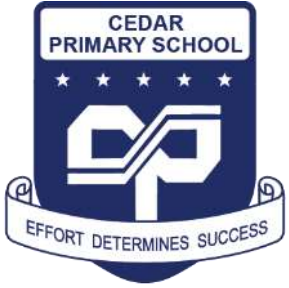


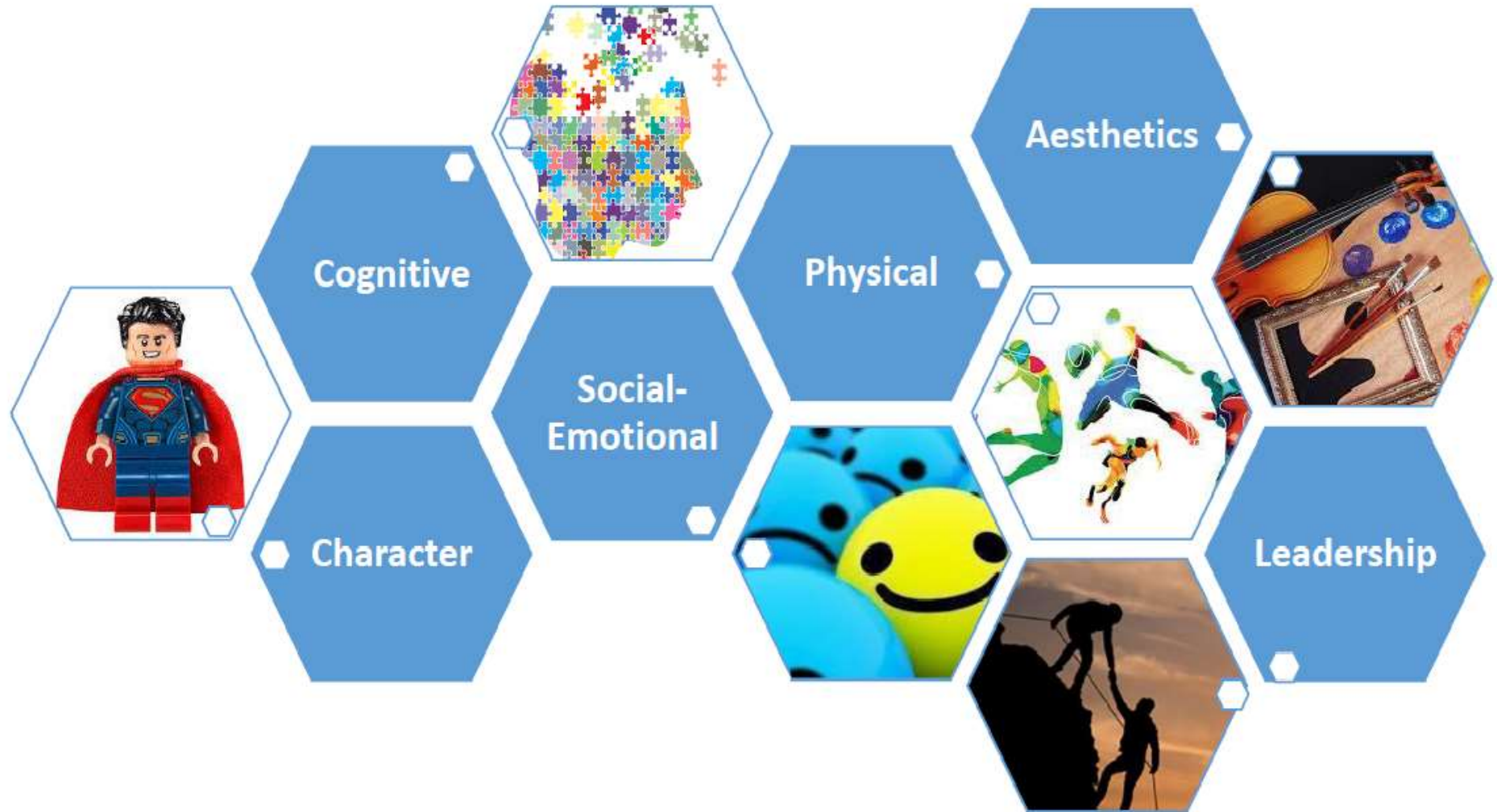


Webinar for P4 Parents

10 March 2023



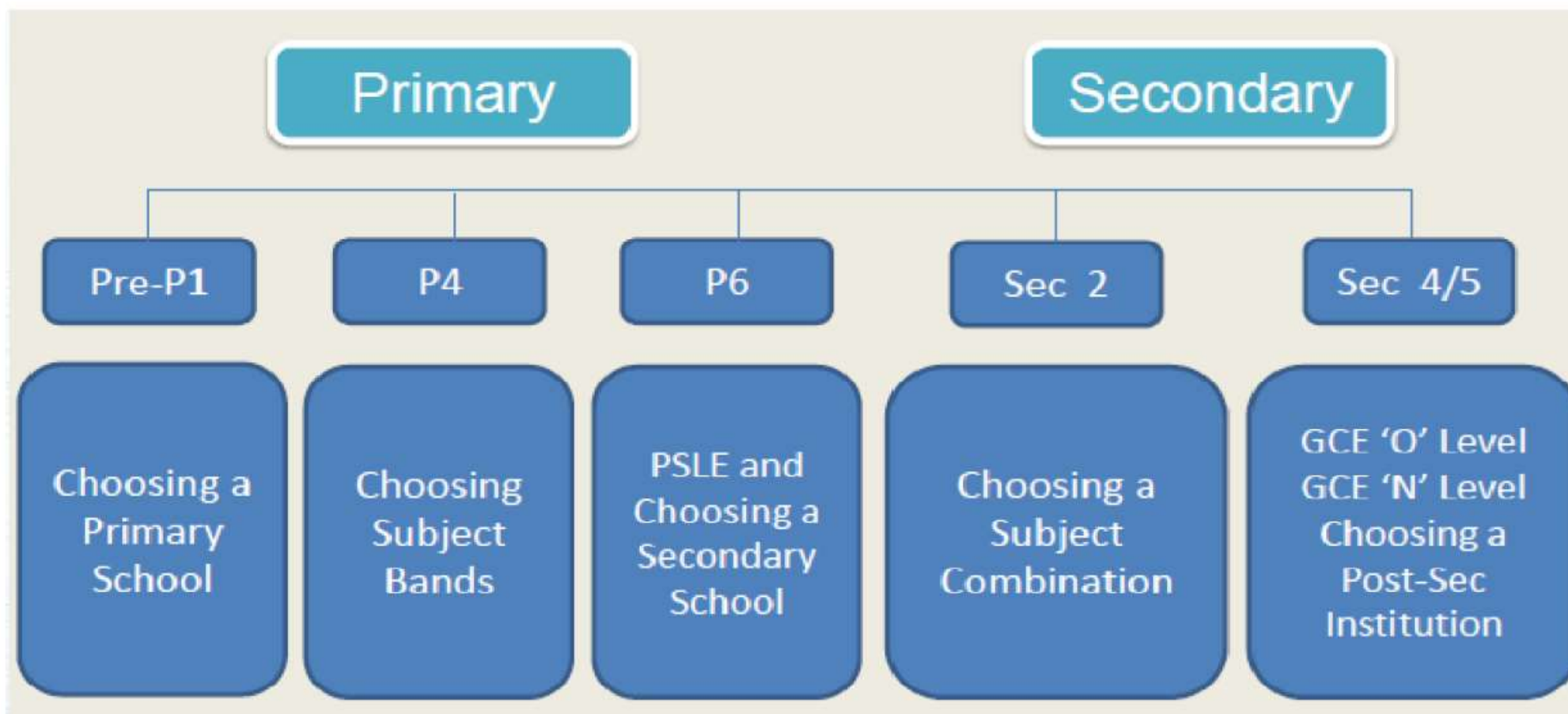
Holistic Education

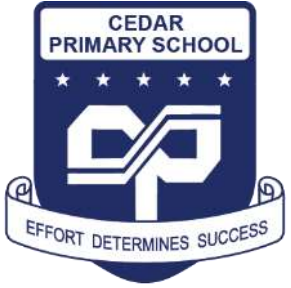




Cognitive Development

Key Milestones in Your Child's Education





Subject-Based Banding (end of P4)

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Catering to Your
Child's Abilities

**SUBJECT-BASED
BANDING**



Why Subject-Based Banding?

