

**WELCOME** To Seng Kang Primary

**Parent-Teacher Connect  
(Primary 2)**

# Objectives

- To provide an overview of the school's direction and level-related matters
- To strengthen school-home partnership to optimize your child's/wards' learning and school experiences'
- To provide a platform for your child's/ward's form teachers to interact with you

# Agenda

1. School and Lower Block Focus
2. SKPS Code of Conduct '4 As'
3. Keeping the school and students safe
4. Highlights of Level Programmes
5. Total Curriculum Framework
6. Learning Dispositions
7. Holistic Assessment
8. Student Development and Recognition
9. How Parents Can Support Your Child

## School focus

### Curiosity

- Ask questions to deepen learning
- Provide ideas or solution

## Lower Block Theme

### Mindful Discoverer



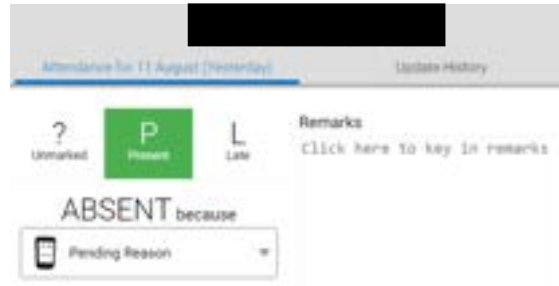
# 2

## SKPS CODE OF CONDUCT '4 As'

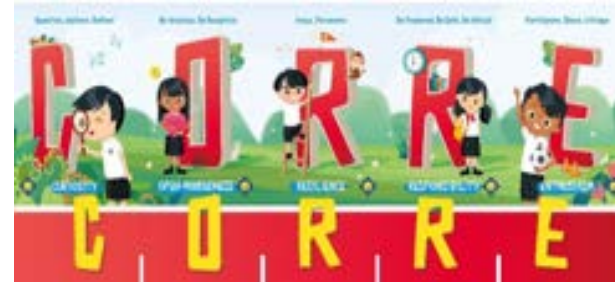
### ATTIRE



### ATTENDANCE



### ATTITUDE



### ACHIEVEMENT



# ATTIRE



SCHOOL UNIFORM

P. E. ATTIRE



Hair must be kept short and neat

SCHOOL UNIFORM

P. E. ATTIRE



Girls with long hair (i.e. hair touching the shoulders) must have it tied neatly



**Name tags**

To be purchased from the school bookshop  
Must be ironed onto each uniform and PE shirt

**School socks**

Must be black with SKPS printed on them

**School shoes**

Must be all black

## For Girls

**Hair accessories**

Must be black

**Long hair**

Tied neatly in a ponytail or two plaits

**Long fringe**

Clipped up / use a hairband or cut short above eyebrows

**Earrings**

Small ear studs (black, gold, silver only)

P2 students can enter school via **Gate 2A and Gate 3A (back gate).**



GATE 2A

Opening Hours:  
6.45 a.m. – 7.25 a.m. (Mon-Fri)



GATE 3A

# ATTENDANCE

## SCHOOL HOURS

Day	Start Time	Dismissal Time
Monday to Friday	7.30 a.m.	Primary 1 and 2: 1.25 p.m. Primary 3 to 6: 1.30 p.m.

You may visit our school website for more details on School Hours:

<https://www.sengkangpri.moe.edu.sg/about-us/General-Information/School-Hours/>

## ARRIVAL PROCEDURES FOR STUDENTS

All students should report to school **by 7.25 a.m.** National Anthem will start at 7.30 a.m. Students are considered late after 7.30 a.m.

