

P3 & P4 PARENTS' BRIEFING

13 JANUARY 2023



Where Potential Becomes Reality



PROGRAMME

Sharing by Vice-Principal, Mrs Esther See

- Introduction to School Staff
- School's Focus and Direction**
- P3 Weighted Assessment
- P4 Subject Based Banding

Sharing by Year Head, Mdm Jamila Adal (Covering)

- Holistic Development
- Home Involvement

Class Meeting with Form Teachers

- Learning & Assessment
- Student Recognition



PROGRAMME

SEGMENT 1

- Introduction to School Staff
- School's Focus and Direction**
- P3 Weighted Assessment
- P4 Subject based Banding



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SEGMENT 1

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School's Focus and Directions

School Vision

Where Potential Becomes Reality

School Mission

Providing a Holistic Education

School's Directional Statement

Nurturing Future Ready Citizens,
Fostering a Sustainable Community



The ELIAS Values



The ELIAS Values

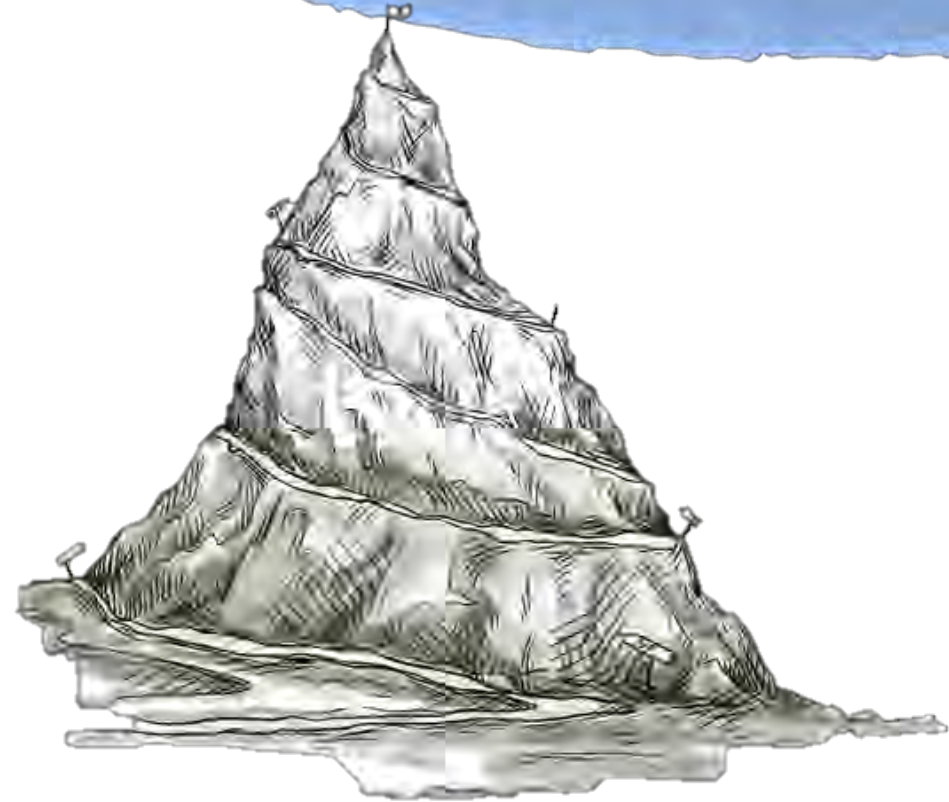
ENDEAVOUR



... aspires to realise his goals

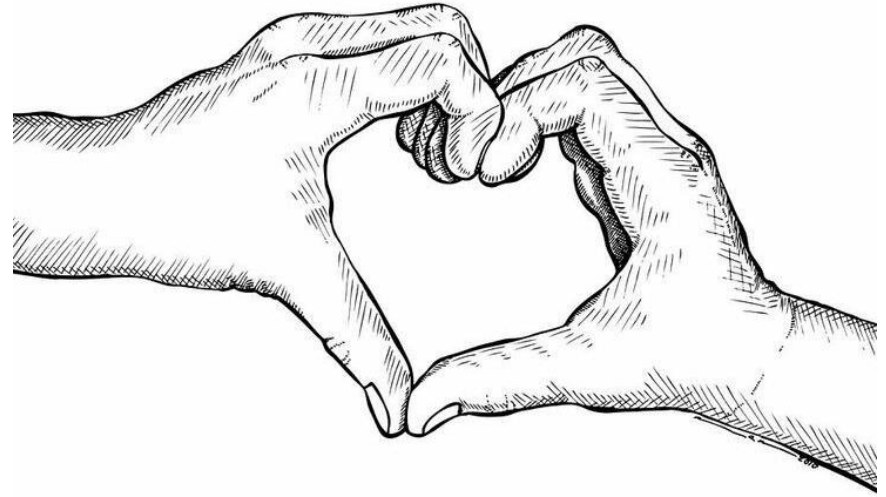
... is constantly striving for continuous improvement