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- Provides greater flexibility for your child by offering him/her the option of a combination of standard and foundation subjects.
- Works to the advantage of the child by considering his/her strengths.



Subject-Based Banding Combination

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or fewer	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects



How Subject-Based Banding Works

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.



CEDAR PRIMARY SCHOOL
15 Cedar Ave, Singapore 349700
Tel: 6288 5633 Fax: 62830113
E-mail: cedar_ps@moe.edu.sg
www.cedarpri.moe.edu.sg

School Vision: Joyful Learners, Responsible Citizens and Creative Leaders in a Connected Community

Date: 18 November 2021



Name: Jacob

Class: P4-RESPONSIBILITY

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.
3. Please indicate your decision in one of the boxes below; sign the form and return it to your child's form teacher by 20 November 2021. Should you need further clarification, please do not hesitate to contact your child's form teacher at 6288 5633. Thank you.
4. Thank you.



**CEDAR PRIMARY SCHOOL
SUBJECT-BASED BANDING (SBB)**

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

Acknowledgement Slip

☐ I allow my child to take the recommended subject combination as stated below in 2022.

English, Mathematics, Science and Mother Tongue at Standard Level

☐ I would like to consider an alternative subject combination for my child in 2022. I understand that the school will contact me to provide more information and the possible implications about my choice.

Name: Jacob

Class: P4-RESPONSIBILITY

Name of Parent/Guardian: _____

Contact Number: _____ Signature & Date: _____

FOR OFFICIAL USE BY CEDAR PRIMARY SCHOOL

The school has received the signed acknowledgement slip from the parent/guardian.

Name of P4 Form Teacher: _____

Signature and Date: _____

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level and Higher Mother Tongue

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2021

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2021:

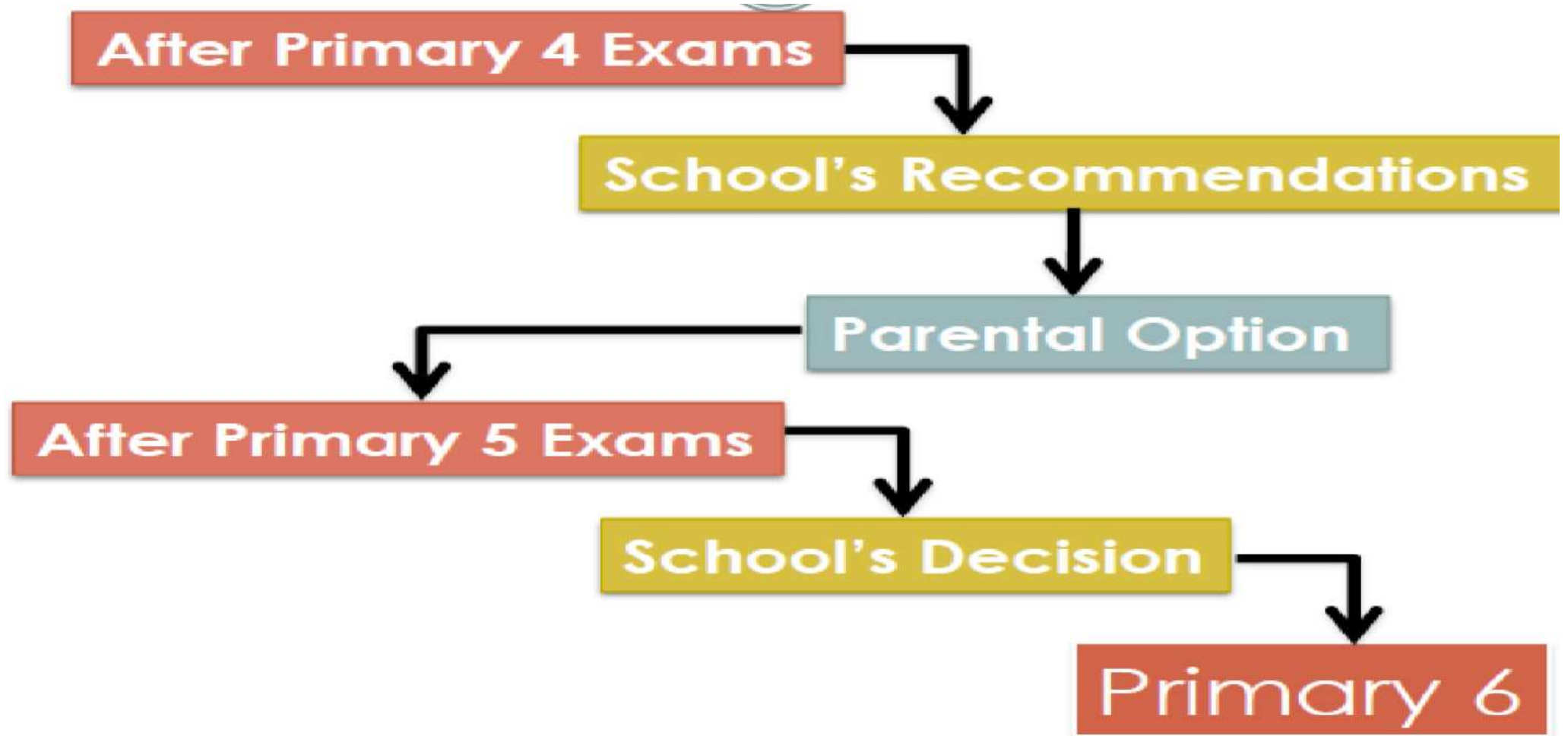
English, Mathematics, Science and Mother Tongue at Foundation Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.