# 3

## Keeping the school and students safe

### School practices

- Check that students have their thermometer with them every day
- Take temperature daily
- Wash hands and wipe down

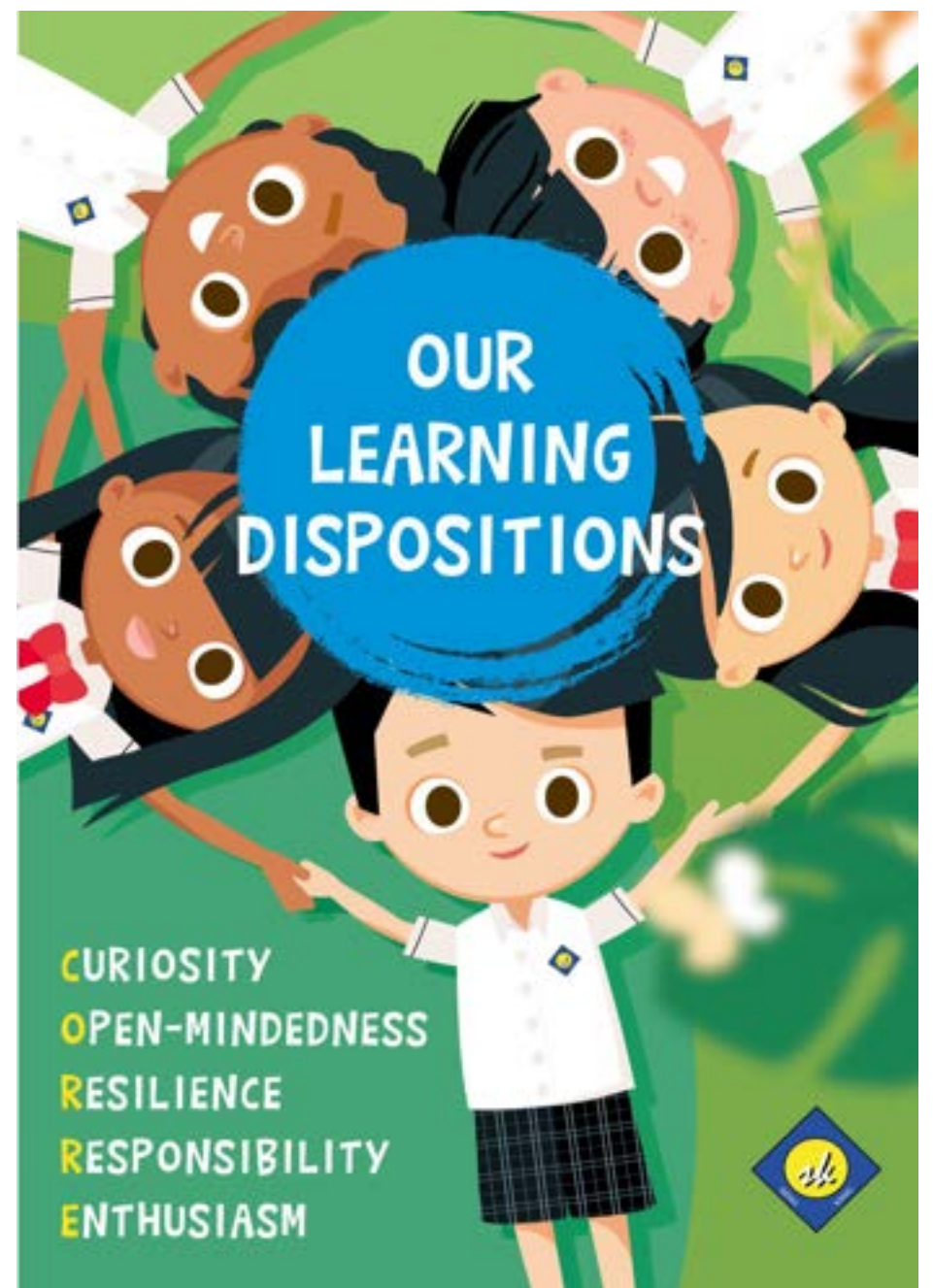
### Parents can...

- Ensure the thermometer are working



# 4 Learning Dispositions

To help build a strong foundation for our students to become **self-directed learners who enjoy learning**, the school has identified **5 key learning dispositions**, *in alignment to the School Vision Statements*, to be nurtured in our students through the school's curriculum and various programmes.





