



Woodlands Ring Primary School

P1 Parents' Engagement Session

Agenda

i. Direction of Woodlands Ring Primary

ii. Holistic Assessment @ P1

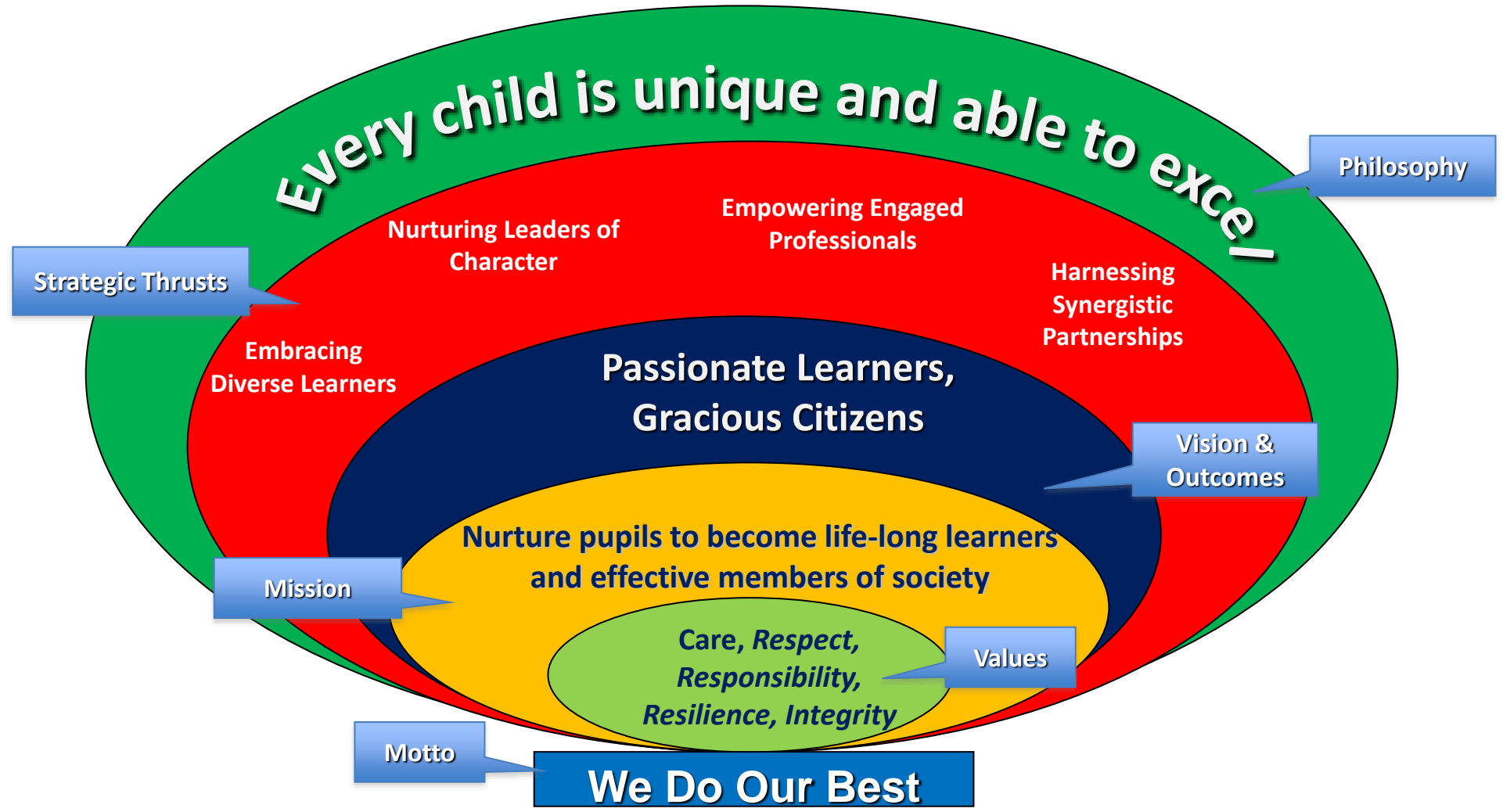
iii. Movement from P1 → P2 → P3

iv. Cyber Wellness @ WRPS

v. Home-School Partnership

i. Direction of School

Our Compass



Uniquely P1

1. Programme for Active Learning (PAL) Lessons

2. Physical Education:

✓ SEP (Sports Enrichment Programme)

3. Values-In-Action Activities:

✓ Home-based VIA (T1 & T3)

✓ Classroom Cleaning

Uniquely P1

4. Beyond School:

- ✓ Jacob Ballas Garden(TBC)

5. School Health Service

- ✓ Visual Acuity (vision screening)
- ✓ Review of Health Conditions

ii. Holistic Assessment @ P1

P1 Holistic Assessment

- School will continue to use assessments formatively to move pupils' learning forward and develop in students a greater intrinsic motivation to learn.
- No weighted assessments for P1 and P2 (i.e. No % of marks that will go towards an overall score)
- Adopt a range of assessment tools such as writing tasks, performance–based tasks and topical reviews to provide information of pupils' mastery of concepts and skills throughout the year.