Overview of Subject-Based Banding

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity





School-Based Assessments

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

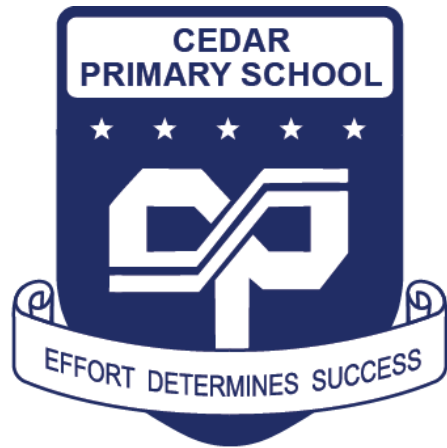
Level	Term 1 Class Test 1	Term 2 Class Test	Term 3 Class Test 3	Term 4 End-of-Year Exam
Primary 4	10%	15%	15%	60%

Removal of Mid-Year Exams for all levels:

- In line with our efforts to shift away from an over-emphasis on examinations, and nurture an intrinsic joy of learning.
- More time and space for students to further develop 21st Century Competencies and engage in more student-centric learning.



Student Holistic Development and Well-Being



Learning Dispositions



What are Learning Dispositions?

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Learning dispositions are habits of thinking and doing when the students are engaged in the learning process. They affect how students approach learning and therefore the outcomes of their learning.



CPS Learning Dispositions

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Learning Dispositions	Alignment to CPS Vision, Value and Motto
1) Engagement in Learning	Vision: Joyful Learners
2) Drive to Learn	Vision: Joyful Learners; Value: Responsibility
3) Resilience	Value: Resilience; Motto: Effort Determines Success
4) Creativity	Value: Creativity; ALP: Creative & Inventive Thinking
5) Collaboration	Vision: A Connected Community



(1) Engagement in Learning

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none">• I look forward to coming to school.• I am eager to learn.• I enjoy learning.• I will participate enthusiastically in school activities.	<ul style="list-style-type: none">• Comes to school regularly (good attendance)• Pays attention in class• Completes class work and homework• Participates enthusiastically in class and school activities	<ul style="list-style-type: none">• Deliver engaging lessons through various strategies, e.g., role-playing, case studies, peer teaching, demonstrations• Encourage participation• Build a caring and enabling school environment through<ul style="list-style-type: none">• Positive teacher-student relationship• Positive peer support relationship• Student voice and ownership



