

Welcome to GESPS

Primary 5 and 6 Meet-The-Parents Session
12 January 2023, 4.30pm



Progamme

- Principal's Address
- Sharing by Year Head

(separate Zoom link)

- Sharing by Form Teacher
- Form Teachers' Interaction with Parents

Note: Slides will be uploaded on school website by end of next week.



Sharing by Principal, Mr Roy Lee



Sharing by Year Head (Upper Primary)

Mr Benjamin Gan



Supporting our children's Development Together 😊



Key messages this afternoon

1. Holistic education and joy of learning
2. Practical tips for parents to support your child
3. Establishing a strong school-home partnership
4. Direct School Admission to Secondary School (DSA-Sec)



1. Holistic education and joy of learning

“Never stop learning, because life never stops teaching.”
- Lin Pernille



Four key elements of holistic development

Physical

(e.g. Motor skills, Coordination, Balance)

Intellectual

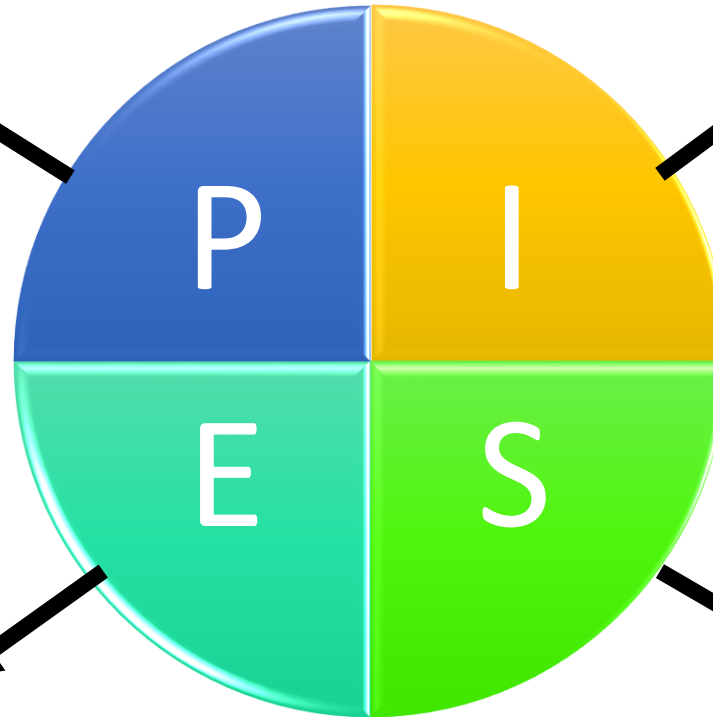
(e.g. Language, Maths, Memory, Critical Thinking)

Emotional

(e.g. Understanding feelings of self & others, Expression & control of emotions)

Social

(e.g. Making new friends, Support of home & school)



Ignite the Joy of Learning

While exams will continue to be a part of the education journey, how can we help our children **find joy, wonder and passion in learning?**



1. Get them **intrigued**
2. Show your **passion**
3. Get them **thinking**: learning should have continuity



2. Practical tips for parents to support your child

“Prepare the child for the path,
not the path for the child”

- John Scardina



Continue supporting your child's CCA participation

CCAs provide students with a platform to:

1. Learn **teamwork, leadership** skills and build their **self-esteem**
2. Be in a supportive environment where they can fail safely and **learn to pick themselves up**
3. Make **friends** beyond their class and better appreciate the diverse strengths of others around them



Managing Device Usage

Compulsive use of smartphones can affect our sleep, relationships, productivity and health.

(Sumiko Tan, The Sunday Times, 12 Jan 2020)

Important to manage usage of mobile phones (games, social media), PC (Youtube), Xbox/ PS etc.

How much sleep does a kid need?

School-aged children (5 to 12 years old) need 9 to 12 hours of sleep each night, says pediatric sleep specialist [Vaishal Shah, MD](#). But many children get only 7 to 8 hours per night — sometimes even less.

Studies have linked sleep deprivation with [mood swings](#) and [reduced cognitive function](#), including concentration difficulties, [lower test scores](#) and a drop in overall [school performance](#). Poor sleep also is associated with poor eating habits and [obesity](#).



Setting of SMART Goals



3. Establishing a strong school-home partnership

Our children do best when schools and parents work hand in hand to support them.



