

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



Vision

Thinkers • Leaders • Champions

Mission

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

Values

Respect, Responsibility, Resilience, Integrity, Care & Harmony



CVPS Learning Experiences



P5 Camp



ALP



LLP



CVPS Learning Experiences



Learning Journeys



Let's Move Programme

CVPS Learning Experiences



Overseas Exchanges



Leaders & Champions



A Caring & Supportive Environment



Student Management Team (SDT) Key Personnel (KPs)

Position	Name	Email Address
Year Head/ Lower Primary	Mdm Siti Halizah	siti_halizah_hamzah@schools.gov.sg
Assistant Year Head / Lower Primary	Ms Kuan Wai Ling	kuan_wai_ling@schools.gov.sg



Instructional Programmes (IP) Key Personnel (KPs)

Position	Name	Email Address
HOD English Language	Ms Emellyn Lim	lim_yee_hoon_emellyn@schools.gov.sg
HOD Mathematics	Mrs Thessa Ang	tan_ee_jui_thessa@schools.gov.sg
HOD Mother Tongue Languages	Mrs Ong Lee Lian	khoo_lee_lian@schools.gov.sg
LH English Language	Ms Christianna Huang	Huang_Sijia_Christianna@schools.gov.sg
LH English Language	Mr Khai Ho	khairulnizad_khalid@schools.gov.sg
LH Mathematics	Mrs Irene Goh	goh_irene@schools.gov.sg
LH Chinese Language	Miss Lim Yen Pin	Lim_Yen_Pin@schools.gov.sg
SH Malay and Tamil Languages	Mdm Haslina	haslina_abu_bakar_a@schools.gov.sg



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

Position	Name	Email Address
Primary 1 LSP	Mdm Nur' Ain Azam	nurain_muhamad_azam@schools.gov.sg
Primary 2 LSP	Mdm Nafisah	nafisah_suraida_abd_rahman@schools.gov.sg
Primary 1 LSM	Ms Koh Si Ping	Koh_Si_Ping@schools.gov.sg
Primary 2 LSM	Mdm Bong Mui Yoke	bong_mui_yoke@schools.gov.sg



Allied Educators

Position	Name	Email Address
School Counsellor	Ms Tan Ming Hui	tan_ming_hui_c@schools.gov.sg
School Counsellor	Mdm Betty Kuan	kuan_fui_ha@moe.edu.sg
Special Education Needs Officer (SENO)	Mdm Priscilla Lim	lim_gek_sang@schools.gov.sg
Special Education Needs Officer (SENO)	Mdm Nor' Atiqah	nor_atiqah_osman@schools.gov.sg



P1 Form Teachers

Class	Name	Email Address
P1-1	Ms Raghini Mdm Siti Halizah	raghini_pandida_selven@schools.gov.sg siti_halizah_hamzah@schools.gov.sg
P1-2	Mdm Bong Mui Yoke Mrs Ong Lee Lian	bong_mui_yoke@schools.gov.sg khoo_lee_lian@schools.gov.sg
P1-3	Mr Ivan Tan Mrs Janet Tey	tan_ee_teck@schools.gov.sg ng_yet_yen@schools.gov.sg
P1-4	Mdm Lim Shuh Huey Mdm Chen Jian Fang	lim_shuh_huey@schools.gov.sg chen_jian_fang@schools.gov.sg

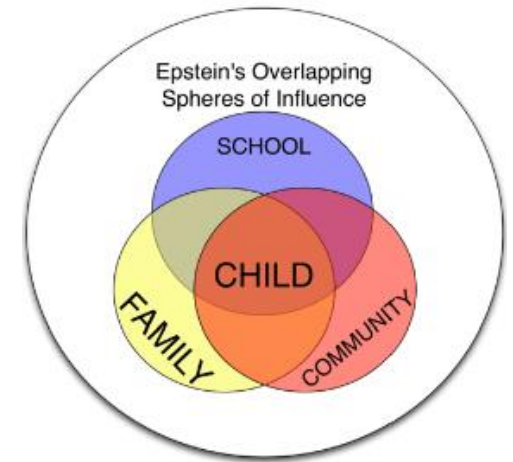


P1 Form Teachers

Class	Name	Email Address
P1-5	Mrs Wendy Poh Mdm Alinda	lee_mun_lai@schools.gov.sg alinda_ahmed@schools.gov.sg
P1-6	Ms Denisa Tan Ms Ser Yong Bing	denisa_tan_xin_yi@schools.gov.sg ser_yong_bing@schools.gov.sg
P1-7	Mdm Wani Mdm Wida	Eswani_Salman_Mrs_Eswani@schools.gov.sg widawati_hanafiah@schools.gov.sg
P1-8	Mdm Nafisah Mdm Qu Yi	nafisah_suraida_abd_rahman@moe.edu.sg qu_yi@schools.gov.sg