- Ask **questions** to deepen understanding
- Respond to issues by **providing ideas or solutions**



- **Receptive to ideas** shared by peers
- **Cooperate** with peers and teachers
- **Act on feedback** and use it to improve performance



- Be **prepared** for learning
- Be **punctual** for school and submit work on time
- Be **safe and respectful** online



- Complete assigned tasks to the **best of one's ability**
- **Keep trying** when faced with difficulties



- Listen attentively
- **Participate actively** in lessons

# 5

## Highlights of the level programmes

**Applied Learning Programme (ALP):  
Story telling**



**Programme for Active Learning (PAL)**



**Structured Recess Play**



**P2 Sports Education Programme**



**Week Of Wonder (WoW)**

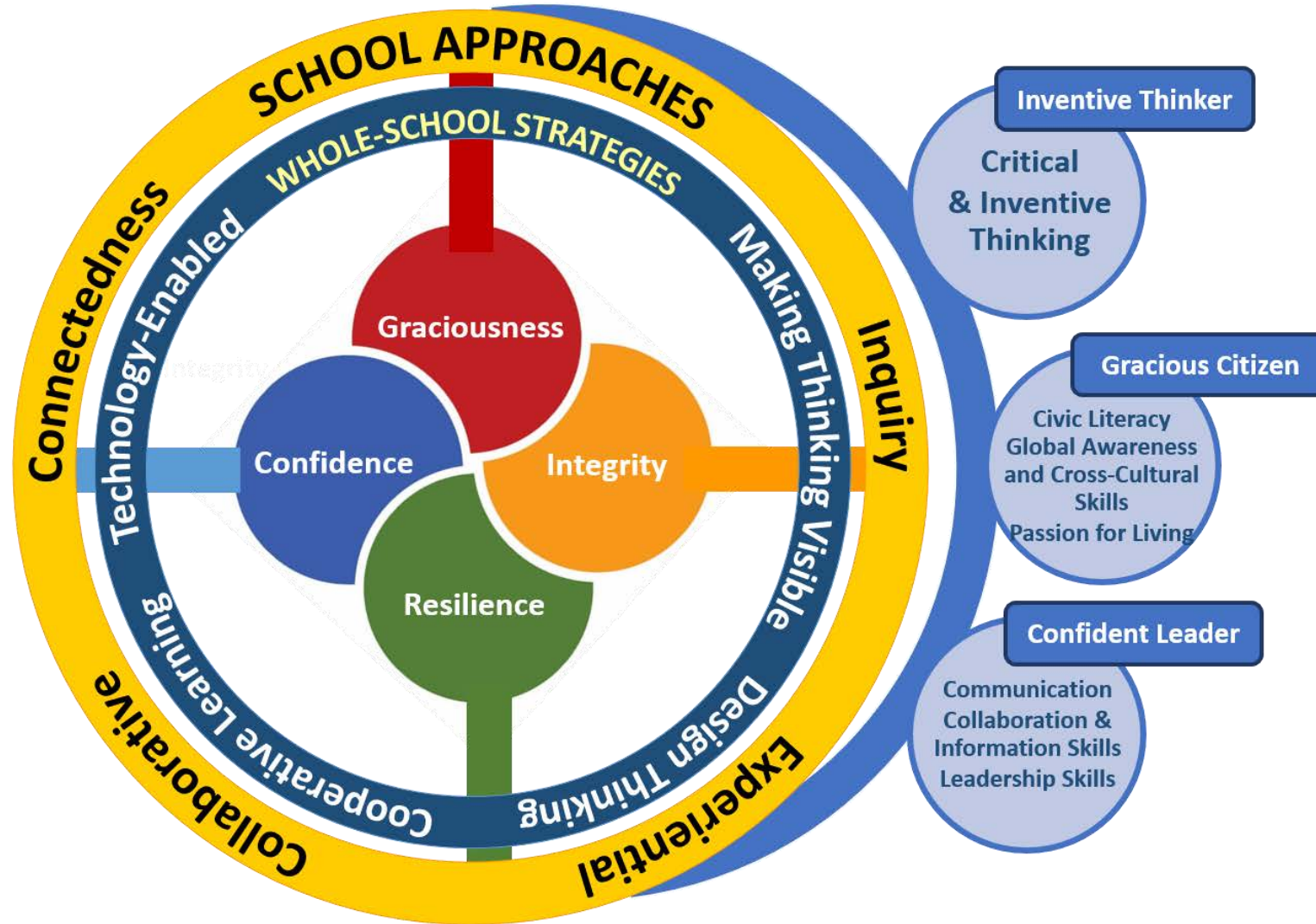


**Celebration of Learning (CoL)**



# 6

# Total Curriculum Framework



# 7 Holistic Assessment

- Focus on building **greater confidence** and nurturing a stronger **intrinsic motivation** to learn so as to develop your child's potential
- No semestral examinations and **weighted assessments** at P2
- Use of **appropriate assessment modes** to provide useful information to support students' learning and development of the whole child