We have structures in place to support your child

- **Academic support for P6:** After-school + Holidays
- Skills development: YH & Counsellors share on **Stress Management** and **Time Management**
- **Emotional support:** Form Teachers, Subject Teachers, Year Head, School Counsellors, Teacher Counsellors, Peer Support Leaders and 'every GESPIan a peer supporter'





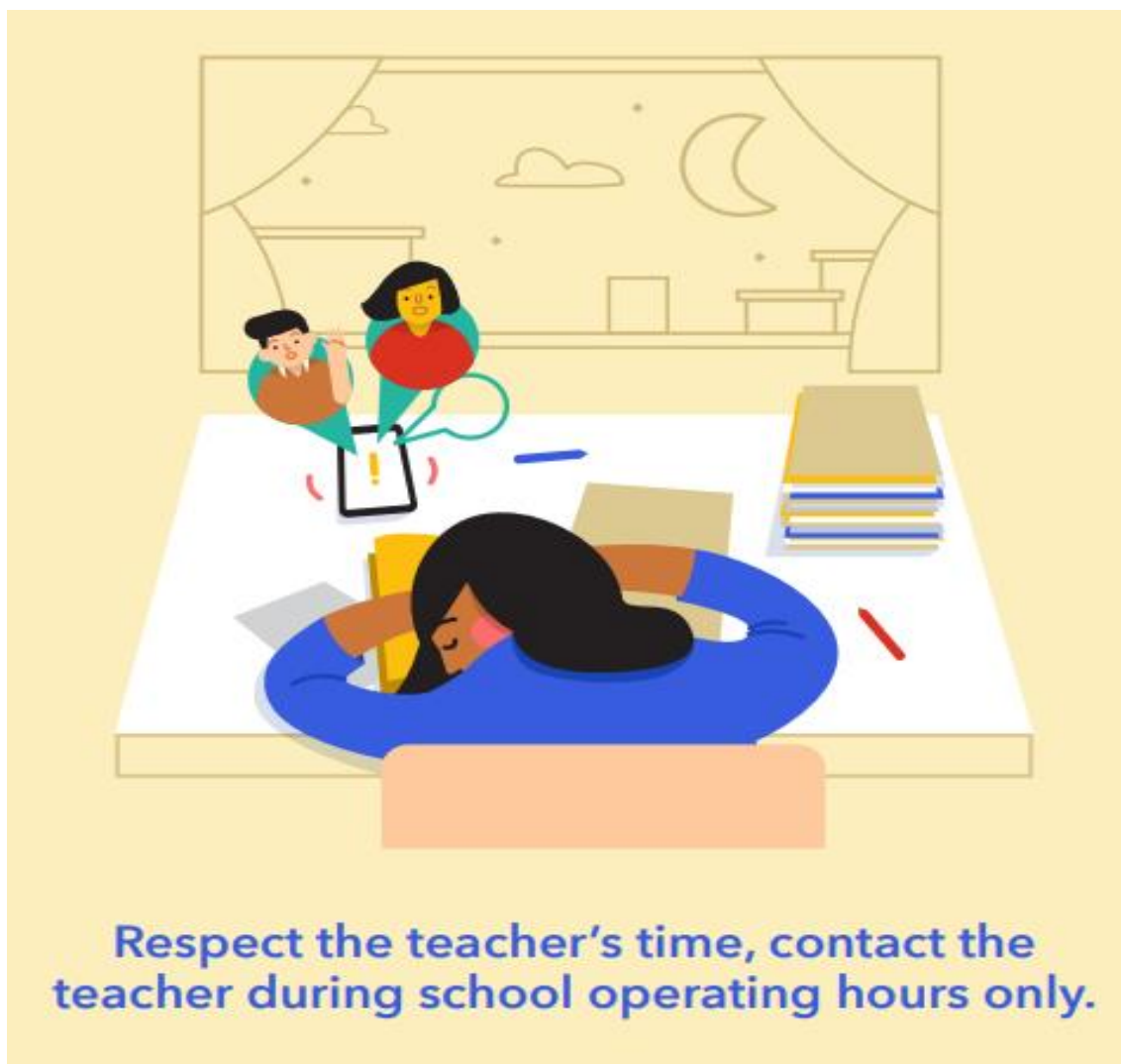


By having good home routines, you are setting your child up for life.



Set up a conducive home environment for your child to learn effectively.