P1 Holistic Assessment

- Teachers will gauge the learning progress of pupils and provide timely feedback and support needed to help them improve.
- Qualitative descriptors will be used to report mastery of learning at P1 and P2 instead of marks and / or grades.

Holistic Development Profile (HDP)

Example of HDP: Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.

Holistic Development Profile	
Name : Jane Ong	Date : 6 Nov 2019
Age on 1st Jan : 6	Identification No : T0612345F
Class : P1-Respect	Course : Primary One
Form Teacher : Miss Tan	
Co-Form Teacher : Miss Low	
SUBJECT	
MATHEMATICS	
• Understands number notations, representations and place values up to tens.	Accomplished
• Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.	Competent
• Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)	Competent
• Adds and subtracts reliably and fluently using number facts, and efficiently uses algorithms	Developing

Edusave Merit Bursary (EMB)

- As there will be no overall score (marks), pupils will be nominated for EMB based on Learning Dispositions observed by their class teachers in the course of the year.
- Learning Dispositions are positive behaviours and attitudes towards learning. They are important for children in their journey as life-long learners and they support children's learning and development in the various learning areas.

P1 & P2 Learning Dispositions

Learning Disposition	Descriptor In a Nutshell
Perseverance	•Children will keep working at a task without giving up
Engagement	•Children will immerse in what they are doing and enjoy what they do
Curiosity	•Children will show interest in things that are happening around them
Teamwork	•Children will learn to work together to achieve a common goal

iii. Movement from P1 → P2 → P3

Movement to P3

- Pupils move from P1 to P2 en bloc as its viewed as one lower primary block.
- At the end of P2, pupils will be channelled to P3 classes taking into account academic as well as non- academic considerations to ensure the following:
 - customise curriculum and learning pace to meet pupils' needs
 - enable better social mixing
- Pupils will be supported through in-class strategies and resources, pull-out intervention strategies, enrichment programmes and activities.

iv. Cyber Wellness @ WRPS

What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
 - This is done through our curriculum which aims to equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.

What will our Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP)* lessons, students will be taught:

- Basic online safety rules
 - Talking to only people you know
- Importance of a balanced lifestyle in exercise, sleep and screen time for health and well-being
- Protecting Personal Information
 - Understand the risks of disclosing personal information

*Character and Citizenship Education(Form Teacher Guidance Period)



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

What will our Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

- Cyber Contacts
 - Understand that the profiles of strangers that we see online may not be their real identities
 - Recognise the dangers of chatting with strangers online
- Parents are encouraged to try the “Family Time” activities in the CCE (FTGP) Journal with your children to-emphasise the different cyber wellness messages at home



Family Chat Time!
Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...

- **share** with my family members how I can be safe in the cyberworld.
- **remind** my family members to follow the safety rules together.

We did this together!