# How do we assess your child's progress in learning?

- Through **checkpoints** (e.g. class discussions, in-class work, homework, show and tell and bite-sized tests) to gather information about students' learning
- Use of **qualitative descriptors** to report students' learning progress for all subjects in the Holistic Development Profile (HDP) at the end of Semester 1 and Semester 2.
  - 3 levels of qualitative descriptors

Qualitative Descriptors
Competent
Developing
Beginning

# Reporting of P1 Students' Learning Progress in HDP

## Holistic Development Profile

Qualitative descriptors are used to report students' learning in all subjects

For illustrative purposes only.

SUBJECT	SEMESTER 2
English Language	
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Competent
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Competent
Reading: Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).	Competent
Writing: Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Developing

*Learning Outcomes for the subject*

*Qualitative Descriptors*

# General Descriptions of Attainment Levels For P2 Learning Outcomes

Beginning	Developing	Competent
Shows misconceptions or faces challenges in understanding of the concept	Shows basic understanding of the concept	Shows a complete and accurate understanding of the concept
Able to demonstrate understanding of the concept with much guidance	Able to demonstrate understanding of the concept with some guidance	Able to demonstrate understanding of the concept independently
Able to apply the concept at least once	Able to apply the concept frequently	Able to apply the concept consistently



# School-based Assessment at Primary 2

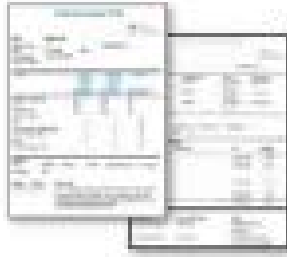
## Written assessments

- **EL/MT:** Listening Exercises, Spelling, Reading Comprehension, Write a simple paragraph / sentences to recount a sequenced event
- **MA:** 2 to 3 topics at a time (fill in the blanks and story sums)

## Activity-based assessments (e.g., group activities, performance-based tasks)

- **EL/MT: Show and Tell, Reading**
- **MA:** Using manipulatives to demonstrate understanding of Mathematical concepts

# Knowing your child's holistic progress ...



HDP



Subject Files



Parent-Child-Teacher  
Conference (PCTC)



Portfolio

# 8

## Student Development and Recognition

- Class roles (e.g., Class monitors, Subject leaders, Eco stewards)
- Non-academic awards (e.g., Young Olympian)
- Termly Model student (based on 5 Learning Dispositions)
- Edusave Character Award (ECHA)
- Edusave Merit Bursary (EMB)
- Good Progress Award (GPA)

# 9

## How Parents Can Support Your Child

- Check **Parents Gateway, Student Handbook, Homework file and SLS** regularly
- Monitor your **child's daily work** (especially corrections to be done, help your child to understand the need to learn from mistakes)
- Inculcate in your child the **habit of reading**
- Encourage your child to **revise** his/her work
- Develop in your child a sense of responsibility for his/her actions through equipping them with **self-management skills**:
  - Organising items in the school bag
- **Time management**
  - Drafting and adhering to a study timetable
  - Completing homework stated in the Student Handbook

# How You Can Help Your Child/Ward

- **focus on your child's learning journey,** rather than compare them to others.
- **encourage Joy of Learning** by not over-emphasising academic performance