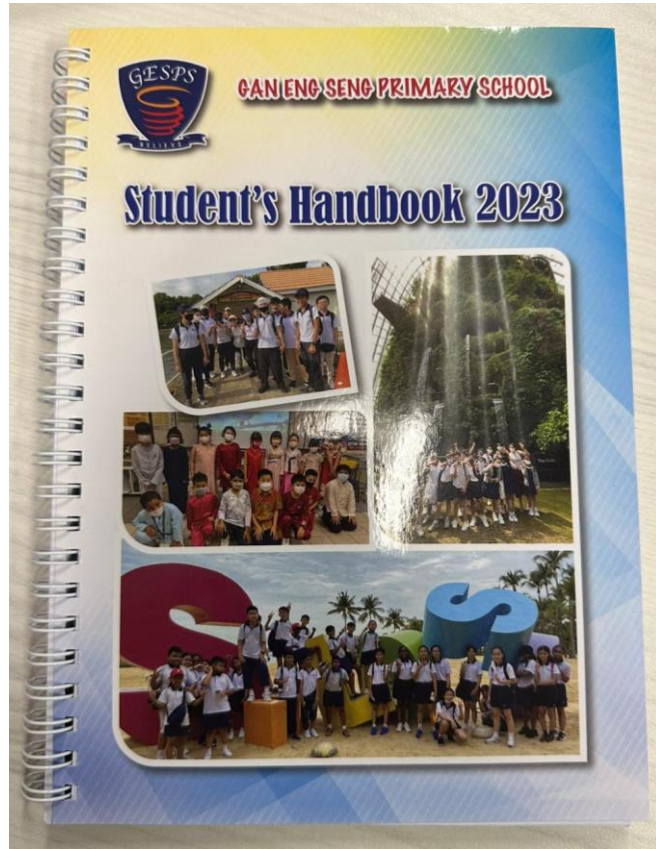




Respect the teacher's time, contact the teacher during school operating hours only.



Familiarise yourself with the Students' Handbook



- Check student handbook daily for homework, notes from teachers
- School expectations and rules (Pg 11-14)
- Acceptable use of technology policy agreement – pls sign (Pg 15)



Direct School Admission (DSA)



Entering a secondary school



PSLE/S1 Posting Exercise

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



DSA

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**

Direct School Admission (DSA)

- Provides opportunities for enrolment based on talents, potential and achievements that cannot be demonstrated through PSLE
- Secondary schools decide their own admission criteria and selection processes
- If shortlisted, your child may have to attend interviews, auditions or trials



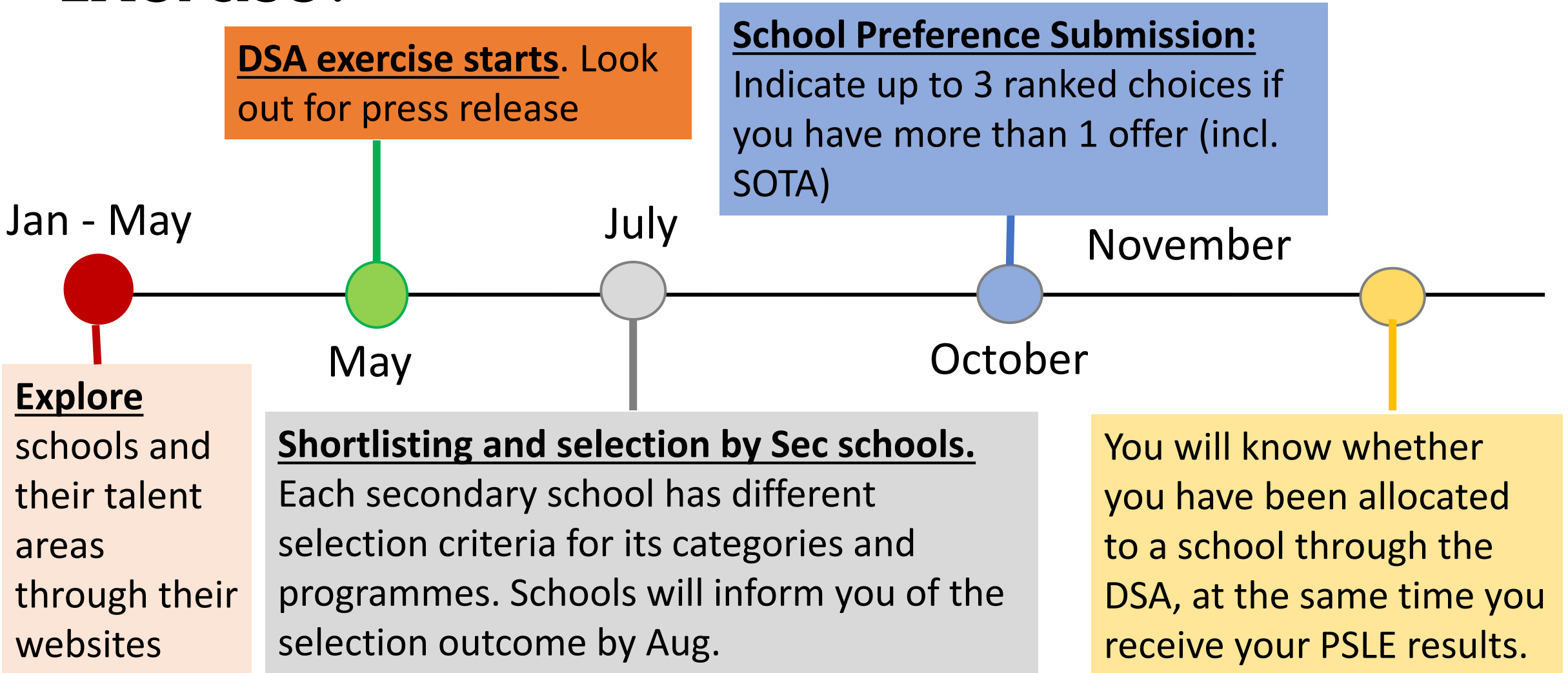
Direct School Admission (DSA)

Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)



What is the timeline for a typical DSA-Sec Exercise?



Direct School Admission (DSA)

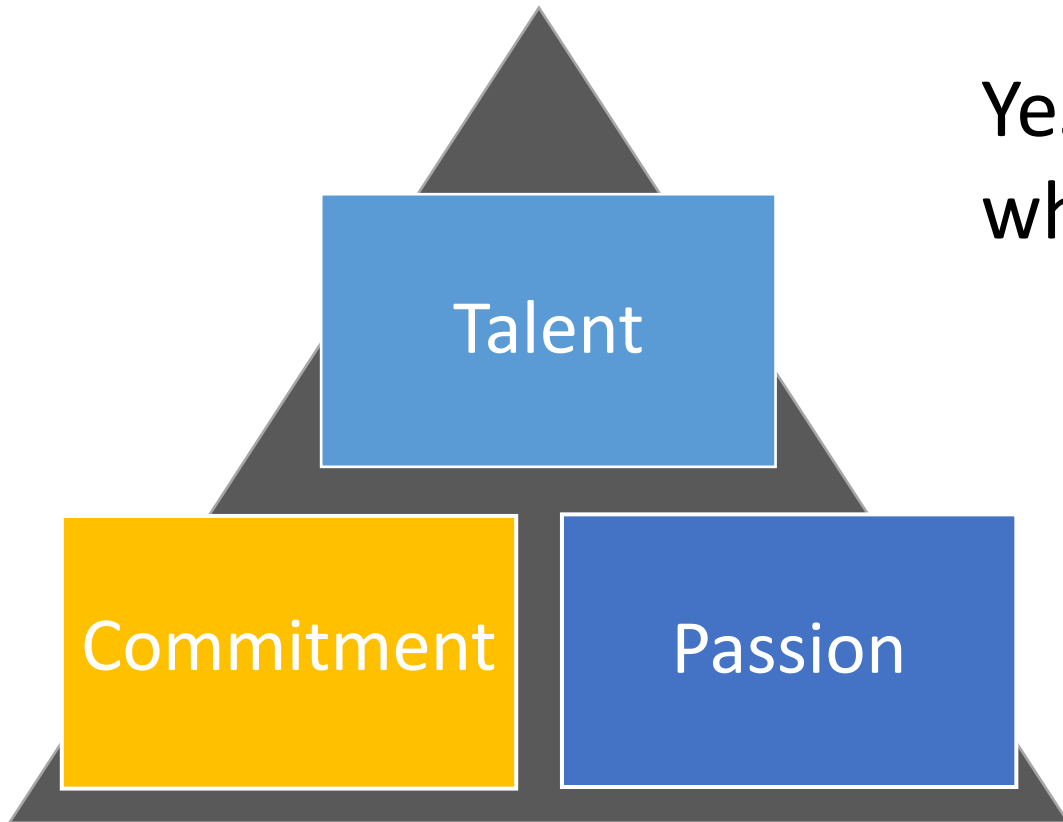
Specialised Secondary Schools that admit **entirely through DSA:**

- NUS High School of Math & Science
- School of Science & Technology (SST)
- School of the Arts (SOTA)
- Singapore Sports School

** Refer to the school's website for more information*



Is the DSA right for me?