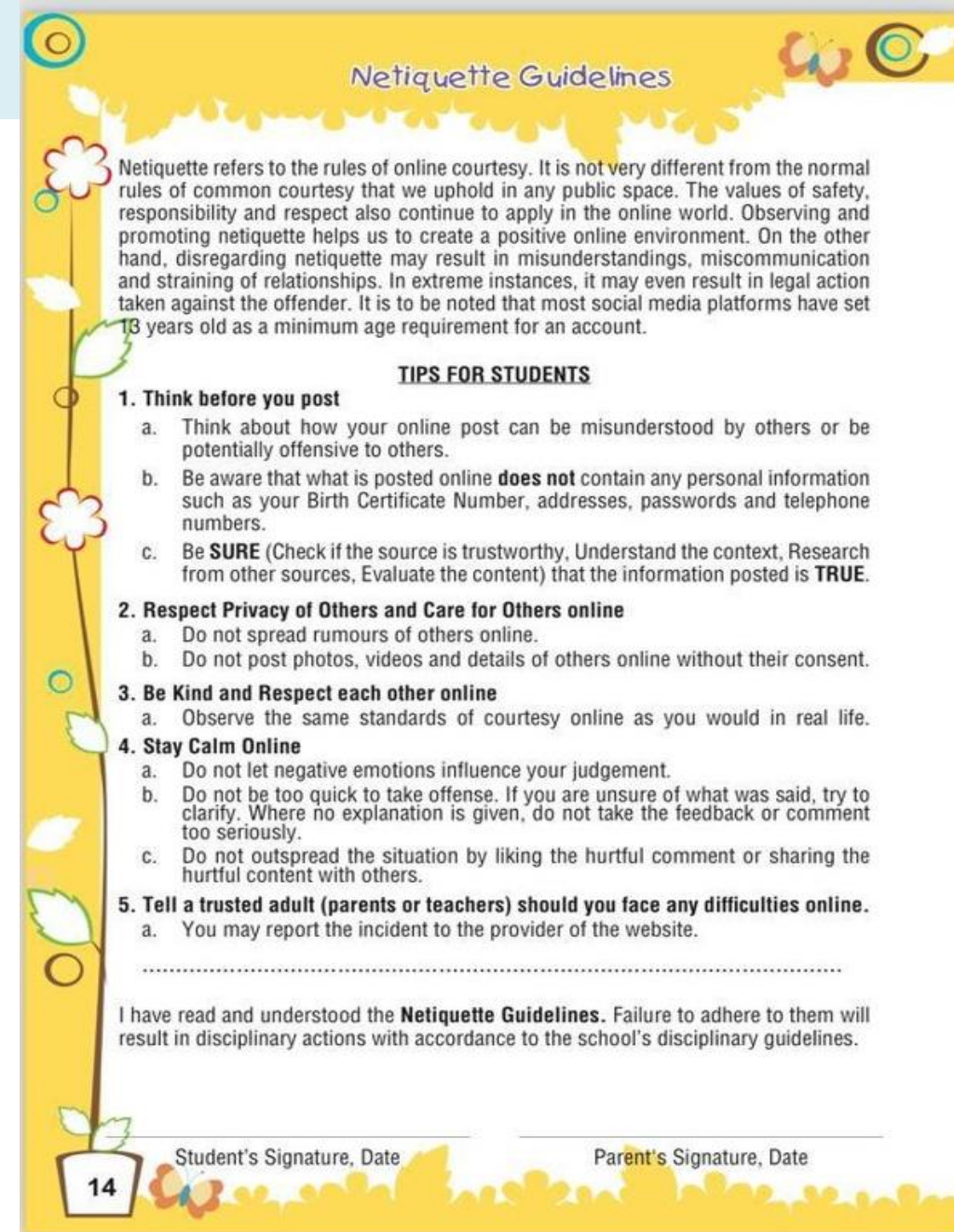
Parent's / Guardian's signature

E.g. Family Time in the lesson on Staying Safe in the Cyberworld

WRPS Netiquette Guidelines

- Think before you post
- Respect privacy of others and care for others online
- Be kind and respect each other online
- Stay calm online
- Tell a trusted adult should you face any difficulties online

Parents and Students to sign on Page 14 of the Student's Planner



Netiquette Guidelines

Netiquette refers to the rules of online courtesy. It is not very different from the normal rules of common courtesy that we uphold in any public space. The values of safety, responsibility and respect also continue to apply in the online world. Observing and promoting netiquette helps us to create a positive online environment. On the other hand, disregarding netiquette may result in misunderstandings, miscommunication and straining of relationships. In extreme instances, it may even result in legal action taken against the offender. It is to be noted that most social media platforms have set 13 years old as a minimum age requirement for an account.

TIPS FOR STUDENTS

- 1. Think before you post**
 - a. Think about how your online post can be misunderstood by others or be potentially offensive to others.
 - b. Be aware that what is posted online **does not** contain any personal information such as your Birth Certificate Number, addresses, passwords and telephone numbers.
 - c. Be **SURE** (Check if the source is trustworthy, Understand the context, Research from other sources, Evaluate the content) that the information posted is **TRUE**.
- 2. Respect Privacy of Others and Care for Others online**
 - a. Do not spread rumours of others online.
 - b. Do not post photos, videos and details of others online without their consent.
- 3. Be Kind and Respect each other online**
 - a. Observe the same standards of courtesy online as you would in real life.
- 4. Stay Calm Online**
 - a. Do not let negative emotions influence your judgement.
 - b. Do not be too quick to take offense. If you are unsure of what was said, try to clarify. Where no explanation is given, do not take the feedback or comment too seriously.
 - c. Do not outspread the situation by liking the hurtful comment or sharing the hurtful content with others.
- 5. Tell a trusted adult (parents or teachers) should you face any difficulties online.**
 - a. You may report the incident to the provider of the website.