... is excellent in all that he does



The ELIAS Values

LOVE



... respects others

... lives with passion

... seeks to bring out the best in himself and others



The ELIAS Values

INTEGRITY



... walks the talk

... demonstrates moral courage and uprightness in all that he does



The ELIAS Values

ADAPTABILITY



- ... constantly seeks new ideas**
- ... adapts to changes**
- ... is ready to take on challenges**



The ELIAS Values

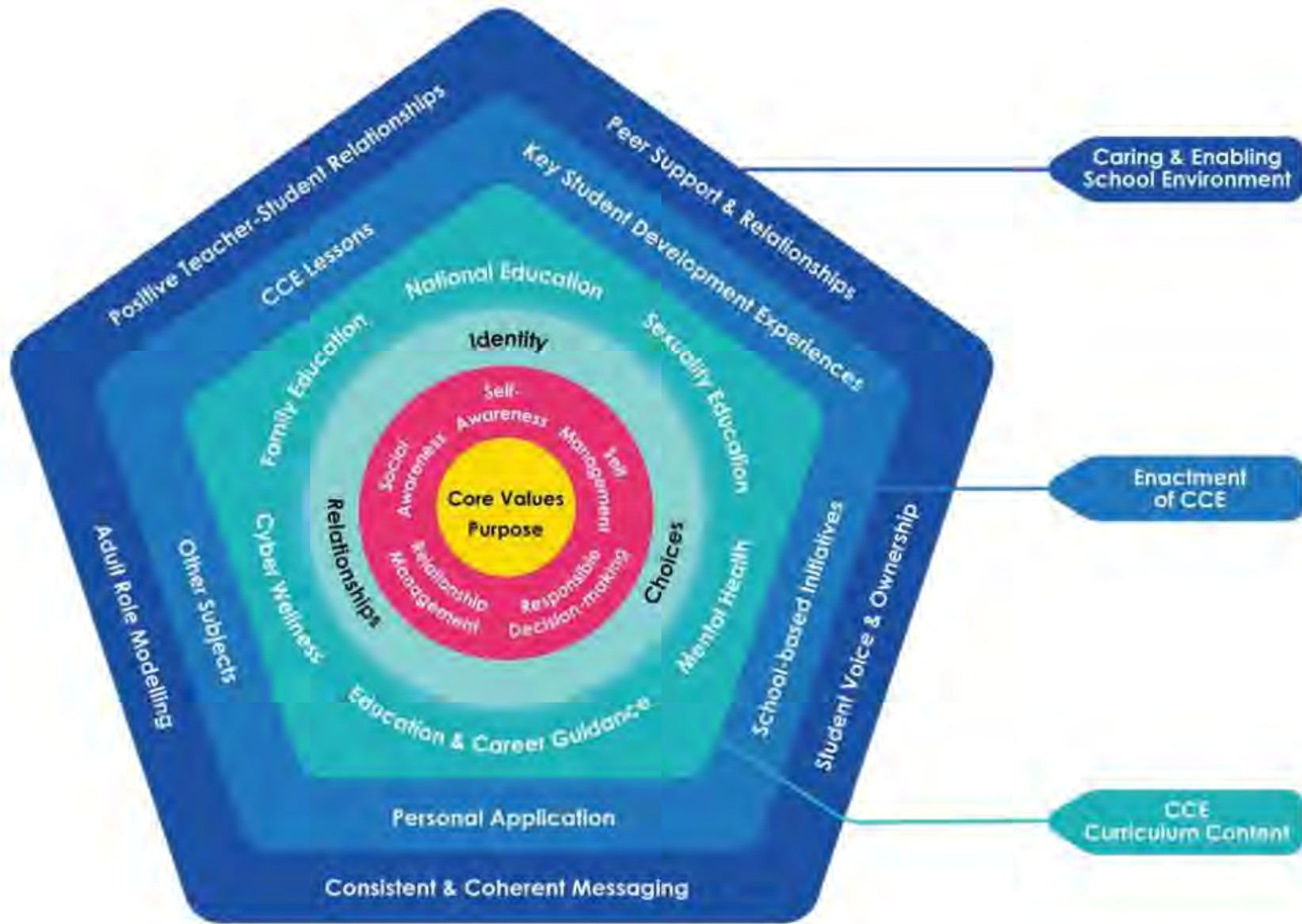
SERVICE



... offers his best to enrich the lives of others and his well-being



FUTURE-READY CITIZENS



FUTURE-READY CITIZENS

Emphasis on
21CC Skills such as
SDL (Self-Directed Learning) &
CoL (Collaborative Learning)