Yes, if you have **talent in an area** which a school offers the DSA in

And are **passionate** about and **committed** to developing your strengths **in that area in that school**

Useful Links

MOE DSA website:

<https://www.moe.gov.sg/secondary/dsa>

MOE School Finder:

<https://www.moe.gov.sg/schoolfinder>

today

Sign In Search

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Revamped DSA scheme to give students from disadvantaged families a leg up

BY FARIS MOKHTAR

Published November 8, 2018
Updated November 8, 2018



The latest adjustments to the Direct School Admission scheme will make it more accessible to applicants, including those who are not so "well-resourced", Second Minister for Education Indranee Rajah said.

Follow us on [Instagram](#) and [TikTok](#), and join our [Telegram](#) channel for the latest updates.

SINGAPORE — Acknowledging that students from well-off families are in a better position to utilise the Direct School Admission (DSA) scheme, Second Minister for Education Indranee Rajah stressed on Thursday (Nov 8) that the latest refinements to the scheme will give students from disadvantaged backgrounds a leg up.

For years, critics have pointed out that the scheme — introduced in 2004 — has deviated

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Thank You





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English Language



English Language (ORACY)

- **Listening & Viewing and Speaking & Representing**

1. Presenting for Confidence

- P6: Persuasive Speech (prepared & impromptu)
 - *Being a good audience*

2. Learning Dialogic Skills

- Communicating with awareness of PAC (**P**urpose, **A**udience and **C**ontext)



English Language (LITERACY)

- **Writing**

Overarching Desired Outcome:

- Authentic and detailed writing using accurate grammar and a range of appropriate vocabulary
- No change in **Foundation English Language** assessment (from P5)
 - CW – Picture series; SW – Informal writing
- No change in **English Language** assessment for Continuous Writing
 - CW – Given topic with 3 pictures (same as P5)

New for P6 EL Situational Writing (from P5 EL)

- ❖ *Distinguishing between Informal and Formal use of language according to the PAC (purpose, audience & context)*



How parents can support.....

- **Environment**

- Provide **frequent opportunities to use English** in listening, speaking, reading and writing
- Provide sufficient **English reading materials**

- **Role model**

- Show that you **believe** learning English is both **enjoyable and useful** in your daily life
- Read with your child





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Mathematics



Necessary items to be brought daily:

- Pupils' Books
- Calculators
- Mini-whiteboards and markers



I CAN

Improving Confidence and Achievement in Numeracy

ICAN is an approach to support students using intervention strategies and models that are guided by research to tackle the 4 key issues of learning gaps, language, motivation and memory. The lessons follow the **FREMC structure – Factual Fluency, Readiness, Engagement, Mastery and Consolidation.**





Improving Confidence and
Achievement in Numeracy

Phase 1: Factual Fluency

- Teachers help students to become fluent in Mathematical facts such as in their Multiplication facts

Phase 2: Readiness

- Diagnostic test or activities are used to check on pupils' prior knowledge so that teachers could pitch the lesson according to the students' readiness level from the start



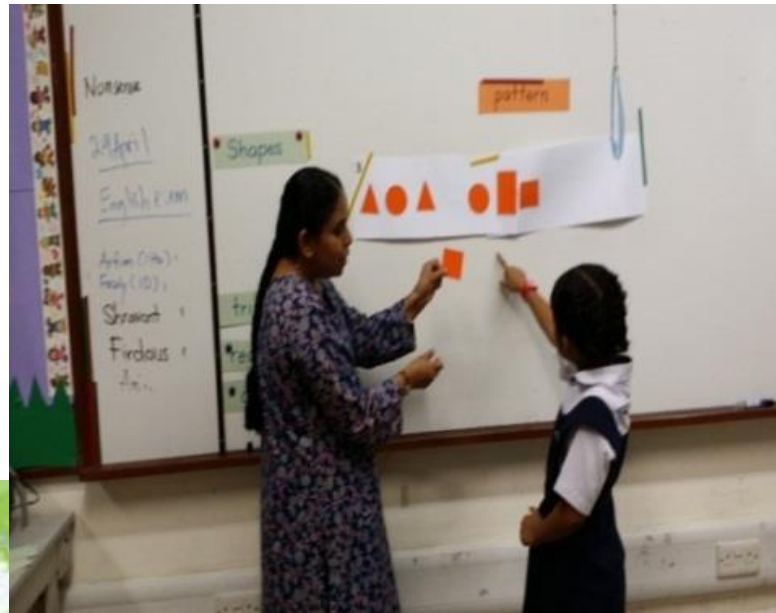
Phase 3: Engagement

- The Concrete, Pictorial and Abstract (CPA) approach is employed to help students make sense of their learning and provide the necessary scaffolding.