**Don't focus only on results**  
Encourage them to pursue their strengths, interests and try new things.



**Set goals together**  
Talk about their strengths, abilities and goals and how they can achieve them.

# Partnership with Parents

Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

## Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

## Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

## Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

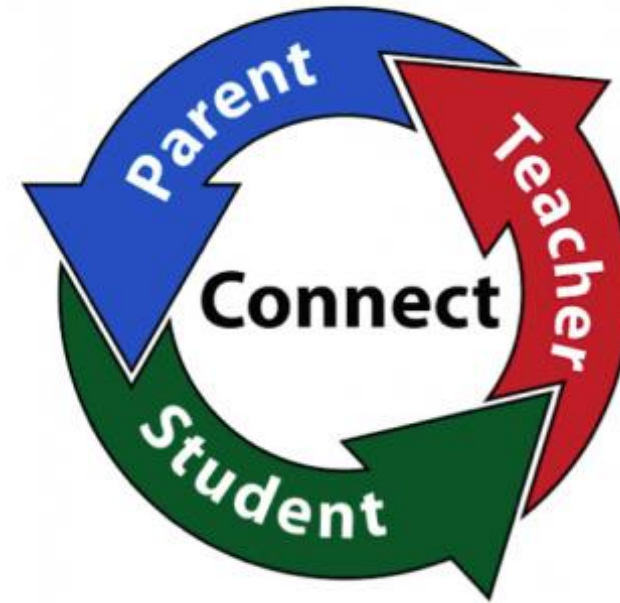
## Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.



Ministry of Education  
Singapore



Let's continue to **work together** (school-home partnerships) to bring out the best in each student.

<https://sengkangpri.moe.edu.sg/quick-links/parents>



SENG KANG  
PRIMARY SCHOOL

*"Every Seng Kang Primary student an Inventive Thinker, a Confident Leader and a Gracious Citizen"*

# Communication Channels



- Email
- Phone Calls
- Student Handbook
- Parents Gateway (PG)
- School Website: <https://www.sengkangpri.moe.edu.sg/>
- Class Dojo (where applicable)



Touch-points  
2024

1. Mid-Year Parent-Child-Teacher Conference
2. End of Year Parent-Child-Teacher Conference (*For selected students*)

**“Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement.”**

***Carol Dweck,***

***A psychologist and a professor at Stanford University***



# Class Expectations & Consequences



# EXPECTATIONS

Being present and be a 'present' to others

**P** Prepare for learning

**R** Respect one another's ideas

**E** ncourage one another

**S** hare ideas and opinions

**E** ngage in active listening

**N** eed to manage noise and time

**T** ry different strategies

LOWER BLOCK

## Rewards

Achieve individual and group

**targets**

to earn a token,  
"Let's Celebrate You" Card  
or  
a certificate

## Consequences

1st and 2nd: Teacher reminds student.

3rd: Teacher writes a note in the Student

Handbook. Parent will acknowledge the note.

4th: Teacher calls Parent.

5th: Level DM meets student.

