbag.edu.sg

www.schoolbag.edu.sg

Through articles and multimedia content, Schoolbag provides parents and general public with information and insights related to education, tips for parent involvement and features on school programmes.



School-based Assessment

- Reduce overemphasis of academic results to:
 - (1) manage unhealthy competition and
 - (2) reduce unnecessary stress
- Reduce excessive focus on testing to make time & space to:
 - (1) build character, inculcate values & develop 21st century competencies
 - (2) cultivate positive learning dispositions and habits,
 - (3) develop greater curiosity to explore, to discover & to pursue



School-based Assessment – Assessment Weighing

	Term 1	Term 2	Term 3	Term 4
Primary 1 & 2	Formative Assessments – Non-weighted			
Primary 3	NA	15%	15%	70%
Primary 4	10%	15%	15%	60%
Primary 5	NA	15%	15%	70%
Primary 6	15%	15%	70%	NA



School-based Assessment

Intent of Weighted Assessments:

- Bite-sized, targeted at selected unit(s) and/or skills in the respective subjects
- Range of modes, e.g., pen-and-paper, performance tasks
- An opportunity for students to review and consolidate their learning
- For teachers and students to affirm learning strengths
- Helps students be equipped with understanding the next steps for improvement
- Strengthen their confidence and in doing so, find greater joy in learning

Intent of Timed-Practice:

- Provide the environment for students to practice their time management skills



Homework Policy

Definition:

Any learning activity that require students to complete outside of curriculum time; includes assignments, projects but not revision or studying for assessments

Effective and judicious use of homework to:

- (i) Reinforce learning, close learning gaps, provide feedback on progress;
- (ii) Cultivate healthy dispositions towards continual learning;
- (iii) Encourage greater ownership & cultivate lifelong habits and responsibility for independent and self-directed learning.

The amount of homework given should consider students' overall workload and the competing demands on their time (e.g. CCA, enrichments, outdoor learning)

- To have a balanced life with adequate time for family bonding, social activities, personal interests and rest;



Homework Policy - Guidelines

Level	Approximate Duration for Daily Homework	Minimum Duration for Weekly Homework	Maximum Duration for Weekly Homework
P1 and P2	15 min to 45 min	1h to 2h	2h 30 min to 3h 45 min
P3 and P4	30 min to 1h 30 min	2h to 4h	5h to 7h 30 min
P5 and P6	1h to 2h	3h to 7h	8h to 10h



Mental Well-Being – Stress & Sleep

- Maintain healthy and balanced physical and social lifestyle
- Reduce overemphasis on achievements
- Ensure sufficient sleep as sleep inadequacy increases risks of:
 - Feeling low, sad, hopeless or anxious¹, & experiencing mental health problems²
 - Impairing learning (e.g. working memory³) &
 - Impairing cognitive functions (e.g. increases impulsivity^{4,5,6})

References:

1. Krause, A. J., Simon, E. B., Mander, B. A., Greer, S. M., Saletin, J. M., Goldstein-Piekarski, A. N., & Walker, M. P. (2017). The sleep-deprived human brain. *Nature Reviews Neuroscience*, 18(7), 404–418. <https://doi.org/10.1038/nrn.2017.55>
2. Terre, L. (2014). Clinical Implications of Impaired Sleep. *American Journal of Lifestyle Medicine*, 8(6), 352–370. <https://doi.org/10.1177/1559827614521955>
3. Drummond, S. P. A., Anderson, D. E., Straus, L. D., Vogel, E. K., & Perez, V. B. (2012). The Effects of Two Types of Sleep Deprivation on Visual Working Memory Capacity and Filtering Efficiency. *PLoS ONE*, 7(4), e35653. <https://doi.org/10.1371/journal.pone.0035653>
4. Demos, K., Hart, C., Sweet, L., Mailloux, K., Trautvetter, J., Williams, S., Wing, R., & McCaffery, J. (2016). Partial sleep deprivation impacts impulsive action but not impulsive decision-making. *Physiology & Behavior*, 164, 214–219. <https://doi.org/10.1016/j.physbeh.2016.06.003>
5. Cedernaes, J., Brandell, J., Ros, O., Broman, J., Hogenkamp, P. S., Schiöth, H. B., & Benedict, C. (2014). Increased impulsivity in response to food cues after sleep loss in healthy young men. *Obesity*, 22(8), 1786–1791. <https://doi.org/10.1002/oby.20786>
6. Anderson, C., & Platten, C. R. (2011). Sleep deprivation lowers inhibition and enhances impulsivity to negative stimuli. *Behavioural Brain Research*, 217(2), 463–466. <https://doi.org/10.1016/j.bbr.2010.09.020>