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



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 : [REDACTED]
 Form Teacher : [REDACTED]
 Co-Form Teacher : [REDACTED]

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 :

<u>SUBJECT</u>	<u>SEMESTER 1</u>
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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 :

<u>SUBJECT</u>	<u>SEMESTER 1</u>
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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

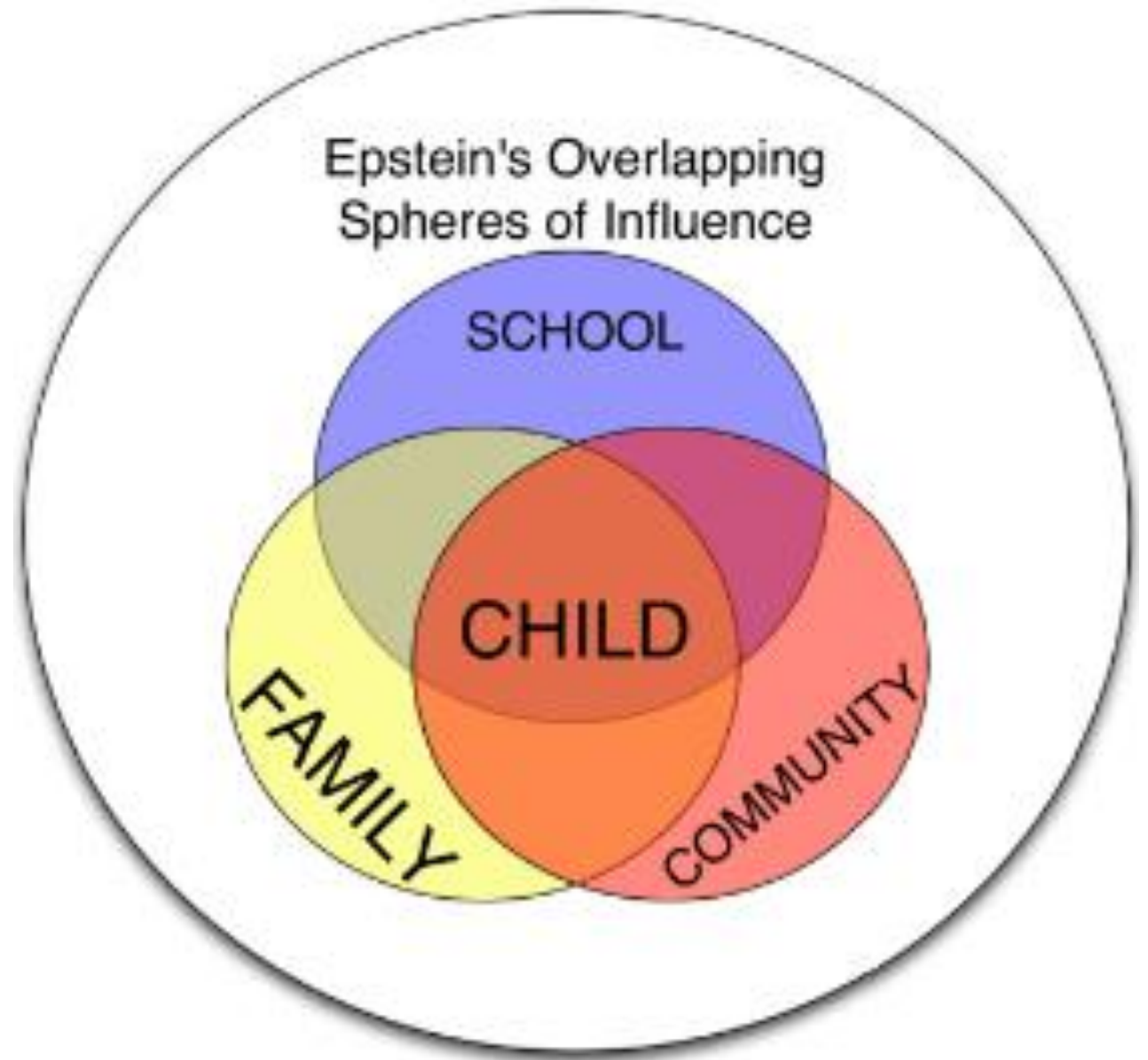
Comments (SEMESTER 1) is a self-motivated and independent learner. She shows respect for others and is always on task. She participates actively during class discussions and takes pride in completing her assignments neatly and accurately. displays a positive attitude towards learning and accepts feedbacks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