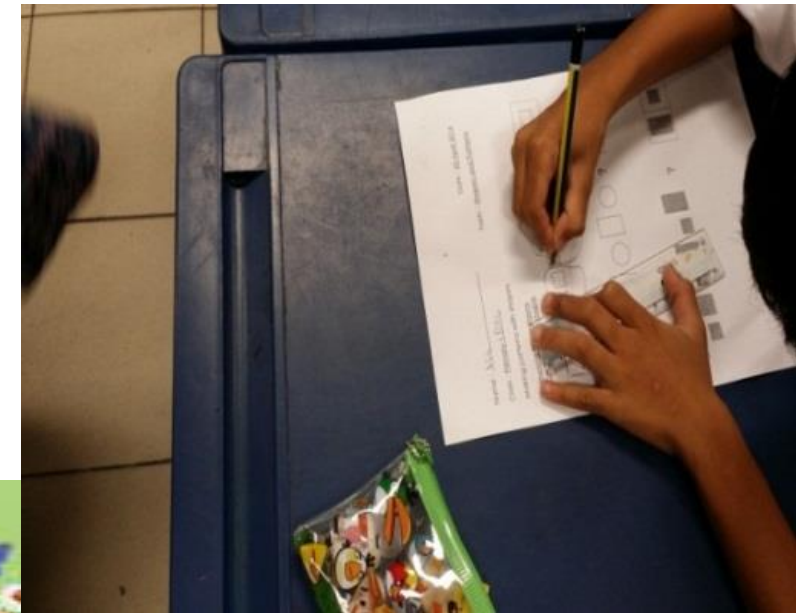
Concrete



Pictorial



Abstract





Improving Confidence and
Achievement in Numeracy

Phase 4: Mastery








- Learning is reinforced through the use of the pen and paper practices, games, writing math journal or performing a practical task.

Phase 5: Consolidation

- Opportunities are provided for students to articulate their learning such as through the use of exit tickets or self-assessment checklist.



Steps to Solve Word Problems

<h2>Understand</h2> <p> Read the problem.</p> <p> What am I looking for? [Bracket the question]</p> <p> What do I know? Circle the important numbers. Underline labels.</p>	<h2>Plan</h2> <p> Choose a strategy. • Draw a Picture or Make a Table.</p> <table border="1"> <tr> <td>Step 1: Read</td> <td>JUG</td> <td>SUG</td> <td>CUG</td> <td>JEG</td> <td>SEG</td> <td>SEG</td> </tr> <tr> <td>Step 2: Draw</td> <td>Draw a picture of a jug.</td> <td>Draw a picture of a sugar jug.</td> <td>Draw a picture of a cup.</td> <td>Draw a picture of a jug.</td> <td>Draw a picture of a sugar jug.</td> <td>Draw a picture of a sugar jug.</td> </tr> <tr> <td>Step 3: Solve</td> <td>+</td> <td>-</td> <td>-</td> <td>x</td> <td>÷</td> <td>÷</td> </tr> </table>	Step 1: Read	JUG	SUG	CUG	JEG	SEG	SEG	Step 2: Draw	Draw a picture of a jug.	Draw a picture of a sugar jug.	Draw a picture of a cup.	Draw a picture of a jug.	Draw a picture of a sugar jug.	Draw a picture of a sugar jug.	Step 3: Solve	+	-	-	x	÷	÷
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Step 3: Solve	+	-	-	x	÷	÷																
<h2>Do</h2> <p>Show all your work.</p> <p>Label your answer.</p> <p></p> $\begin{array}{r} 3 \\ +5 \\ \hline 8 \text{ crayons} \end{array}$	<h2>Check</h2> <p> Explain & Justify</p> <p></p> <p>Is your answer is REASONABLE?</p>																					



How parents can support.....

- Ask questions:
The parent is the guide in asking questions. Questioning children is an excellent way to develop their thinking.
- Encourage your child
- Engage your child in reasoning





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Science



Features of Inquiry-based Approach

- **Question**

Students engage with an event, phenomenon or problem.

- **Evidence**

Students determine what constitutes evidence and collect and analyse data.

- **Explanation**

Students formulate their own explanation after summarizing evidence.

- **Connections**

Students evaluate their explanations.

- **Communication**

Students communicate and justify their explanations.



5E Instructional Model

- **Engage**

Teachers elicit students' prior knowledge, stimulate interest and gather diagnostic data to inform teaching and learning.

- **Explore**

Students carry out hands-on investigations in which they can explore the concept or skill.

- **Explain**

Students develop scientific explanations, drawing from experiences and observations, using representations.

- **Elaborate**

Students apply what they have learned to new situations and develop a deeper understanding of the concept or greater use of their science inquiry skills.