- 3 'I's**
- active **I**magination
 - collective **I**nquisitiveness
 - rich **I**nterconnectedness

Importance of Cyberwellness,
Values Education & Holistic
Development



PROGRAMME

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KEY ASSESSMENT CHANGES

- With the removal of mid-year examinations for all levels, teachers will continue to assess their students. Parents will be kept informed of the child's progress.
- **Assessment serves to support students' learning,** gauge their progress, and address learning gaps.
- There will a range of formative and summative assessments and these are no different from current practices.



Changes aim to help our students...

- Have more time and space to deepen their learning, especially in the transition years (i.e. P3, P5, S1 and S3).



- Better enjoy the process of learning and develop dispositions for lifelong learning.



P3/P4 WEIGHTED ASSESSMENTS

Rationale

- To provide teachers with a gauge of **students'** competencies
- To provide teachers with information on learning gaps in mastery of concepts
- To enable schools to carry out varied pedagogies to **deepen students' learning**



P3/P4 WEIGHTED ASSESSMENTS

TERM	Type of assessment	Weightage
Term 1 Week 9/10	Weighted Assessment 1 (WA1)	15%
Term 2 Week 6/7	Weighted Assessment 2 (WA2)	15%
Term 3 Week 5/6	Weighted Assessment 2 (WA3)	15%
Term 4 Week 5 – 8	End of Year Examination	55%

More details will be provided on PG and school website



GIFTED EDUCATION PROGRAMME

Stage	Date	Participants	Papers
GEP Screening Exercise	17 August (Thursday)	Primary 3 pupils	English Language Mathematics
GEP Selection Exercise	17 & 18 October (Tuesday & Wednesday)	Primary 3 pupils shortlisted after the Screening Test	English Language Mathematics General Ability

More details will be provided via PG in July.



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P4 SUBJECT-BASED BANDING

Rationale

- To provide more flexibility to students with different strengths across various subjects
- Every child is encouraged to take subjects at levels that best suit their abilities



P4 SUBJECT-BASED BANDING

Rationale

- To encourage greater interaction amongst students with different strengths



P4 SUBJECT-BASED BANDING

Implementation

END OF
P4

School recommends a subject combination based on P4 examination results. Parents can select preferred combination.



P5

Student takes subject combination selected by parents



P4 SUBJECT-BASED BANDING

Implementation

END OF
P4

School recommends a subject combination based on P4 examination results. Parents can select preferred combination.



Passes all subjects and does exceptionally well in MT



4 Standard Subjects
Higher MTL



P4 SUBJECT-BASED BANDING

Implementation

END OF
P4

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.



Passes all subjects



4 Standard Subjects



P4 SUBJECT-BASED BANDING

Implementation

END OF
P4

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.



Passes 3 out of 4
subjects



Likely to be offered
4 Standard Subjects



P4 SUBJECT-BASED BANDING

Implementation

END OF
P4

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.



Passes only
1 - 2 subjects



Offered combinations with 1-3 subjects at Foundation Levels.

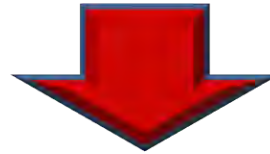


P4 SUBJECT-BASED BANDING

Implementation

P5

Student takes subject combination selected by parents



END OF
P5

Students who do not meet the requirements of the Standard level will be advised to switch to Foundation level for those subjects.



P4 SUBJECT-BASED BANDING

Implementation

P5

Student takes subject combination selected by parents

END OF

P5

Does not meet requirements

Meet requirements

P6

Switch affected subjects to Foundation level

Remain in the same combination



P4 SUBJECT-BASED BANDING

Students Profile

P4 Student Profile	P5 Subject Combination
Selected students, strong in MTL	4 Standard + Higher MTL
Majority of cohort	4 Standard
Strength in 3 specific subjects	3 Standard + 1 Foundation
Strength in 2 specific subjects	2 Standard + 2 Foundation



P4 SUBJECT-BASED BANDING

Summary

@ 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.