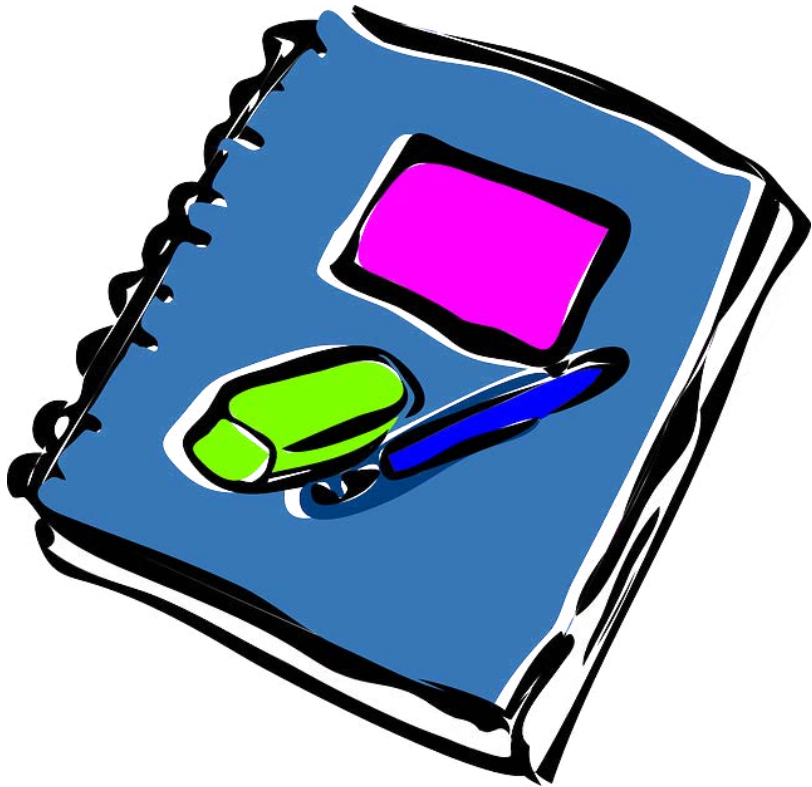
Class  
Expectations and  
Consequences

# P1 to P2 Follow-Up: **Social Interaction**



- More opportunities to collaborate with peers
- Inter-class learning and collaboration  
=> **Exciting Integrated Thematic Experience (ExcITE)**

# P1 to P2 Follow-Up: **Academic**



- Increased complexity in classwork
- Model drawing
- Longer text with more words
- Writing in paragraphs

# P1 to P2 Follow-Up: **E-Learning**



- Microsoft Words
  - inserting shapes
  - inserting pictures
  - saving documents
- Microsoft PowerPoint
  - Slide creation / transitions
  - Animations

# *Blended Learning*

**A mixture of face-to-face lessons and Home-based Learning (HBL)**



SINGAPORE

# STUDENT LEARNING SPACE

LEARN ANYTIME, ANYWHERE, AT ANY PACE



**SLS ENABLES STUDENTS TO  
LEARN INDEPENDENTLY**

## Home-based Learning

- Regular school day but students need not come to school
  - Students need to complete all assigned SLS / hard copy homework

SINGAPORE

# Student Learning Space



Login

LOGIN WITH SLS

LOGIN WITH MIMS



# MIMS Portal

Please login using your MIMS account. For Students, your MIMS login ID is <Full\_Name>@students.edu.sg. For School Staff, your MIMS login ID ends with @schools.gov.sg. For HQ Staff, your MIMS login ID ends with @hq.moe.gov.sg. If you encounter difficulties logging in, please approach your teachers (for Students) or MIMS Administrators (for Staff).

Welcome back, XXX XXX XXX

MOE Library

My Drive

User Guide

Class Groups

**To Do**

This shows a listing of assignments that are in progress. To see all your assignments, go to your [Assignment List](#).

**DI @ SKPS (The Pedagogical B...**

1 Patience English

14 APR 2021 03:00 PM 31 DEC 2021 11:59 PM

**INCOMPLETE**

OPEN

**Growth Mindset 27/01/21**

1 Patience

27 JAN 2021 02:30 PM NO DUE DATE

**COMPLETE**

OPEN

Recent Announcements

**Hooray!**

You are up-to-date with all Announcements.



Tick means completed



SKPS Teachers

## Growth Mindset 27/01/21

27 Jan 2021  
02:30 PM



No Due Date

ASSIGNMENT STATUS

INCOMPLETE

LAST ACCESSED ON

20 DEC 2021 10:08 PM

SHARING ACCESS



DISABLED

ENTER

# Curriculum Information



# 7. Subject Approaches

## English Language

- Reading for joy and exposure
- Strategies for English Language Learning (STELLAR) 2.0
  - Shared Book Approach
  - Modified Language Experience Approach
- Applied Learning Programme (ALP) – ‘Enhanced Spoken English Language Programme’