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I have read and understood the **Netiquette Guidelines**. Failure to adhere to them will result in disciplinary actions with accordance to the school's disciplinary guidelines.

Student's Signature, Date _____ Parent's Signature, Date _____

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Additional Resources for Parents



- This following set of resources is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.
- Keep a lookout for the Parents' Toolbox which will be rolled out in phases from Q1 2024!

How can parents help our children develop good digital habits?

- Good digital habits start from the home. Supporting our children early in this process will help them greatly as they grow older.
- Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
 - Use parental control settings to monitor and ensure children access to age-appropriate content;
 - Develop a timetable or screen use agreement to balance screen time and family bonding and;
 - Avoid screen use during mealtimes and one hour before bedtime.
- Co-viewing with our children is also important. Knowing what our children are viewing will create more opportunities for conversations.



For more information, you can scan here for MOH's Guidance on Screen Use

How to have open communication with our children?

- Open communication is critical in building a positive-child relationship.
- Talk to our children about their online activities in everyday conversations:
 - Did you enjoy the video that we watched together just now? What did you like/not like about the video?
 - Have you seen or heard anything online that bothered or worried you? Tell me about it.

How to have open communication with our children?

- Create a safe environment for our children to express their thoughts and feelings.
 - Find a place where your child is more comfortable to talk
 - Teach your child to use words to describe different emotions, e.g. “I see you’re frowning, are you feeling sad?”
- Let them know that you are there for them when they need support, care or help.
 - Regularly show interest in their thoughts and feelings.
 - Listen to understand, make eye contact, nod to show you have heard them.

Parenting Instagram live on
The HeART of Conversation



How to role model good digital habits for our children?

- Children often mirror what their parents do.
- We can role model positive digital habits for our children.
 - When using your devices, consider whether it interrupts your interactions with them.
- We may want to set aside time to head outdoors with them or engage in non-technology based activities together (e.g. sports or a board game).



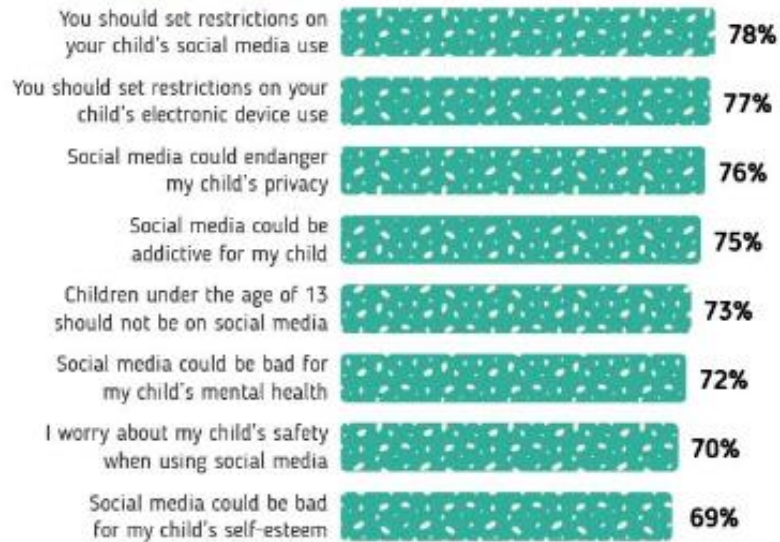
Parenting Instagram post on supporting our children to be responsible users of the cyber space.