P4 SUBJECT-BASED BANDING

Higher MTL at P5 and P6

- Extra 1 hour / week taught outside curriculum time
- Option to take HMTL is only given once at end of P4
 - It is offered to students with visible strength and **interest in MTL. We also consider students' ability in** managing more than 4 subjects.
- Promotion to P6 HMTL based on P5 performance and school decision



P4 SUBJECT-BASED BANDING

Criteria for HMTL at P6

MTL	Overall score of 70 marks or better
HMTL	Overall score of 60 marks or better

Implications of Dropping HMTL at P6

- Adjustment to new teacher and classmates as student will be allocated to any P6 MT Class with vacancies



P4 SUBJECT-BASED BANDING

Make careful consideration

For a subject combination that matches your **child's ability**

Promotion to P5 is based on

Learning Disposition of your child

Subject combination opted by parent



New PSLE Scoring

New PSLE Scoring System Posting to Secondary School Full Subject-Based Banding



Why is MOE changing the PSLE scoring system?

Find out how the PSLE scoring and S1 Posting changes will benefit your child.



What does this mean for your child?

Find out how the changes will affect your child's subject and school choices.



FAQs

Read this list of commonly asked questions and answers on the new PSLE scoring system.



New PSLE Scoring System

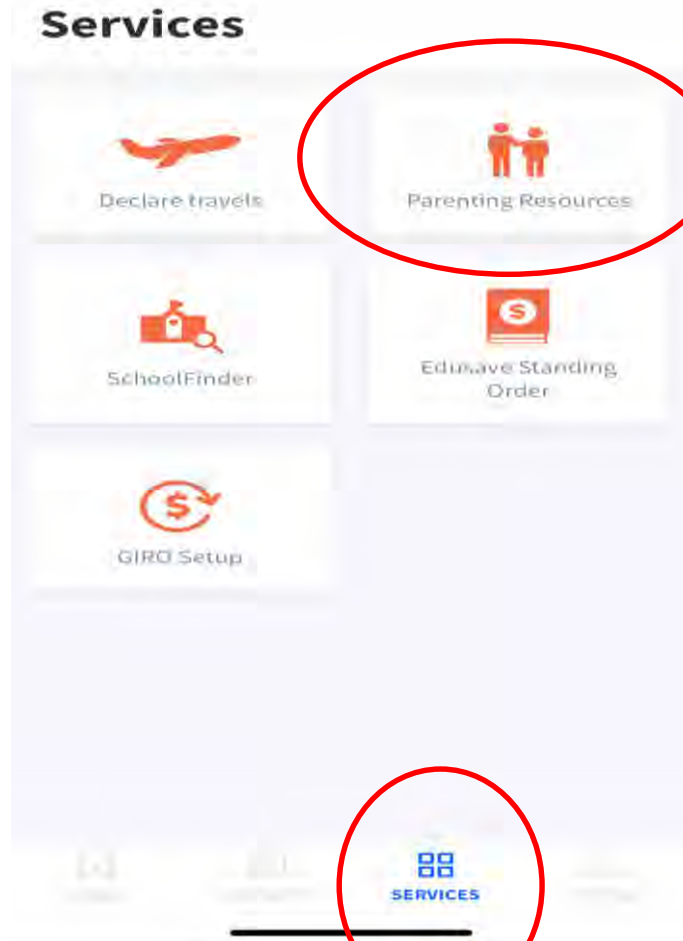
The revised PSLE scoring system in 2021 will help your child focus on their learning instead of how they compare to others.



To Visit microsite
'New PSLE Scoring System'



Parenting Resources on PG App



STUDENT SAFETY

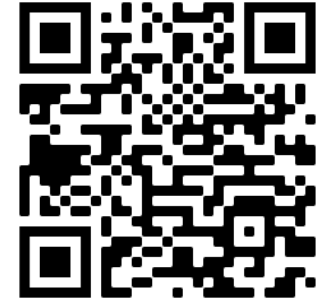
- Alternative drop off points
- Students enter the school through Gate 3 (back gate)



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Sharing by Year Head, Mdm Jamila (Covering)

- Holistic Development
- Home Support

Class Meeting with Form Teachers

- Learning at EPPS
- Home School Partnership



PROGRAMME

2 SEGMENT

- Holistic Development
- Home Involvement



Providing a Holistic Education



Developmental Stages

Primary 3 – 4 (9 to 10 year-olds)

- Explores the relationship of feelings and behavior
- Understand about choices and consequences
- Begins setting goals
- Better able to undertake responsibility
- Better able to work with others