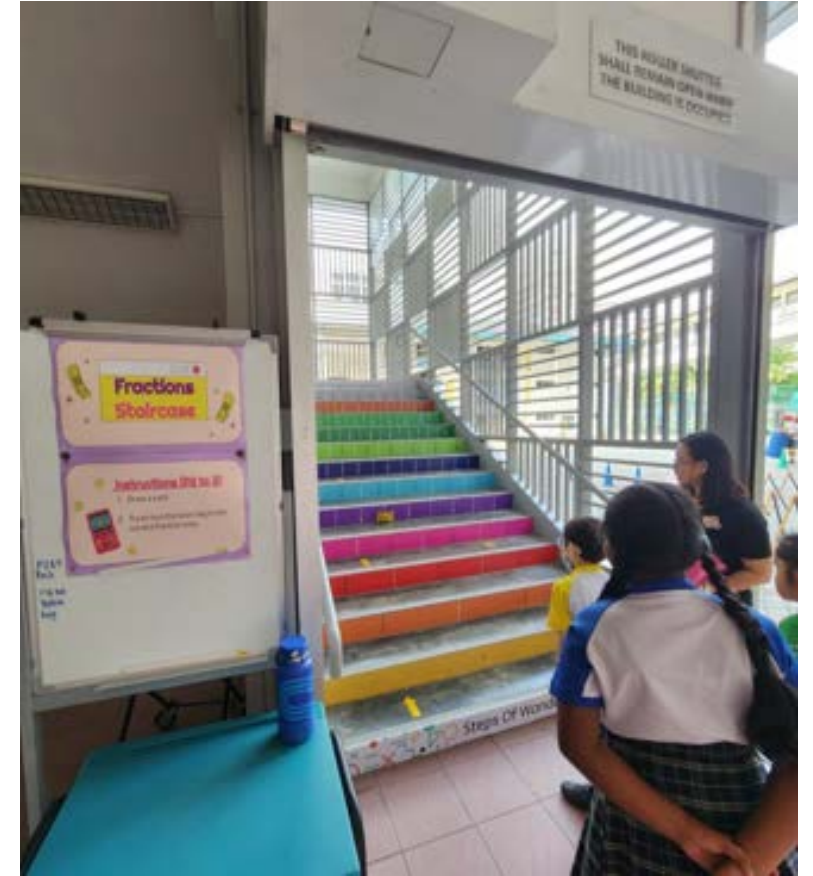
# Mathematics



**Hands-on activities**



**Math Card Games**



**Visual Learning**



Promoting a love for reading and writing in MTL



Celebrating cross-cultural diversity through festive activities, language performances and MT events in MTL



Enhancing language proficiency and expression



## P2 Learning Goals for Mother Tongue Languages (MTL)

1. To nurture active Learners and proficient users of the MTL Language
2. To develop foundational language and literacy skills. Holistic language development from oral to written proficiency
3. To appreciate the local ethnic culture



Developing linguistic skills through interactive storytelling



# Programme for Active Learning (PAL)





Positive Living Carnival (PLC)



Sports Education Programme (SEP)