Supporting their Cyber Wellness



Parents' in Agreement With the Following Statements



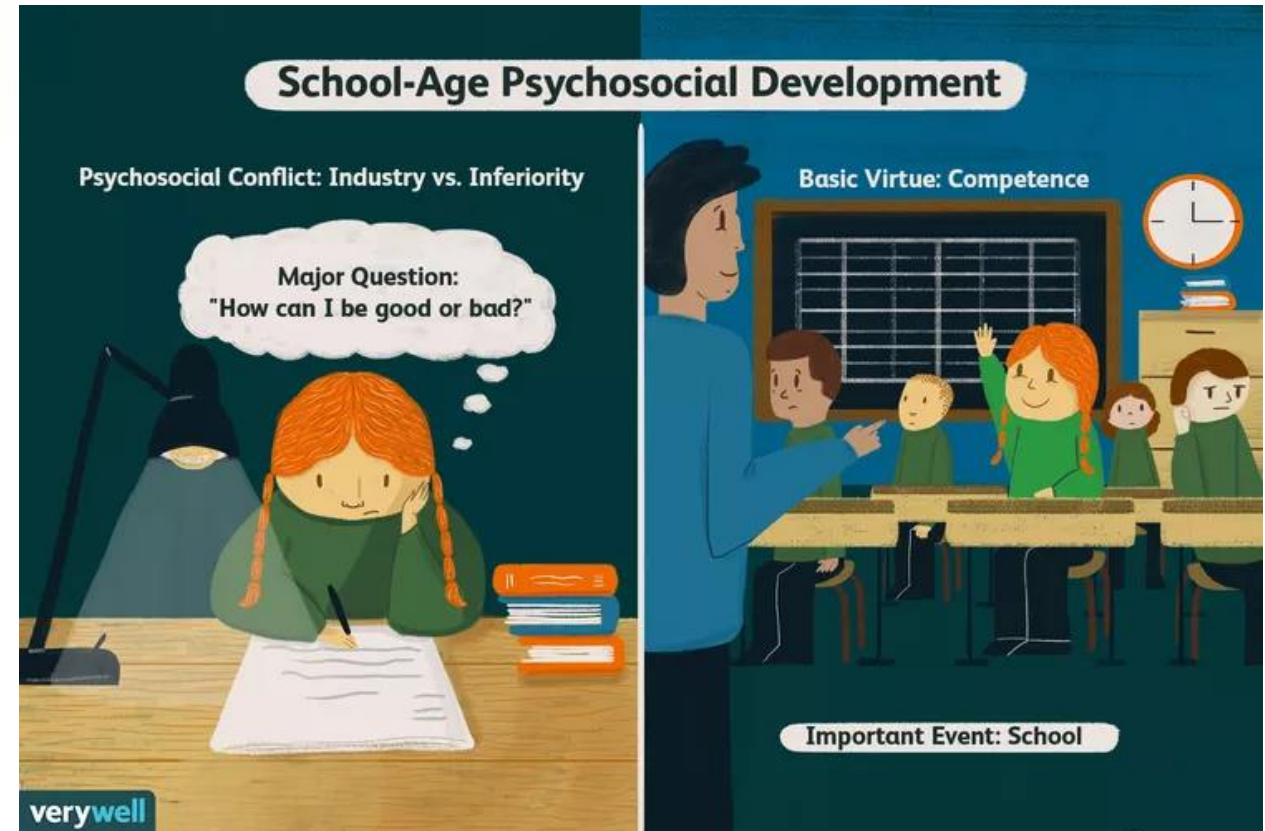
73% of parents agreed with the current social media age limit of 13 years old and felt children shouldn't use it before then.

