

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
- Homework Policy
- Sharing by Subject Head (Pupil Management & Student Well-being)



Vision
Thinkers of Tomorrow
Leaders of Character
Contributors of Community

Mission
Inspiring Innovativeness for Continuous Growth,
Strengthening Character to Lead and Serve

Values
Respect, Responsibility, Resilience,
Integrity, Care & Harmony



Realising our Shared Aspirations



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 Nur Shameem
HOD Mathematics	Mdm Irene Goh
HOD Mother Tongue Languages	Mrs Ong Lee Lian
HOD Science	Ms Sim Li Ting
LH English Language	Ms Christianna Huang
SH Malay and Tamil Languages	Mdm Haslina
LH Science	Mr Lance Peck



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

Position	Name
Primary 1 LSP	Mdm Zalifah
Primary 1 LSM	Ms Dorcas Tan

TRANSition Support for InTegration (TRANSIT) Programme

Name
Mdm Nafisah
Ms Vrinda Ravindaran



Allied Educators

Position	Name
School Counsellor	Ms Tan Ming Hui
School Counsellor	Mdm Betty Kuan
School Counsellor	Ms Cindy Liong
Senior 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 Teachers

Orientation Group	Name
OG 1	Mdm Lim Shuh Huey Mr Loh Zhi Ying
OG 2	Mdm Bong Mui Yoke Ms Cui Min Ms Kristin Hamton
OG 3	Mr Ivan Tan Ms Pearlyn Koh
OG 4	Mrs Wendy Poh Mr Farris



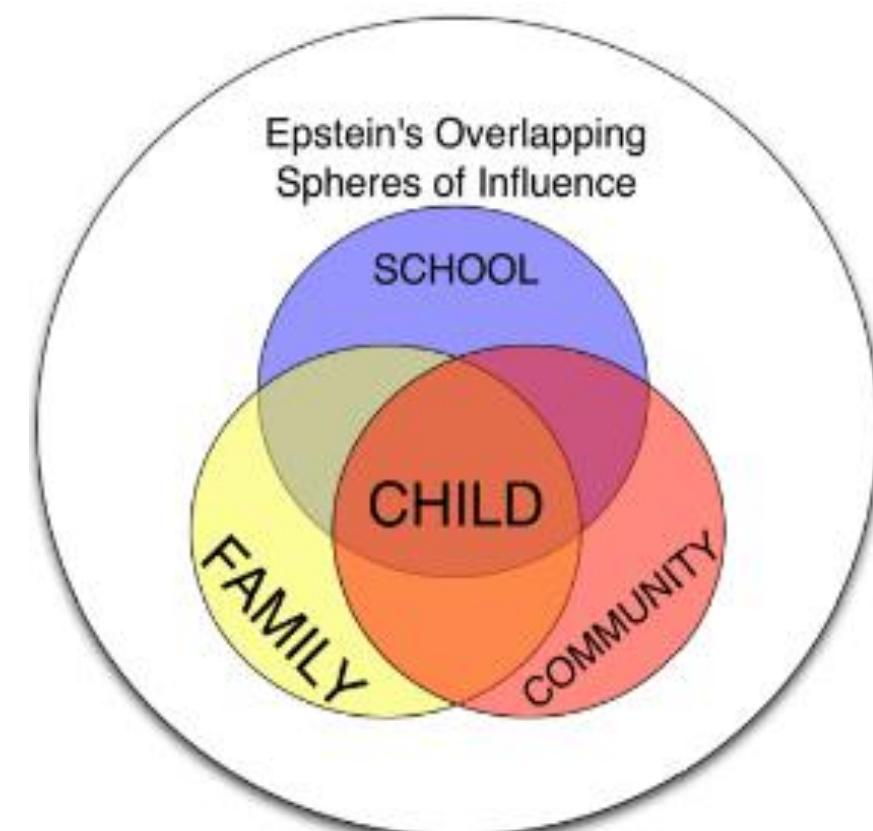
P1 Teachers

Orientation Group	Name
OG 5	Mdm Analiza Mr Lui Zhenyu
OG 6	Mdm Wani Mdm Huang Yan Mdm Tan Hiok Hoon
OG 7	Mdm Qu Yi Ms Yvonne Lee
OG 8	Mrs Rachel Hue Ms Nicole Sun Mrs Yan-ko



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.