Learning Outcomes & Qualitative Descriptors to Report Learning Progress

- With the removal of weighted assessments, the school will be providing feedback on the learning progress of Lower Primary students through a set of subject specific Learning Outcomes (LOs) and qualitative descriptors (refer to page 22 of the Student Handbook)
- In the Holistic Development Report (HDP) at the end of each semester. Information regarding students' learning will be gathered from multiple sources (e.g. tasks, observations, students' responses in class) for a holistic understanding of students' progress.



Holistic Development Profile Semester 1 2023

Page: 1 of 5
Date: 15 May 2023

Name : [REDACTED]
 Age on 1st Jan : [REDACTED]
 Class : 1-4 S/N : 6 Course : P1 Subject Combi
 Form Teacher : MR GOH ENG BENG
 Co-Form Teacher : MS KUAN WAI LING

SUBJECT	SEMESTER 1
English Language	
Listening: Listen attentively and follow simple instructions.	Accomplished
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Accomplished
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Accomplished
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Accomplished
Writing: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Accomplished
Chinese Language	
Listening: Listen attentively to short, simple spoken content related to daily life.	Accomplished
Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.	Accomplished
Reading: Recognise characters taught in Primary 1.	Accomplished
Reading: Read aloud Primary 1 texts with accuracy.	Accomplished

Holistic Development Profile Semester 1 2023

Page: 2 of 5
Date: 15 May 2023

Name : [REDACTED]

SUBJECT	SEMESTER 1
Mathematics	
Understand addition and subtraction.	Accomplished
Identify, name, describe and sort shapes.	Accomplished
Read and interpret picture graphs.	Accomplished
Understand numbers up to hundred.	Accomplished
Social Studies	
Recognise that everyone is unique.	Accomplished
Describe people, places and events by making careful observations, with teacher guidance.	Accomplished
Share thoughts and feelings with group members, with teacher guidance.	Accomplished
Ask questions to learn more about self, people and places.	Accomplished



Holistic Development Profile Semester 1 2023

Page: 3 of 5
Date: 15 May 2023

Name :

SUBJECT	SEMESTER 1
Art	
Identify simple visual qualities in what they see around them.	Accomplished
Show interest in looking at a variety of artworks.	Accomplished
Draw from their imagination and observation.	Accomplished
Share their imagination, thoughts and feelings through art making.	Competent
Music	
KSV1(iii) Describe the sound produced by instruments (e.g. low, high, jingling) and how they are played (e.g. blown, hit/struck, shaken, scraped, bowed).	Accomplished
KSV3A(i) Sing with accuracy and expression (e.g. appropriate tempo, dynamics, articulation and phrasing).	Competent
KSV2(v) Use graphic (e.g. lines, colour blocks, shapes) or standard notation (e.g. stick notation) and/or technology to record music ideas.	Competent
KSV2(ii) Create rhythmic patterns of at least 2 bars (e.g. rhythmic ostinato).	Accomplished

Holistic Development Profile Semester 1 2023

Page: 4 of 5
Date: 15 May 2023

Name :

SUBJECT	SEMESTER 1
Physical Education	
Games and Sports: Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.	Competent
Outdoor Education: Move across a variety of ground surfaces in a familiar environment safely and confidently.	Competent
Dance: Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).	Competent
Physical Health and Fitness: Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.	Competent

Attendance : 92/94

Conduct (SEMESTER 1) : EXCELLENT

Comments (SEMESTER 1) is a self-motivated and independent learner. She shows respect for others and is always on task. She participates actively during class discussions and takes pride in completing her assignments neatly and accurately. displays a positive attitude towards learning and accepts feedbacks readily.