► SOURCE: Survey of 1,013 parents

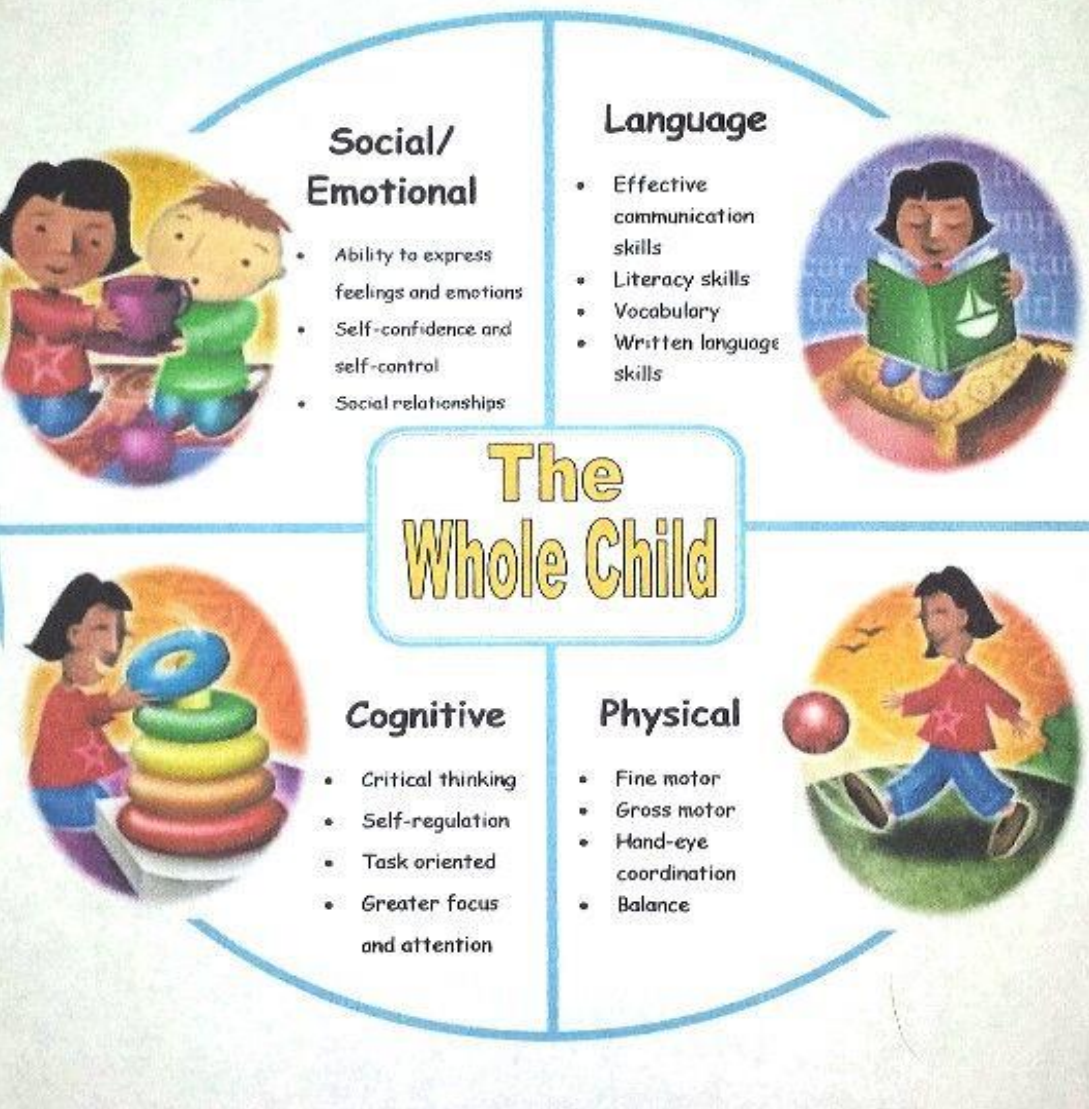


v. Home-school Partnership

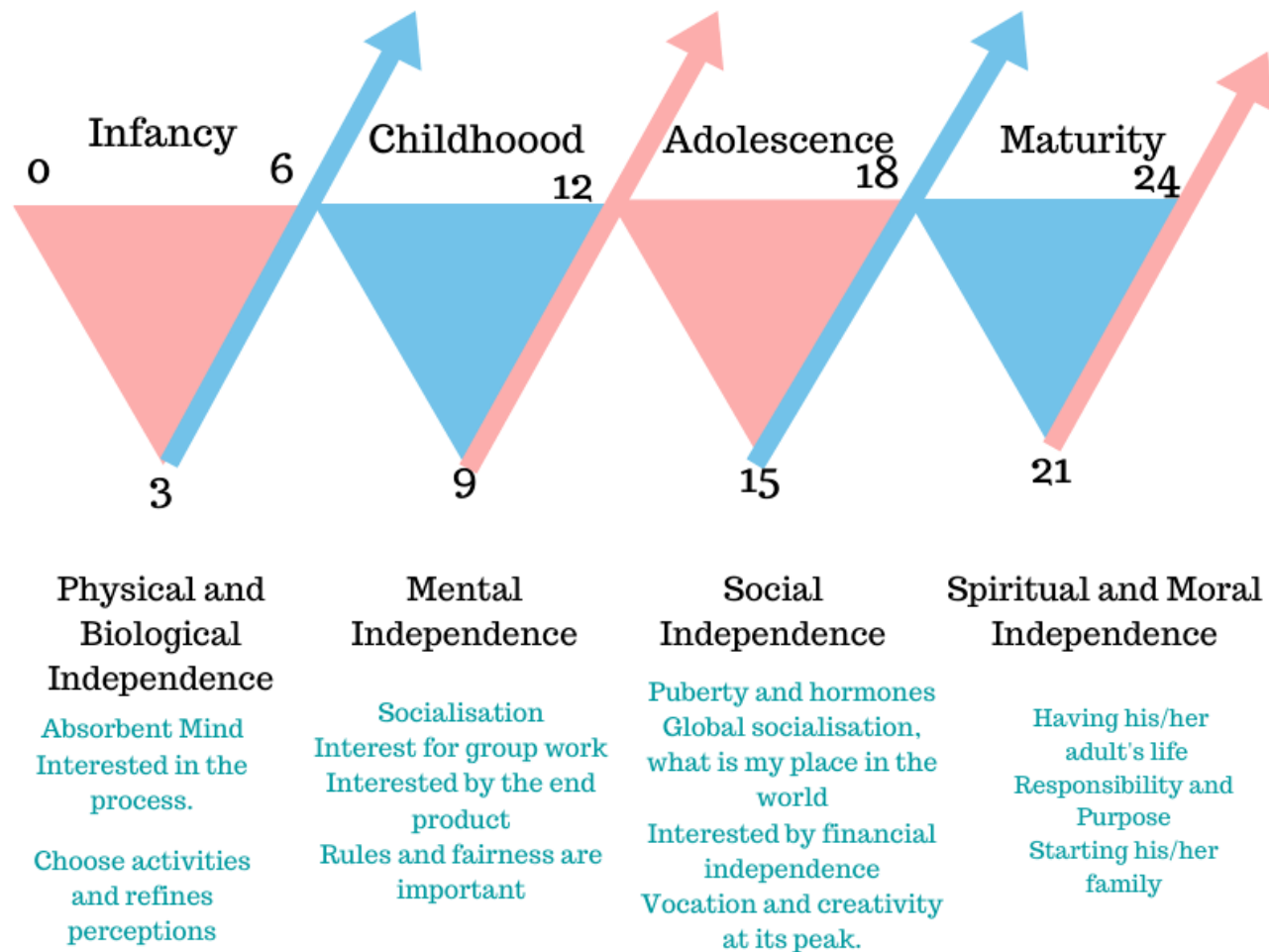
Stages of Psychosocial Development



The Developmental Domains



The 4 planes of Development



Rationale of Homework

- Follow-up of the lesson learnt
- An assessment to test for understanding
- A reinforcement of concepts and lessons taught and learnt