Communication Guidelines

Official Communication modes:

- Parent Gateway, Termly Letters, email, school phone, student handbook and/or face-to-face (scheduled appointment)
- Please refer to our school website under “PARENTS” tab to refer to our detailed communication guidelines including expected response time.
- Maintain Respectful communication.



More resources to support you!



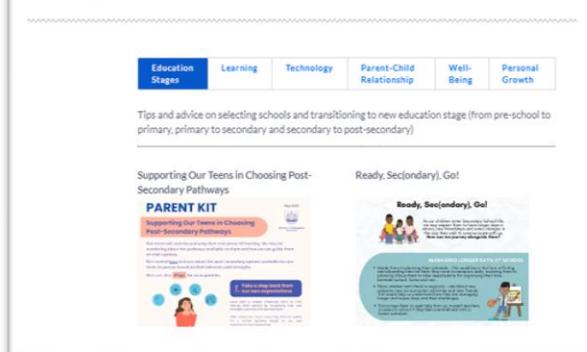
Parent Kit

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.

Parent kit

View the various parent kits available.



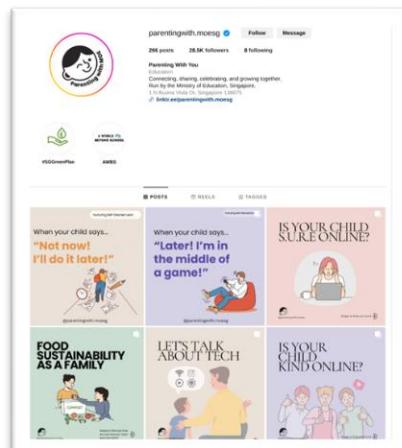
The website features a navigation bar with tabs: Education Stages, Learning, Technology, Parent-Child Relationship, Well-Being, and Personal Growth. Below the navigation bar, there is a section titled 'Supporting Our Teens in Choosing Post-Secondary Pathways' with a 'PARENT KIT' sub-section. The main content area displays several cards with tips and resources, such as 'Ready, Sec(ondary), Go!' and 'FOOD SUSTAINABILITY AS A FAMILY'.



ParentingwithMOE.sg Instagram

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

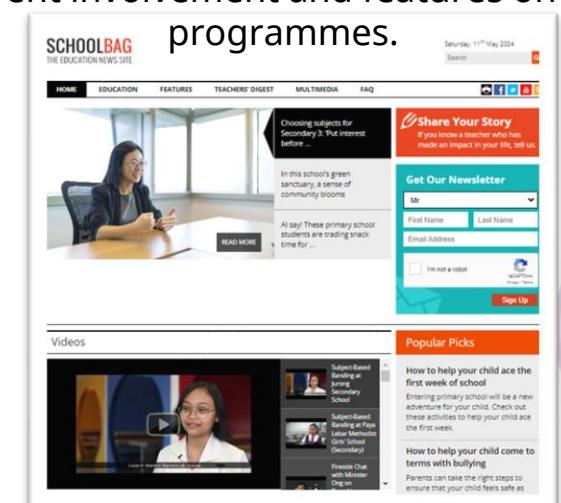
An Instagram account dedicated to supporting parents – to share, celebrate and grow together in our children's learning process. Content varies from practical tips to words of encouragement to real-life inspirational quotes.



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.



The website features a navigation bar with tabs: HOME, EDUCATION, FEATURES, TEACHER'S DIGEST, MULTIMEDIA, and FAQ. The main content area includes a 'Share Your Story' section, a 'Get Our Newsletter' sign-up form, and a 'Videos' section with a video player showing a woman speaking.