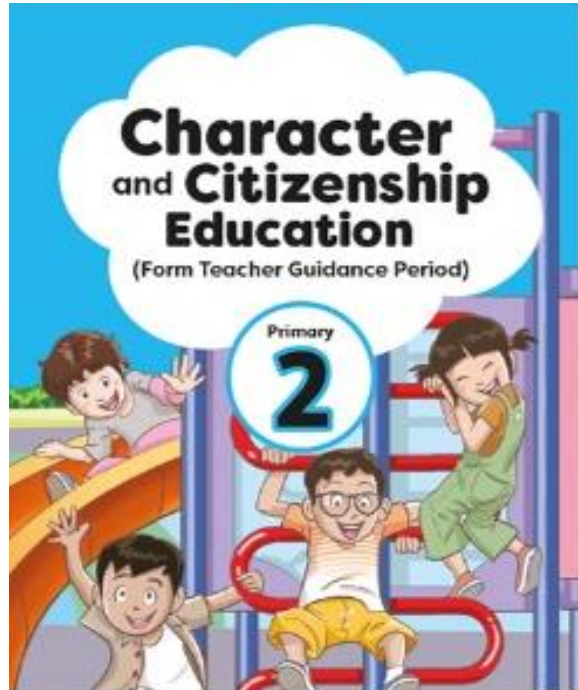


Physical Education  
Aesthetic  
Music

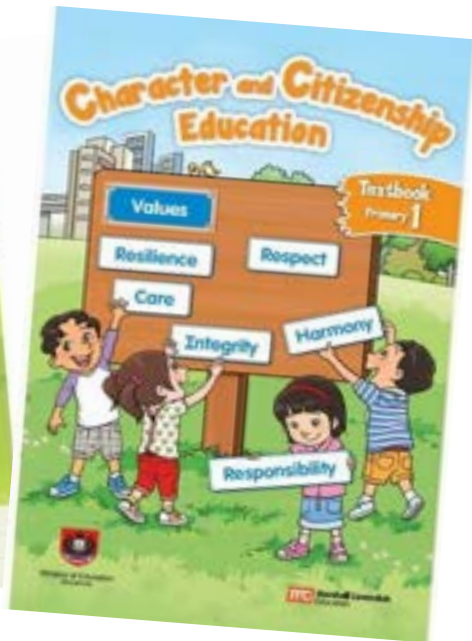


Recess Play

# CCE Form Teacher Guidance Period (FTGP)



- Explicit teaching of social-emotional competencies in CCE (FTGP)
- Topics related to developing citizenship dispositions are taught to foster inter-ethnic understanding and appreciation for one another's culture in a multicultural classroom setting.



## CCE Mother Tongue Language (MTL) Lessons

- CCE lessons are taught in **Mother Tongue languages (MTL)**.
- CCE lessons are designed to provide opportunities for students to **explore their uniqueness and discover their strengths and interests**.
- CCE MT teachers use **cultural stories, songs, idioms, and proverbs** unique to each Mother Tongue Language to teach **moral values and perspective taking**.
- For students who take the **non-Tamil Indian Languages (NTIL)** as their MTL and for those exempted from taking MTL, CCE will be taught in **English**.

# Primary 2 School-based Assessment Plan

Primary 2				
Subject	Term 1	Term 2	Term 3	Term 4
<b>English Language</b>	<ul style="list-style-type: none"> <li>• Revision 1</li> <li>• Listening</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Revision 2</li> </ul>	<ul style="list-style-type: none"> <li>• Performance-based task: Pick and Tell</li> <li>• Reading</li> <li>• Listening</li> <li>• Revision 3</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Revision 4</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Practice 1</li> <li>• Performance-Based Task 1</li> </ul>	<ul style="list-style-type: none"> <li>• Practice 2</li> <li>• Performance-Based Task 2</li> </ul>	<ul style="list-style-type: none"> <li>• Practice 3</li> <li>• Performance-Based Task 3</li> </ul>	<ul style="list-style-type: none"> <li>• Practice 4</li> </ul>

# Mother-Tongue Language (CL/ML/TL)

## Primary 2

Component	Term 1	Term 2	Term 3	Term 4
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listening Task</li> </ul>	<ul style="list-style-type: none"> <li>Listening Comprehension Practice 1</li> </ul>	<ul style="list-style-type: none"> <li>Listening Task</li> </ul>	<ul style="list-style-type: none"> <li>Listening Comprehension Practice 2</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Speaking and Spoken Interaction Task 1</li> </ul>	<ul style="list-style-type: none"> <li>Picture conversation with prompts</li> </ul>	<ul style="list-style-type: none"> <li>Show-and-Tell</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Recognize and pronounce</li> </ul> <p><u>Reading Journal 1</u> (based on reading a storybook)</p>	<ul style="list-style-type: none"> <li>Read aloud</li> </ul> <p><u>Reading Journal 2</u> (based on reading a storybook)</p>	<ul style="list-style-type: none"> <li>Read aloud</li> </ul> <p><u>Reading Journal 3</u> (based on reading a storybook)</p>	<ul style="list-style-type: none"> <li>Picture conversation with prompts</li> </ul> <p><u>Reading Journal 4</u> (based on reading a storybook)</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Penmanship</li> <li>Written assessment</li> <li>Revision Practice 1</li> </ul>	<ul style="list-style-type: none"> <li>Penmanship</li> <li>Written assessment</li> <li>Revision Practice 2</li> </ul>	<ul style="list-style-type: none"> <li>Penmanship</li> <li>Writing of sentences</li> <li>Revision Practice 3</li> </ul>	<ul style="list-style-type: none"> <li>Penmanship</li> <li>Written assessment</li> <li>Revision Practice 4</li> </ul>

The image features a horizontal band of colorful paint splatters across the center. The colors transition from purple and blue on the left, through green and yellow in the middle, to red and orange on the right. The splatters are of various sizes and densities, creating a dynamic and energetic background. Overlaid on this colorful band is the text "Thank You!" in a clean, white, sans-serif font. The text is centered horizontally and is the primary focus of the image.

Thank You!