Scholar



Sportsman



Citizen

Mission
Providing a
Holistic
Education



Leader



Artist



HOLISTIC EDUCATION

SCHOLARS



Blended Learning on SLS

IPW

EL & MT Language Week

Focus on Metacognition Skills & Differentiated Instructions

Olympiad E2K



HOLISTIC EDUCATION

SCHOLARS



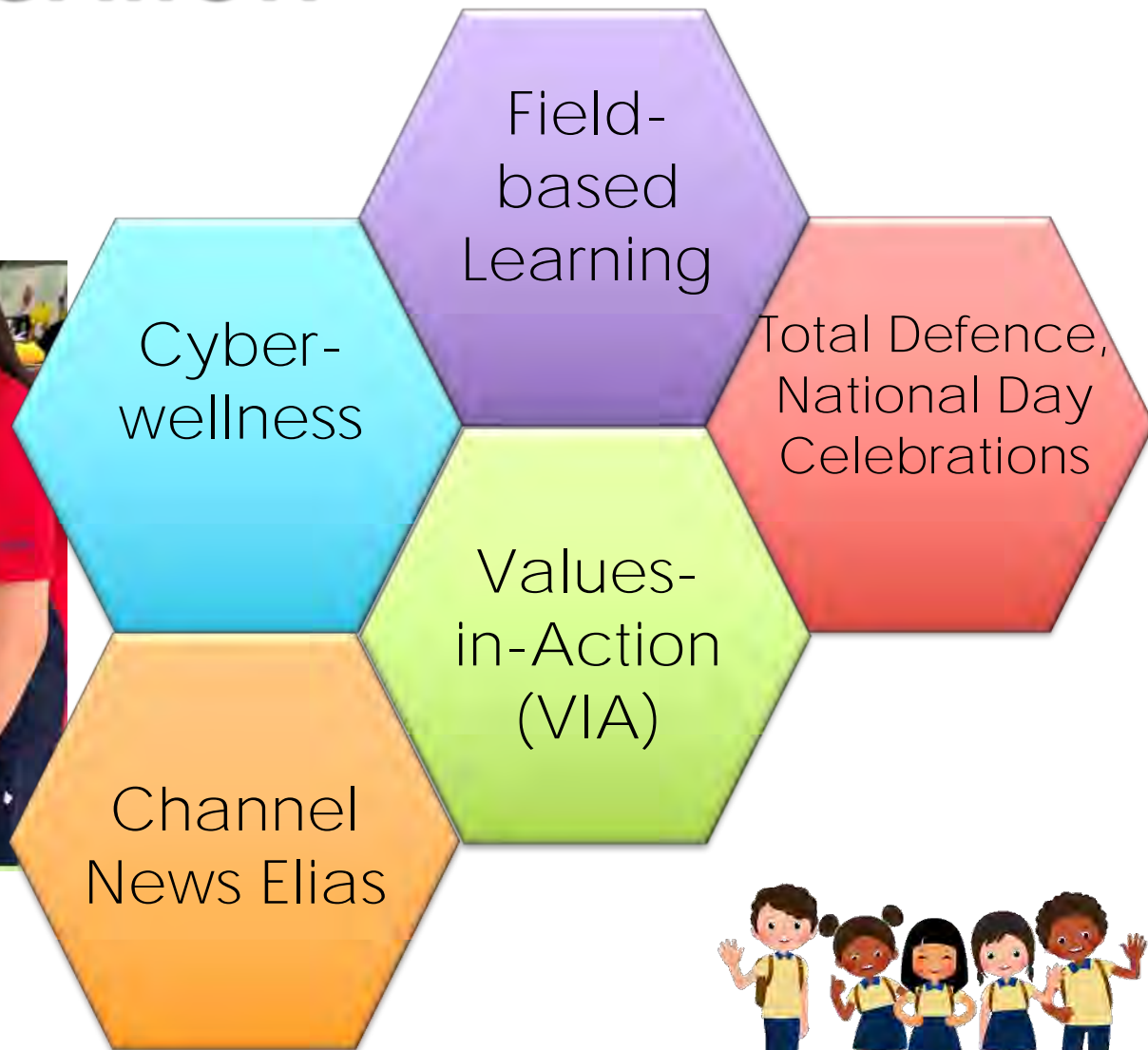
Suggested Activities

- Reading
- Asking questions
- Sharing current affairs
- Pursue deep interests
- Home monitoring