(2) Drive to Learn

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none">• I take ownership of my own learning.• I have the skills to learn independently - I know what I want to learn and how to learn.• I have an inquisitive mindset and am constantly asking questions and doing research to find out more.• I am intrinsically motivated to learn for life.	<ul style="list-style-type: none">• Completes tasks to the best of his/her ability• Works independently• Asks questions to find out more about topic• Learns to get answers to his/her own questions• Sets goals and works determinedly towards them• Monitors progress of work• Assesses quality of work and makes improvement	<ul style="list-style-type: none">• Teach students learning strategies, such as:<ul style="list-style-type: none">• setting goals and targets• asking questions• finding answers to their questions• assessing their work and progress• Scaffold learning so that students can eventually work independently• Use Formative Assessment to help students identify their strengths and target areas that need work.



(3) Resilience

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Mindset

- **I persevere and keep trying in the face of challenges.**
- I **adapt to changes** that come my way.
- I pick myself up and become stronger when the going gets tough.
- I believe that when given equal opportunities, **all of us can succeed**, if I have the determination and put in hard work.

Observable Behaviours

- **Keeps trying** despite failures or challenges
- **Adapts** to changes readily
- Accepts feedback and uses it to improve performance
- Manages stress effectively

Classroom Practices and Environment to Nurture the Disposition

- Create an environment where students **feel safe to make mistakes**
- **Encourage students to learn from mistakes**
- Encourage the **Growth Mindset**, e.g.:
 - Use the Growth Mindset language (the Power of Yet, Challenges help me grow; Failure means I'm learning)
 - Praise efforts instead of results
- Teach stress management and resilience strategies



(4) Creativity

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none">• I express myself and share my views openly and respectfully.• I am eager to learn new things and try out new ideas.• I think of different ways to solve a challenge or make things better.• I am able to manage a challenge in a systematic manner.• I turn new ideas into reality that benefits the class, school and the community.	<ul style="list-style-type: none">• Approaches tasks in a new or original way, be it in the arts, writing or problem-solving• When managing a challenge:<ul style="list-style-type: none">• Is able to understand and define the challenge• Thinks of different ways to solve a challenge• Develops effective plans for solving problems	<ul style="list-style-type: none">• Create an environment where students feel safe to share their views and experiment with different ideas• Guide students to manage a challenge: define challenge, look at issues from different perspectives, devise a plan• Develop the students' ability to generate ideas and solutions in CIT and other lessons using the CEDAR idea generator• Encourage students to look out for issues in school and community which they can help address



(5) Collaboration

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none">• I work collaboratively with my peers towards a common goal.• I have the social skills to work with my peers.• I accept diversity in working styles and opinions when working in a group.	<ul style="list-style-type: none">• Works collaboratively with different classmates to complete tasks assigned• Appreciates everyone's opinions, strengths and abilities when working in a group.• Practises good interpersonal skills such as speaking respectfully, listening actively and receiving feedback graciously	<ul style="list-style-type: none">• Provide opportunities for collaborative or cooperative learning• Teach skills for effective group work: respectful speech, active listening, accepting feedback graciously• Develop social awareness and social skills in the students• Promote an inclusive culture where we embrace and celebrate differences



Levels of Development

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Development of Learning dispositions is reported under Personal Qualities in the Holistic Development Profile (HDP):

Level of Development	Descriptor in the End-of-Year HDP	
	P1 to P3	P4 and P5
Demonstrates on a few occasions	😊	Demonstrates to some extent
Demonstrates adequately some of the time	😊 😊	Demonstrates Adequately
Demonstrates adequately most of the time	😊 😊 😊	Demonstrates Strongly
Demonstrates well and consistently all the time	😊 😊 😊 😊	Demonstrates Very Strongly



Home-School Partnership:

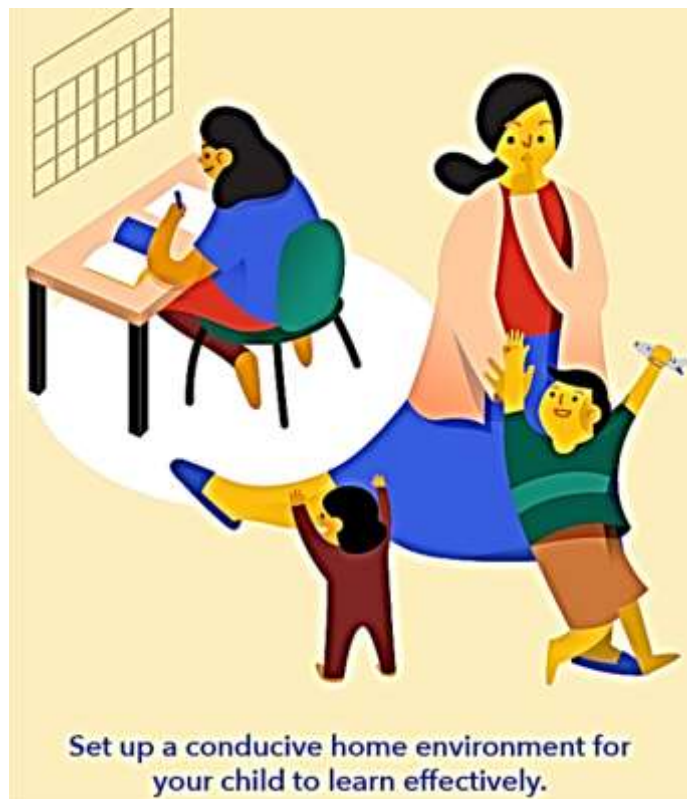
For Student Well-being and Holistic Development





Developing good habits

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Establish a daily routine such as

- Reading together daily for at least 20 minutes.
- Sufficient sleep – about 9 hours each night.
- Monitor and limit use of mobile and gaming devices
- Designate a specific quiet study area at home
- Ensure focus and no distractions whilst doing/revising school work.

Encourage and **affirm** their efforts to study.



Developing good habits

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Encourage your child/ward to,

- attempt his/her homework on his/her own
- put in his/her best effort to complete all homework
- hand in homework and assignments on time
- approach the teacher if he/she needs help with the homework





Growth Mindset

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Embrace challenges
Persevere in the face of failures
Talents and abilities can be developed
Focus on the process not the outcome

Find inspiration in others success
Engage deeply and process the error with a desire to correct it
Accept criticism as a way to learn
Embrace novelty with a desire to master new skills

Look for people who challenge them to grow
Leads to collaboration and innovation



Growth Mindset

Fixed Mindset



Avoid challenges
Give up easily
Talents and abilities are fixed
Focus on the outcome

Feel threatened by the success of others
Run from error, do not engage with it with a desire to look smart
Ignore negative feedback even though it may be useful
Avoid new experiences with fear of failure

Look for people who can reinforce their self esteem
Can lead to cheating and deception



Growth Mindset

- Believe that every child wants to and can learn
- View mistakes as learning opportunities
- Focus on learning not grades
- Learn to be resilient

MY GROWTH MINDSET STATEMENTS



I can **CHANGE** my **MINDSET** with my **WORDS**!



INSTEAD OF:

I CAN SAY:

I am not good at this.



I am not good at this YET, but I will learn.

I am great at this.



I practiced and learned how to do this.

This is too hard.



This will require effort and finding the right strategy.

This is too easy.



How can I make this more challenging?

I can't do this.



I need some feedback and help from others.

This is good enough.



Is it my best work? Can I improve it?

I won't try because I might fail.



If I fail, I can try again until I succeed.

I am afraid I will make a mistake.



When I make a mistake, I will learn from it and do better.

I give up.



I will succeed if I put forth effort and find a better strategy.

I am not as smart as my friends.



I am in charge of how smart I am.



Cyber Wellness for Your Child



"How do we ensure that our young make the right choices, and survive well in the online world? (...) Schools can work with parents and make a big difference."