- Preparation for a new lesson

Level	Estimated Duration of Homework
P1	1 hour

Parents as Partners

- Set a specific place / time to do homework or do work (Routine)
- Check that your child completes the homework and hands it to the teacher on time
- Reinforce good study habits and learning attitude

Home-School Partnership

At Home ...

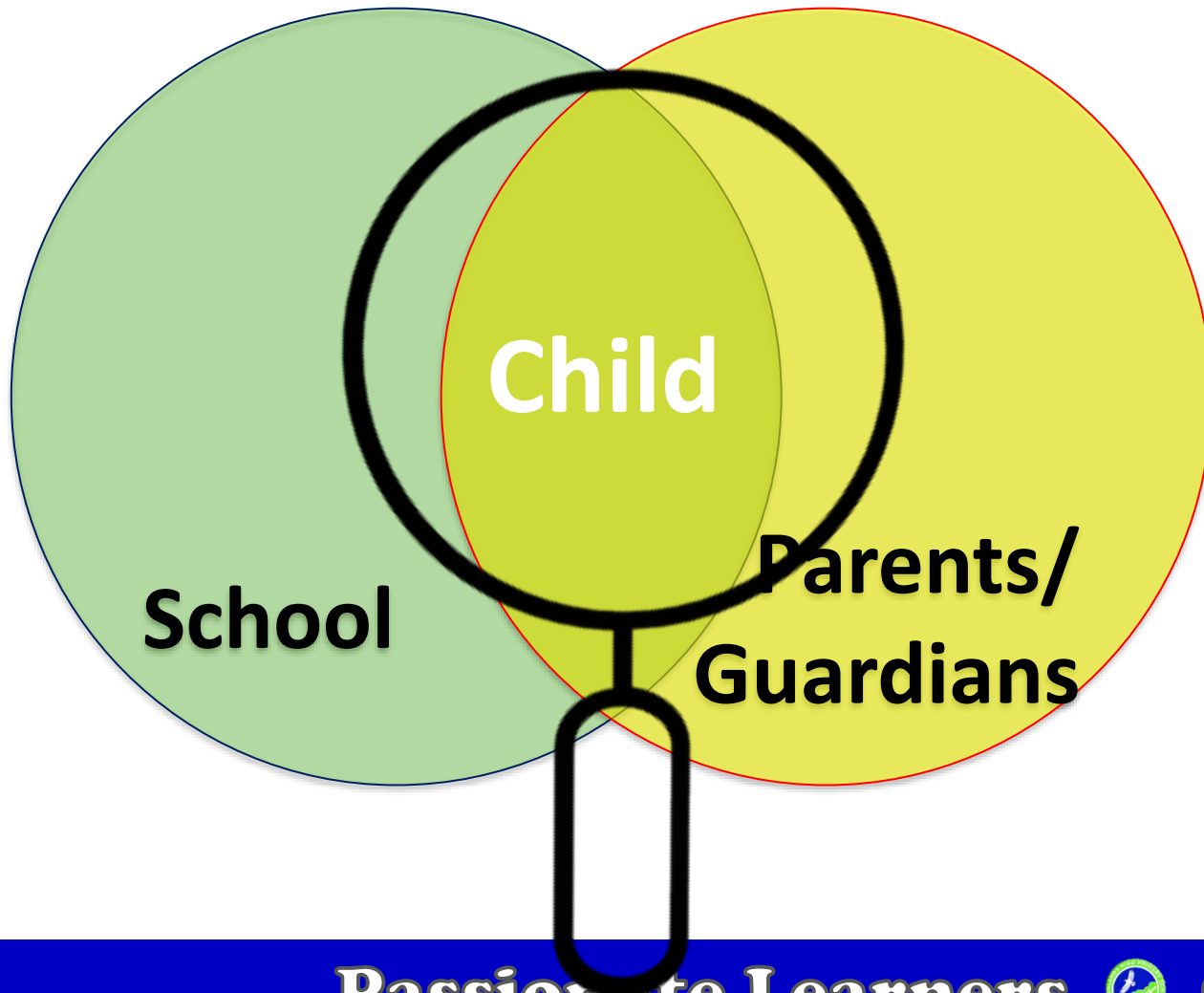
✓ Schedule :