Homework Policy

Definition:

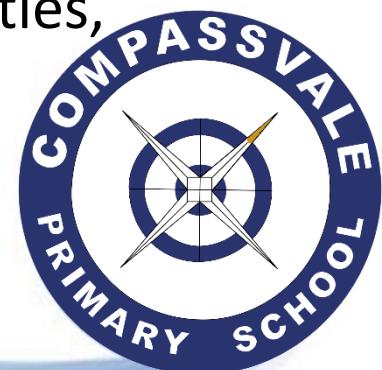
Any learning activity that require students to complete outside of curriculum time; includes assignments, projects but not revision or studying for assessments

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

Weekly Homework Guidelines

Level	Duration for Weekly Homework	Daily Screen Use Limit for Homework (included within weekly homework)
P1 and P2	< 5 hours	< 0.5 hours
P3 and P4	< 8 hours	< 1 hours
P5 and P6	< 11 hours	< 1.5 hours

**The duration listed is for a child with average progress. It may vary based on the child's progress and motivation.*



Homework Policy - Guidelines

School Term Breaks Homework Guidelines

Level	Break Period	Homework Guidelines
P1 to P5	March and September	No homework
P1 and P2	June	< 6 h
P3 and P4	June	< 8 h
P5	June and December*	< 10 h
P6	March, June and September	< 12 h
P1 to P6	Festive Periods During Term Time	<ul style="list-style-type: none">• No collection of homework the day after the festive periods such as Lunar New Year, Hari Raya Puasa, Deepavali and Vesak Day.• No English Language or Mother Tongue Languages Spelling on the school day immediately after the festive holiday.

*P5 December optional

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})

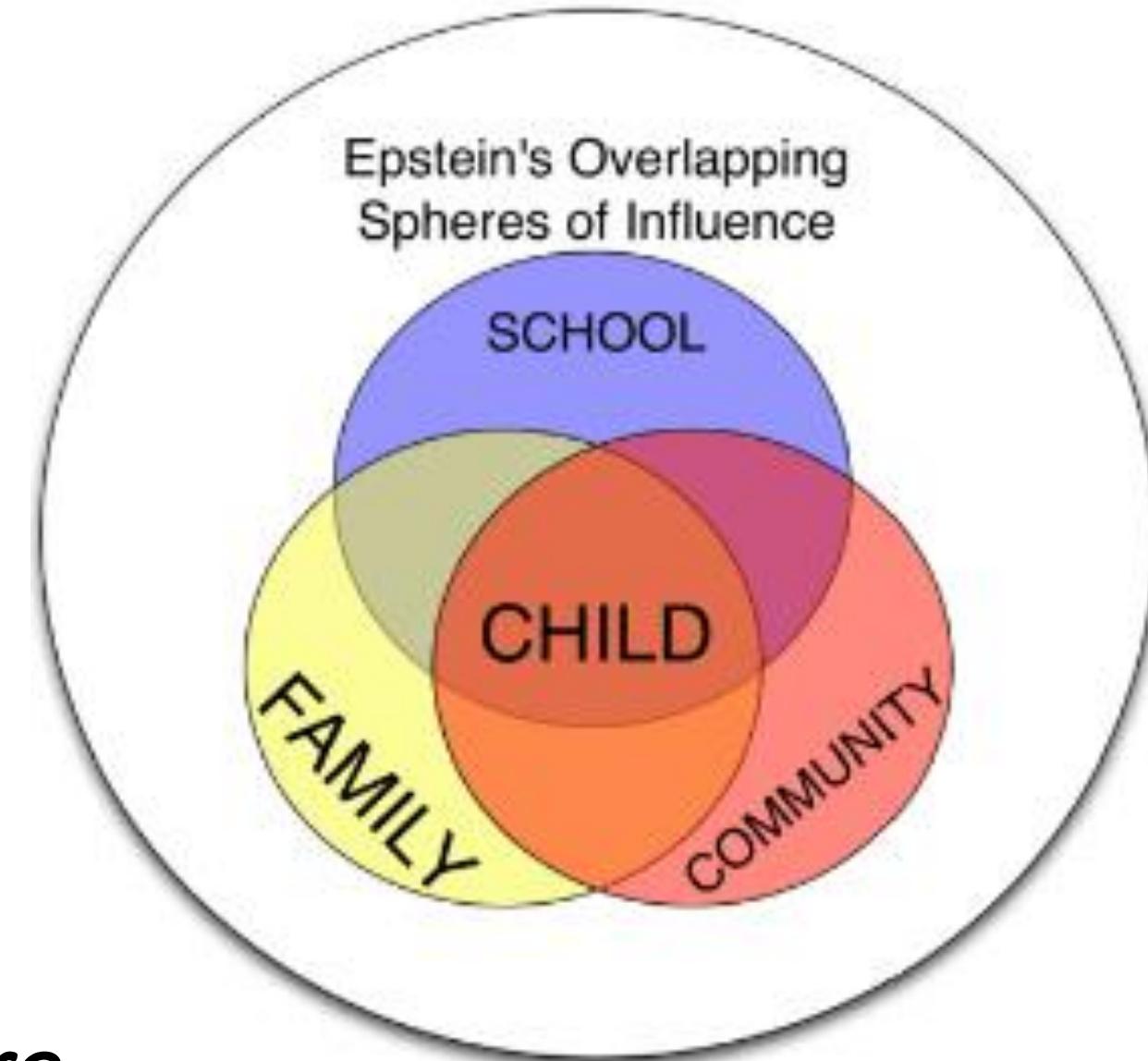
References:

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>



Education is a shared endeavour

*SH Pupil Management &
Student Well-being will share
more on how the school can
partner with you on this shared
endeavour*



Sharing by Subject Head Pupil Management & Student Well-being





P1 ORIENTATION 2026

*Mr. Matthew Siew
Subject Head (Pupil Management & Student Well-being)*

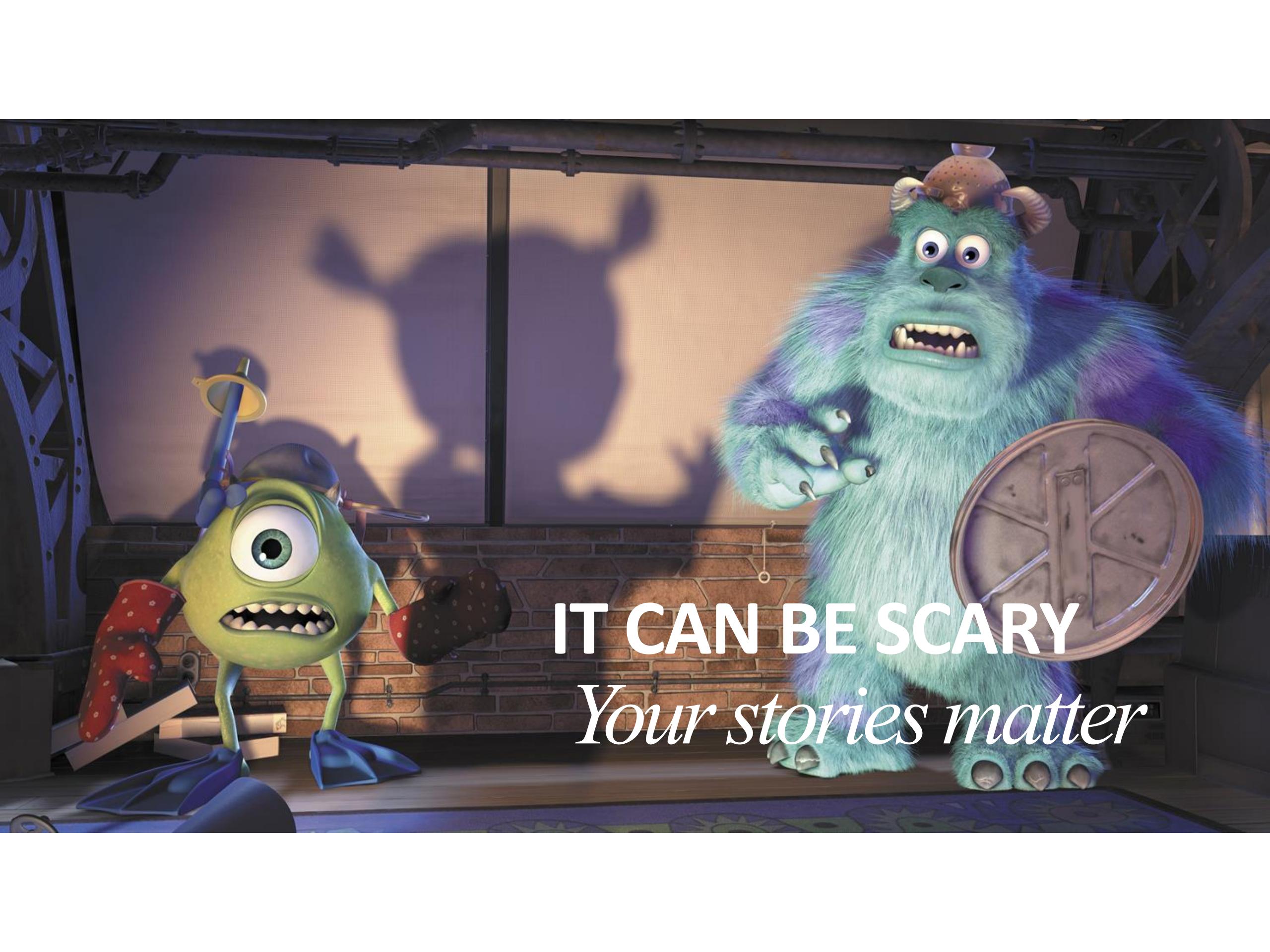
GREAT START

to Primary School

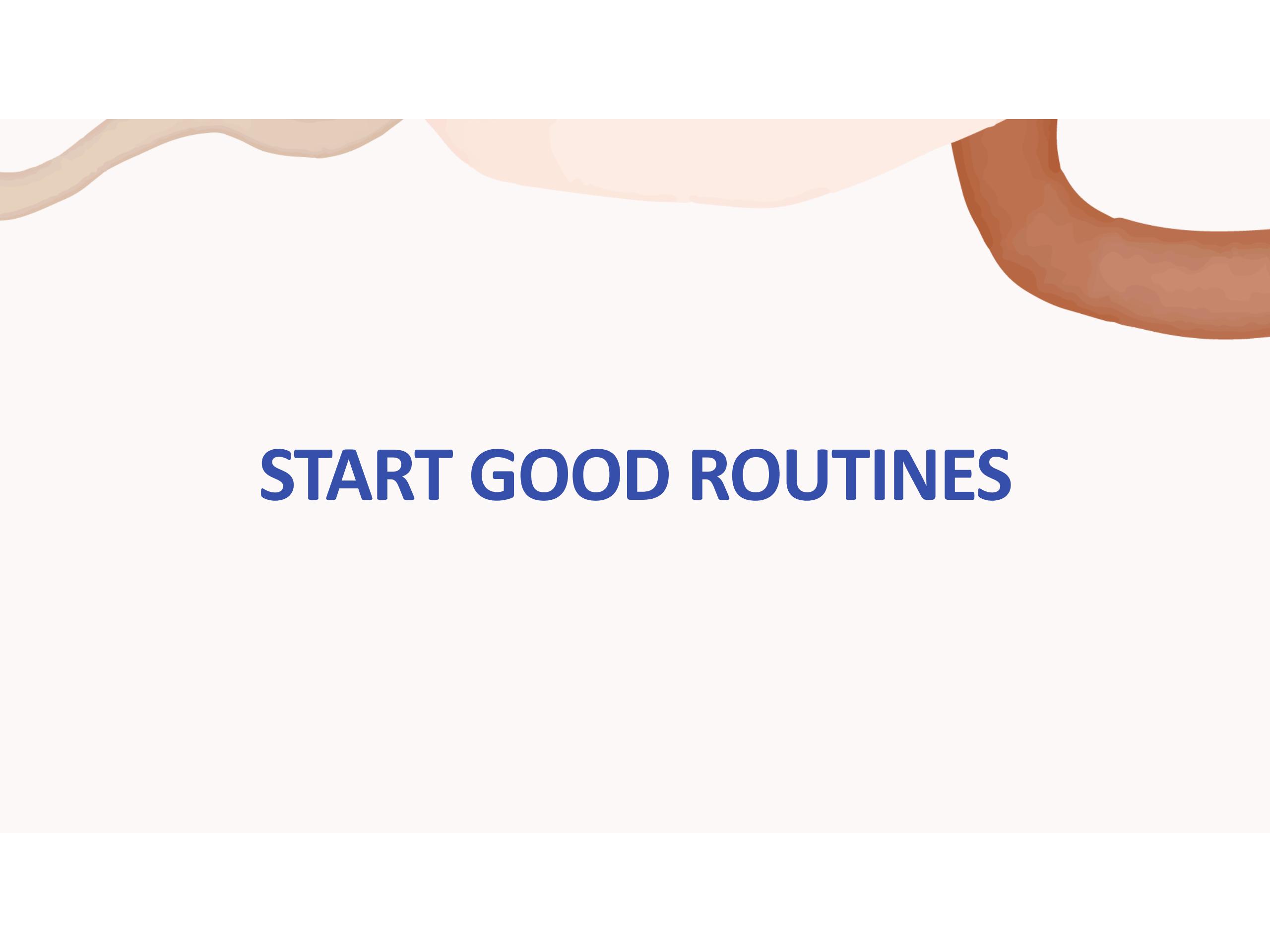




WHAT CAN WE LOOK OUT FOR?



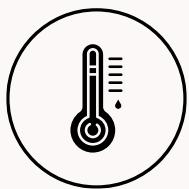
IT CAN BE SCARY
Your stories matter



START GOOD ROUTINES

P1 CHEAT SHEET

Guide your child to do the following independently:



Taking their temperature using a thermometer



Practise consistent bedtime routines and have at least 9 hours of sleep



Washing their hands; toilet training



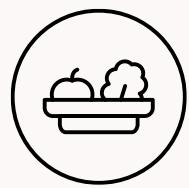
Buying food at the canteen



Packing their bags, checking for materials.



Dressing themselves



Making healthy food choices.



Knowing when and how to ask for help

Key Tips:

- Recognising small successes
- Praising the process
- Focusing on the efforts, not the outcomes

UNDERSTANDING SCHOOL RULES AND ROUTINES



Set aside time to go through the school rules, values and routines in the student handbook

SCHOOL RULES & ROUTINES

Attire



All students are to wear their prescribed school uniform. Any form of modification to the uniform is not allowed.



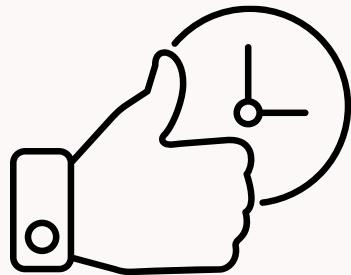
Students are required to wear their school ties on Mondays, except if they have PE lessons.

NAME

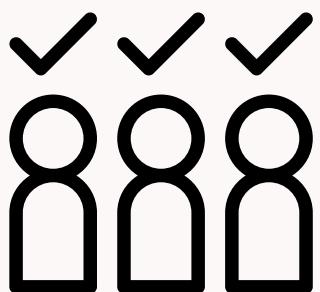
Name tags to be sewn directly under the school badge, for both the school uniform and PE attire.

SCHOOL RULES & ROUTINES

Attendance



Students must attend school regularly and punctually.



Students must have valid reasons to be absent from school.



NAVIGATING THE DIGITAL LANDSCAPE TODAY

Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media

Source: The Straits Times, 7 Feb 2021

Parents might not be aware, but...