- **Evaluate**

Students review and reflect on their own learning, and on their new understanding and skills.



Science Strategies

- **“Find It and Fix It” to correct misconceptions in concept cartoon**

In concept cartoons, minimal language is used. Visual images are utilised to present concepts or questions relating to one central idea or word.

- **OCA (O-Observe, C-Concept, A-Apply)**

OCA approach guides students in answering open ended questions.

- **Cooperative Learning**

In working with others, students are exposed to different points of views and solutions in accomplishing a common goal.

- **Games**

Games engage students in play or simulations for the learning of concepts or skills.



How parents can support.....



- Value your child's questions
- Explore and find answers together
- Encourage curiosity
- PSLE Revision: Includes P3 – P6 topics





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Mother Tongue



The Learning of Mother Tongue Languages

- Deepening and Building on the content taught in P5
- **Listening** (News, Dialogue, Advertisement , Story, Notice)
- **E-Oral** (Reading Aloud & Conversation with Video Stimulus)
- **Language Use & Comprehension – P5 & P6 syllabus**
- **Writing** (*Topic Essay with 3-4 guiding questions **or** Picture Essay - 6 pictures with the last being blank)



How parents can support.....

- **Listening:** Practice sieving out relevant information in the different forms (radio, TV, dialogue, etc)
- **E-Oral :** Reading – practice reading aloud, **record and listen**
- **Video Stimuli :** Conversation- observe and elaborate content by responding to key questions asked.
- **Essay Writing:** Write a complete story based on the topic/ pictures
- Provide the environment and opportunities to converse in MTL
- Use online resources to motivate them in MT



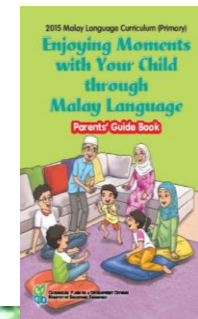
The Learning of Mother Tongue Languages

Parents' Guide to MTL Curriculum (*available for download*)

<https://www.schoolbag.edu.sg/story/how-parents-can-support-their-children-in-the-learning-of-mother-tongue-languages>

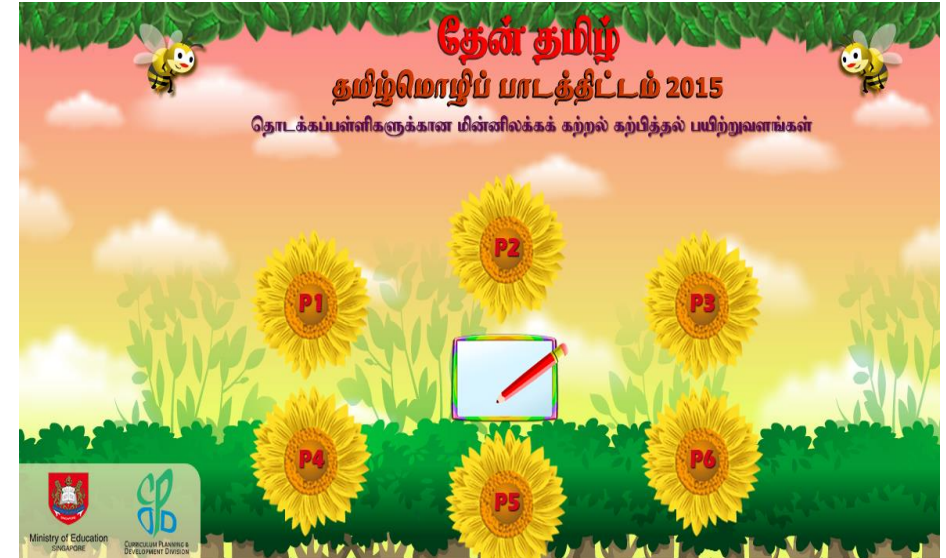
Available in both English and the respective Mother Tongue Languages.

- Provides some recommendations on learning resources
- Provides suggestions on how parents could play an active role in their children's learning and work alongside with schools to help their children learn the language better.