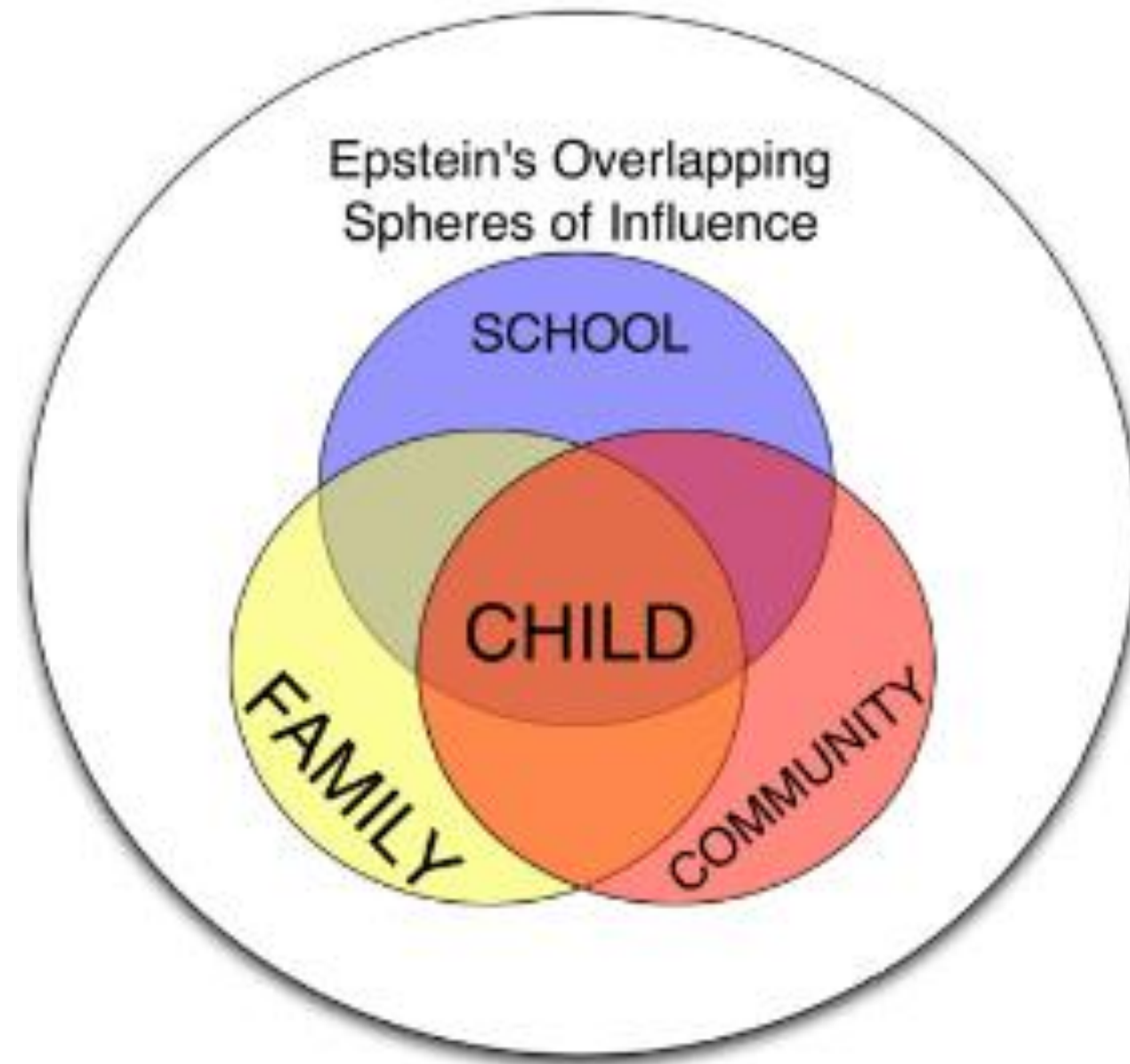
Teacher's Signature _____

Principal's Signature _____

Parent's Signature _____



Looking forward to a strong and supportive partnership for your child's education



Thank You