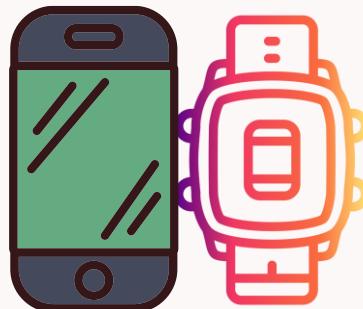
1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

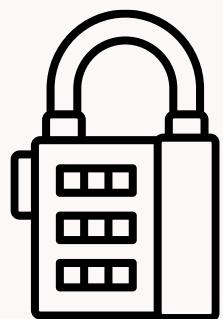
1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

Use of smart phones and smart watches

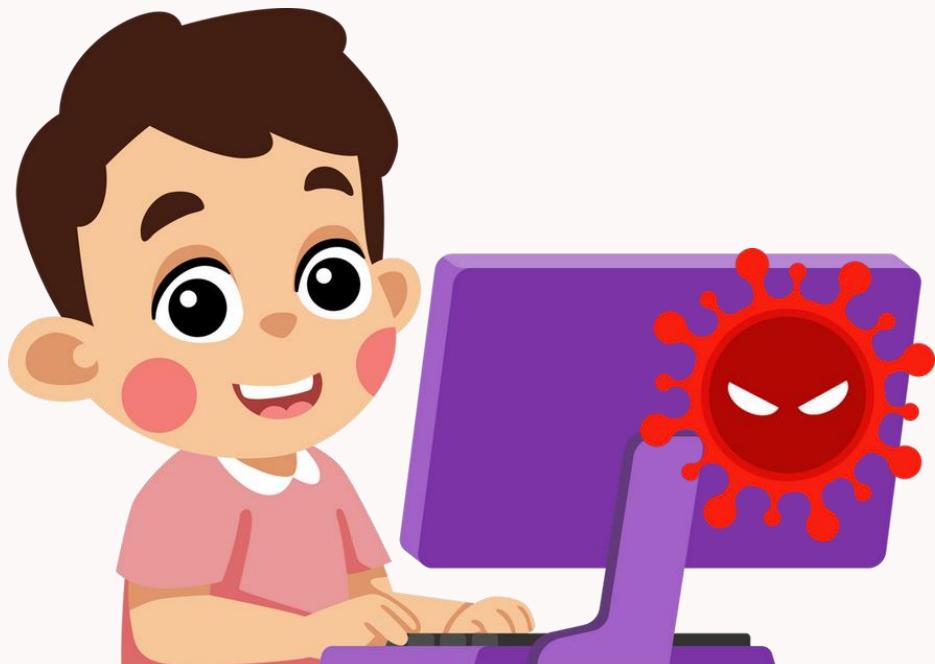


Students are not to use smartphones and/or smartwatches, during school hours including recess, CCA and after-school programmes



Students who bring such devices are to put them in lockers before the start of school.
Please purchase a 3 to 4 digit number lock

NAVIGATING THE DIGITAL LANDSCAPE TODAY



- 1 Set clear, consistent screen rules
- 2 Teach online safety and responsible behaviour
- 3 Be aware and restrictive of what your child is consuming online



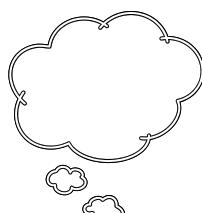
ATTITUDES OVER GRADES

NURTURING POSITIVE ATTITUDES

Developing the right learning attitude will help your child learn better. You can encourage your child to:



Ask questions about their experiences and observations of the world around them.



Reflect and learn from mistakes and try new ways to do things better.



Persevere even when faced with challenges.



NAVIGATING FRIENDSHIPS



NAVIGATING FRIENDSHIPS

A lot of issues at the primary school level
are friendship issues.

Continue to build social skills at home,
especially the skill of
de-escalation.

As adults, let's be role models.





WE ARE A **TEAM**



BUILDING A CARING AND ENABLING ENVIRONMENT

Your child spends half a day in school from Mondays to Fridays

Children may behave differently in school, hear the teacher's observations of your child in school.

Speak to the teachers about your concern and give time for teachers to investigate any issues between students,





**Start
right
End
strong!**