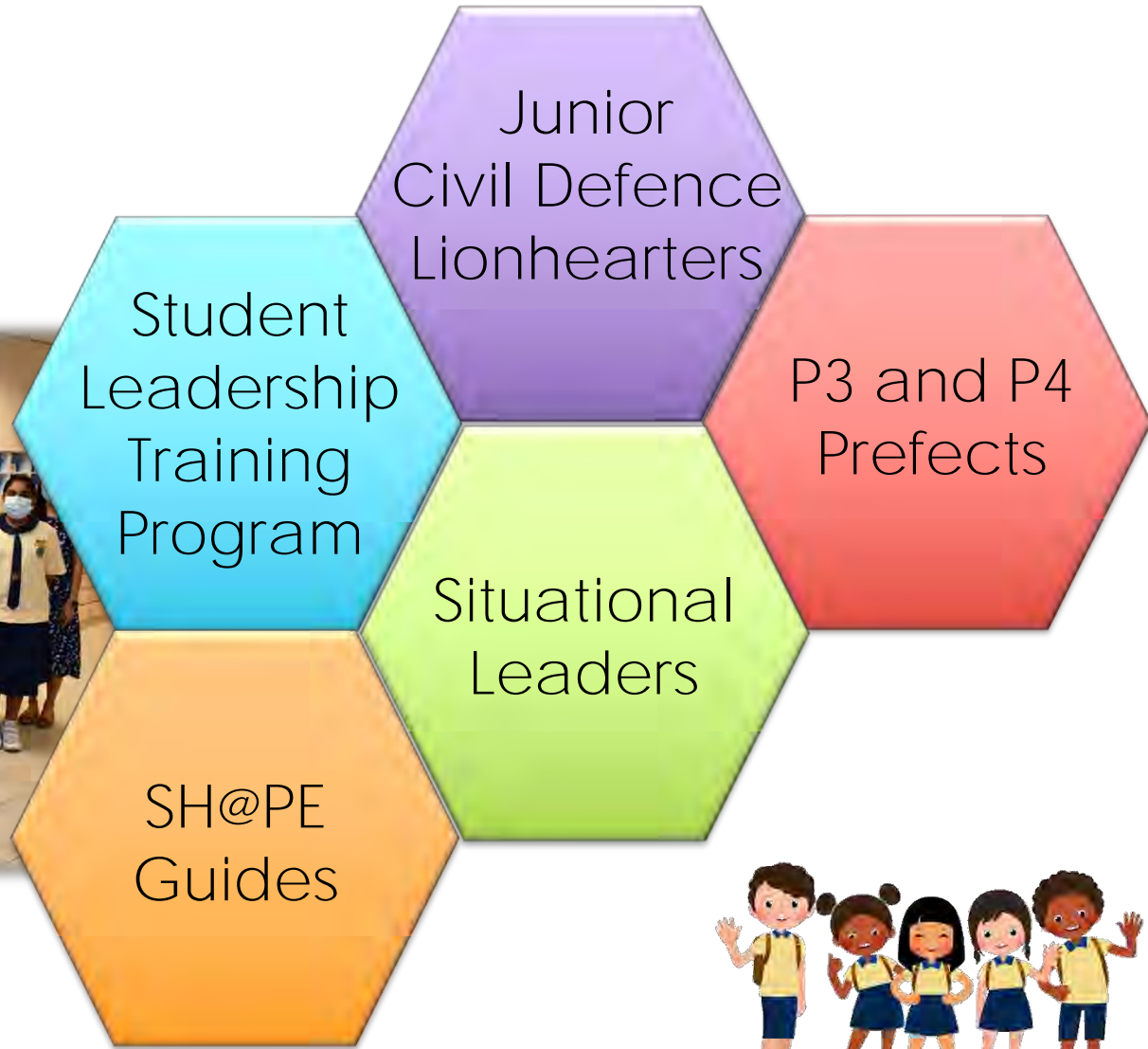
HOLISTIC EDUCATION

CITIZENS



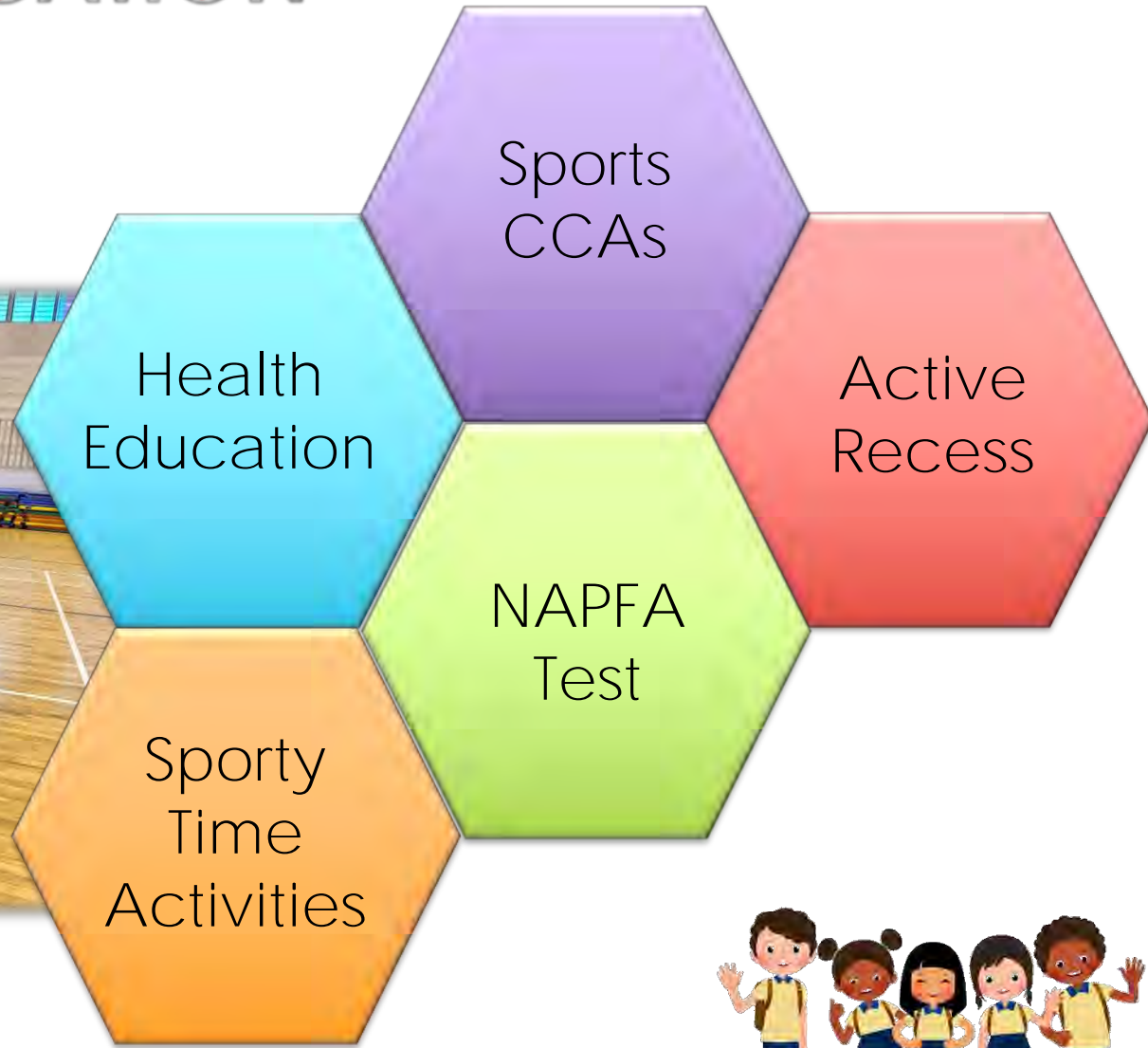
HOLISTIC EDUCATION

LEADERS



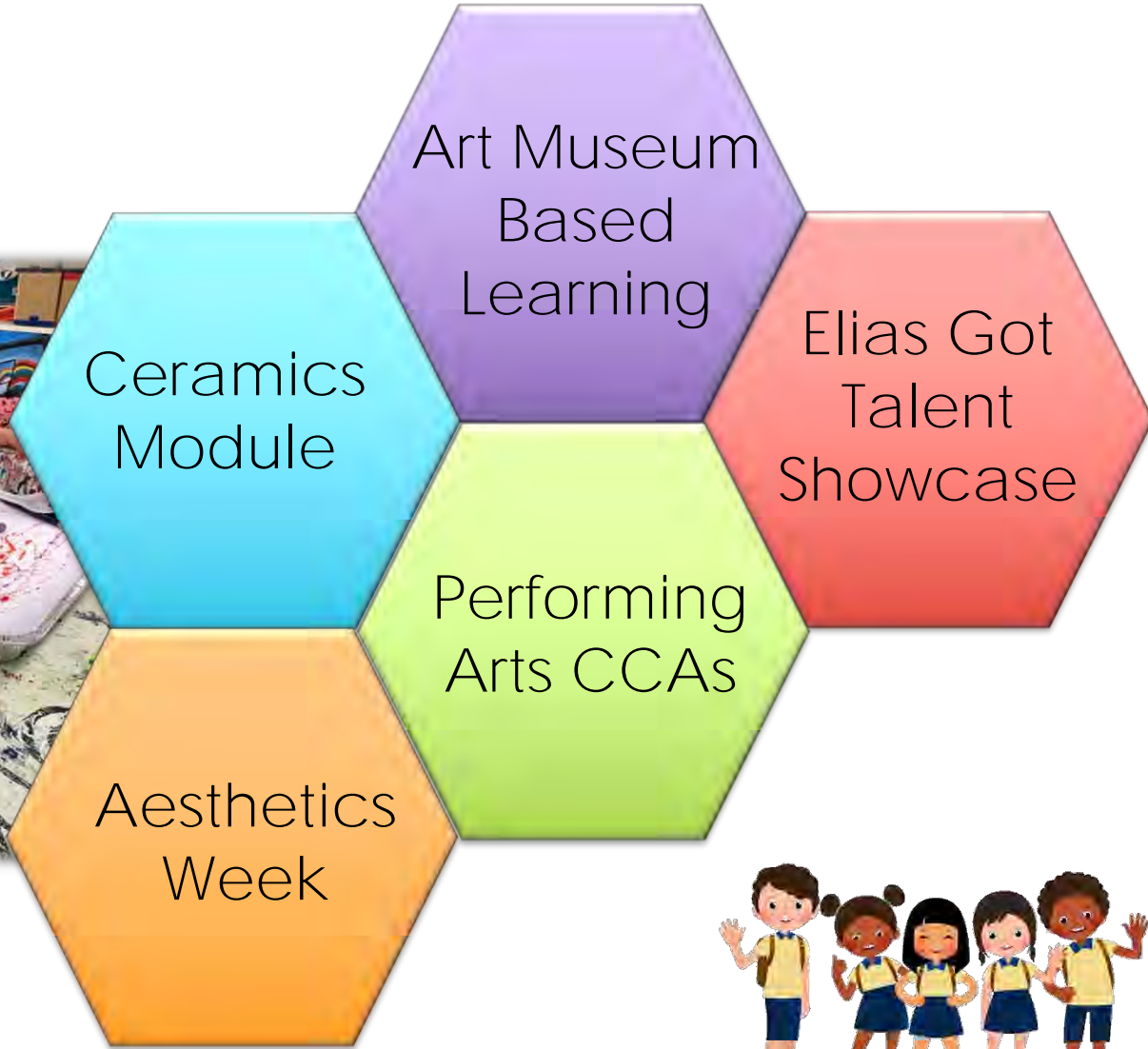
HOLISTIC EDUCATION

SPORTSMAN



HOLISTIC EDUCATION

ARTISTS



Student Well Being

Primary 3 – 4 (9 to 10 year-olds)

Actions	In School
Listen to their suggestions	Daily Teacher-Student Interactions, Student surveys, Dialogue with School Leaders
Develop their confidence	Cyber-wellness Talks, Leadership roles, 'Transition to Middle Primary' workshop
Encourage their efforts	Elias Peaks School Awards, PBS Stamps
Discipline with logical consequences	Positive Behaviour Support from school community & care management team



PROGRAMME

2 SEGMENT

- Holistic Development
- Home Involvement



HOME INVOLVEMENT

Conversation Time

Help your children
CLARIFY THEIR THOUGHTS
and reinforce their
learning of values through
daily conversations.

Active
Dialogue

EXAMPLE

Everyone's name is unique. Help your children learn to appreciate their names by explaining to them the meaning of their names.

You could also **SHARE** why you chose that name.



HOME INVOLVEMENT