- Ensuring Regular Prompt Attendance !

✓ Support

- Physical - Exercise
- Moral - Bond
- Emotional - Talk

Home-School Partnership



Worrying is like a rocking chair
It gives you something to do
but it **doesn't get you anywhere**

Erma Bombeck

OurMindfulLife.com

Building their Resilience – Skills

A stronger “Me”

I CAN

- Talk to others about things that frighten me or bother me
- Find ways to solve problems that I face
- Control myself when I feel like doing something not right or dangerous
- Figure out when it is a good time to talk to someone or to take action
- Find someone to help me when I need it

Building their Resilience – Support

A stronger “Me”

I HAVE

- People around me I trust and who care about me, no matter what
- People who set limits for me so I know when to stop before there is danger or trouble
- People who show me how to do things right by the way they do things
- People who want me to learn to do things on my own
- People who help me when I am sick, in danger or need to learn

Helping them to cope with stress

- Demonstrate care and assist your child in handling anxiety or stress positively.
- Urge your child to confide in a trusted adult for support and guidance.
- Prioritize ample rest, nutritious meals, and regular exercise for your child's well-being.
- Be vigilant for any unusual behavior at home that may signal distress.
- Keep us informed, whenever possible, about your child's home environment, enabling us to offer appropriate support.



Year Head Sharing

Growth & Development at P1

Social and Emotional changes

1. Building structures and routines
 - following daily routines
2. Belonging and acceptance
 - making bonds with peers
 - learning to cooperate and share

Challenges Faced at P1

1. Building relationship among peers

- Misunderstanding due to poor communication skills
- Anger management issues that resulted in conflicts among peers

2. Staying focused on tasks

- Short attention span

Parental Support

1. Building a trusting relationship
 - Acknowledge their emotions
 - Help them label their emotions
 - Validate the emotion and problem solve with them

2. Reinforcing routines
 - Angle conversations from the point of being responsible
 - Modeling the routines for them

3. Remaining on tasks
 - Short tasks
 - Timed Tasks

School Support

SEN
Officers

School
Counsellor

Learning & behavioural related difficulties	Emotional & behavioural, psychosocial difficulties
<ul style="list-style-type: none">- Dyslexia- ADHD- ASD- Physical Impairment (ie, hearing impairment) and other learning disabilities	<ul style="list-style-type: none">- Relationship with family- Self harm behaviour- Family violence- Motivation- Anxiety- School refusal- Addiction- Grief and loss- Stress and temperament related issues- Depression

Resources

Education Stages	Learning	Technology	Parent-Child Relationship	Well-Being	Personal Growth
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Parent-child activities to strengthen family relationships and bond with your child

Supporting Our Children on PSLE Results Day



Our children will be receiving their Primary School Leaving Examination (PSLE) results this week. Let's cheer them on by showing our CARE for them

Did Someone Say "Holiday"?



School holidays are a great time to encourage unstructured play, prioritise quality rest, and explore interests with our children. Check out this Parent Kit issue for some ideas to bond as

Parent Kit – MOE

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