– Minister Ong Ye Kung, Committee of Supply Debate 2020





Promote Cyber Wellness at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Tip 1: Advise your child on time spent online

- Ask your child what he/she enjoys doing online.
- Through conversations, decide together how much time he/she should spend online (i.e. set screen time limit).
- Make a firm decision on the off-limit hours such as bed time and meal times.
- Encourage him/her to engage in more tech-free interaction (e.g. outdoor activities) and less digital screen time.

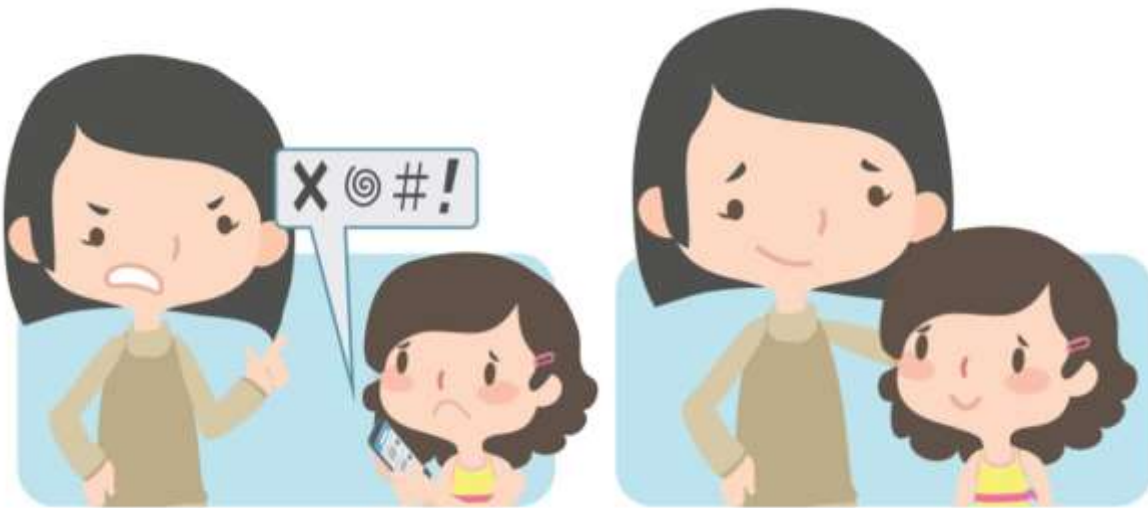




Promote Cyber Wellness at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Tip 2: Guide your child on online etiquette



- Regularly check with your child about the types of conversations in their chat groups or social media.
- Advise him/her not to post comments that might hurt others.
- Encourage him/her to alert the teachers if they encounter cyber-bullying, or if a friend/classmate is getting bullied online.



Promote Cyber Wellness at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Tip 3: Teach your child to stay safe online

- Remind your child not to chat or share personal information with strangers online.
- Guide him/her to set strong passwords, and ignore suspicious links/files sent by strangers or in pop-up boxes.





Promote Cyber Wellness at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Tip 4: Direct your child to behave responsibly online



- Encourage your child to verify information with multiple sources. Get them to check with you or a trusted adult when in doubt.
- Have an open discussion with your child on harmful internet content.
- Explain to him/her the necessity of parental control and privacy filters, if you intend to install them in their digital devices.



Communication between Teachers and Parents

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Modes of communication include,

- leaving a message in the Student Handbook or with the General Office (*e.g. to inform us that your child is unable to attend school*)
- email your child's/ward's form/subject teachers.

We seek your understanding to **contact us** during official school operating hours (**7 am to 5 pm, Monday to Friday** on **school days**)



School-Home Communication

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Parents Gateway: Digitally Connecting Parents and School

- **one-stop mobile app** for parents and schools to communicate key administrative matters
- **updates** on programmes and activities
- allows **parents to** perform administrative functions such **as providing consent** for their children to participate in school activities



For more information, you may visit <https://pg.moe.edu.sg/faq>

Working Together to Support your Child

*"Alone we can do so little,
together we can do so much."*

- Helen Keller, American Author





Thank You