Take Actions

Build stronger **BONDS** with your children by spending **QUALITY TIME** together.

Bonding Time

EXAMPLE

Your children may ask, "What should I do in times of emergency?"

Help **REINFORCE** the sense of preparedness by playing the game 'We Are Prepared!' in their CCE Activity Book.



HOME INVOLVEMENT

Continuous
Feedback

Motivate and Affirm
ENCOURAGE your children
to put the **VALUES** they
learnt **INTO ACTION** by
AFFIRMING them.



EXAMPLE

Children love receiving
COMPLIMENTS.

You can encourage your children
when they display responsible
actions such as packing their own
school bag or helping to lay the table
before meals.



HOME INVOLVEMENT

Importance of Sleep

Experts stressed the need to cultivate good sleep habits from young, and pointed out that a lack of sleep has a negative effect on cognition.

The Straits Times, 5 March 2017



9-10 year olds need at least 8-9 hours of sleep



HOME INVOLVEMENT

Keeping our children safe online

Editor's picks



Fake or real?

How can we help our children stay vigilant against fake news? By teaching them to spot it...

read ▶

share ▶

tweet ▶

Schoolbag.edu.sg

Strong Passwords

Show your child what a strong password is by using examples, such as one with combinations of upper and lowercase letters and numerals. Remind your child to change passwords regularly and to use different passwords for different accounts.



Illustrate with an example of what could happen if his or her passwords are known to others. Reach an agreement to be kept informed of your child's passwords until he or she reaches a certain age or are able to show good online behaviours.

Parental Controls

If you intend to install parental controls and privacy filters in the digital devices, explain to your child why it is necessary. Have an open discussion with your child on harmful internet content such as pornography, violence and religious radicalisation. Remind your child not to chat with strangers online. He or she should inform you if there are online messages / posts / photos that make him or her feel uncomfortable.



Parents' Kit on PG app



HOME INVOLVEMENT



We welcome all parents to share their time and expertise with the students in our school as a Parent Volunteer.

Sign up now!



Where Potential Becomes Reality