MTL Online Teaching & Learning Resources

mtl.moe.edu.sg



SLS- student learning space
(Imtl portal)



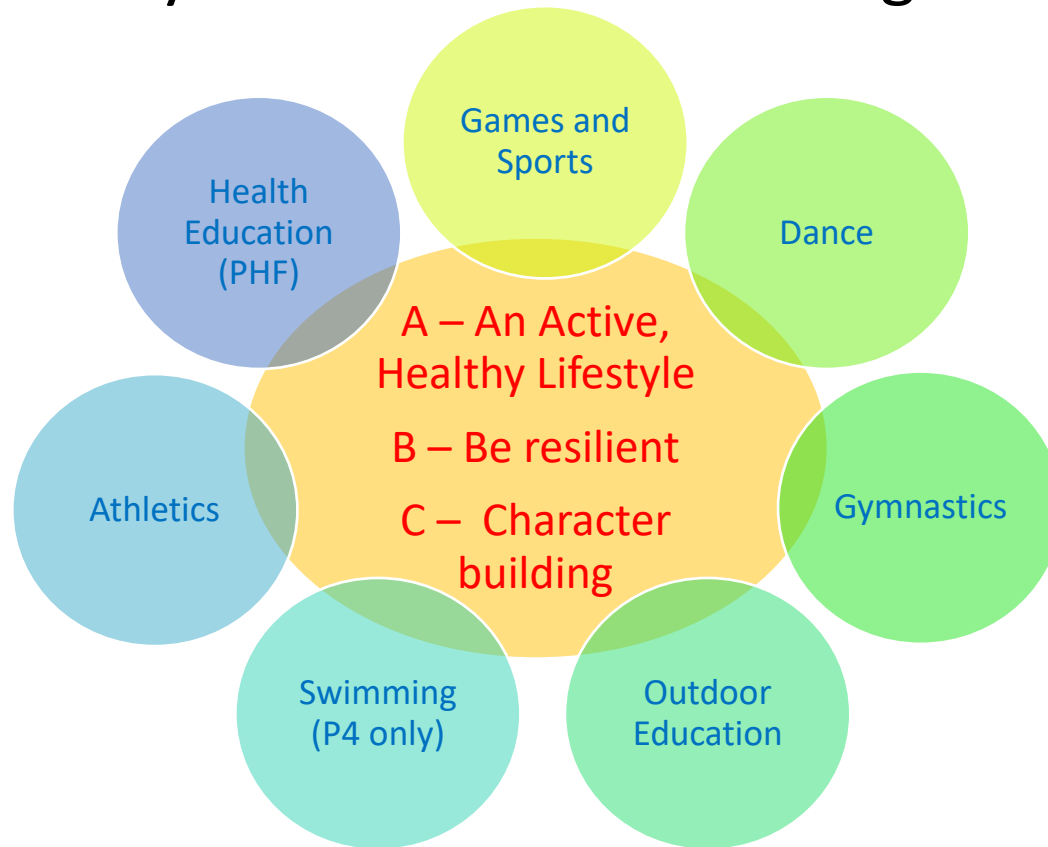


Physical Education, Art & Music (PAM)



Teaching & Learning of PE

GESPS goals (ABCs) in **Physical Education** are achieved through the 7 Physical Education Learning Areas



Teaching & Learning of Art & Music

Aesthetics is identified as our Learning for Life Programme which primarily uses a 3-E Approach (**Exposure**, **Enrichment** and **Excellence**).

1. **Exposure** – Our Aesthetics programmes across each level, allow students to have the opportunities to experience, learn and appreciate the Arts.

Level	Art	Music
P1	Modelling Clay	Music & Movement
P2	Collagraph Printmaking	Percussions
P3	Acrylic Painting	Recorder
P4	Batik	Orff & Angklung
P5	Ceramics	Keyboard / Ukulele
P6	Pencil Sketching and Charcoal Drawing	Keyboard / Ukulele

* Activities are subjected to changes from year to year

2. **Enrichment** - Aesthetics Appreciation Week is at the end of each semester, Assembly Programmes, Other Art related learning journeys are some of the different ways we enrich our students in Art & Music.

3. **Excellence** – Achieved through our Aesthetics based CCAs (Art Club, Brass Band, Choir and Dances)





Student Well-Being



Attendance Matters

- Attending school regularly (by 7.30am) helps your child/ward in their holistic progress and achievement. A student who fails to attend school on a regular basis will find it challenging to keep up with the curriculum when he/she returns to school.
- If your child is unable to attend school, please inform the form teacher of the absence **on the very same day and during school hours**.
- For children who are unwell, student absence should be covered with a **Medical Certificate (MC)**.
- For urgent home matters, student absences must be supported with a parent's/guardian's letter (**hardcopy or via official email**).
- Medical certificates/parent's letter for absence from school must be submitted to the Form Teacher the day the student returns to school.

Staying Healthy

- Have a well-balanced diet.
- Have enough rest.
- Exercise regularly.
- Practise good hygiene habits (wear mask, wash hands, social distancing, wipe down)
- Before coming to school, students must check if they are feeling unwell.

