

Primary 1, 2 & 3 Parents' Connection Session – Question & Answer Segment

We would like to thank all parents for your participation in the Primary One to Three Parents' Connection Session on 15 February 2023. Please refer to the responses for the questions that were surfaced by parents during the session. The questions are categorized by topics for ease of reference.

A. Level Matters

Q: How will the students be allocated to their P3 classes?

There are some criteria that the school will consider when allocating the P2 students to the P3 classes. They are academic considerations, non-academic considerations and class composition. As there are no examinations or weighted assessments in P2, the school will consider the skills and knowledge in the subject areas as well as the attainment of the subject specific learning objectives. The dynamics of the students, a good mix of gender as well as their learning dispositions in subjects such as Physical Education, Music, Social Studies etc are also taken into consideration.

Q: Will there be SwimSafer for the Primary 3 this year?

For the SwimSafer programme, priority will be given to the Upper Primary students this year to complete their SwimSafer lessons as they have missed their lessons last year due to Covid 19 restrictions. Once these students have attended the SwimSafer lessons, the school will work towards organising the sessions for the P3 and P4 students if the swimming pools are available. We aim to get the P4 and P5 to complete the SwimSafer programme by 2024 before SwimSafer resumes for P3 in 2025.

Q: How can parents help to transit the P2 students to P3?

Students will experience some changes as they progress to P3. All students will take one more subject, Science and some might be involved in a CCA. It is important to engage your child in daily conversations about how school was for them, asking them to share what they have learnt as a form of recalling and reflecting on their school experiences – in and beyond the classroom. It is a good way to inculcate a good habit of reflection and consolidation of learning.

There will also be termly reviews for the different subjects. Termly reviews will be held throughout the year and students will sit for the year exams in Term 4. Parents should not over-emphasise on termly reviews by getting the students to start doing practice papers but to encourage students to develop good learning habits and dispositions for them to discover the joy of learning. Use termly reviews as checkpoints to find out what your child has learnt well and

where some learning gaps might be, rather than a just measure of how good your child is in the subject. Have realistic expectations and support your child to focus on improvement and learning from mistakes.

Encourage your child to be curious by asking questions and even to find out the answers to their questions independently. A lot of habits formation as well as daily routines like checking class timetable and packing their school bag will help to prepare them for learning. This also encourage greater ownership and independence in your child.

Q: How do Teachers determine the Personal Qualities of a student in P2?

The school has moved from developing Personal Qualities to developing Learning Dispositions. Learning Dispositions are positive behaviours and students' attitudes towards learning. We have 5 Learning Dispositions aligned to MOE 21st century competencies and our school's vision and values. They are Critical Thinker, Responsible Leader, Confident Communicator, Creative Problem Solver and Active Contributor.

As school provides a variety of experiences, these experiences become opportunities for teachers to give students timely and meaningful feedback on their behaviour, actions, and choices. Students have an understanding of their current learning and future progress and are able to reflect on their own growth and development.

The feedback given to the students is not solely from one teacher's point of observation or interaction with the students. Rather, teachers share with one another their observations and feedback on the students. The consolidated feedback, which aims to encourage the growth of students' learning dispositions, is then given to the students and parents in various modes.

The feedback can be shared during parent-teacher conversations or by means of the Learning Dispositions Feedback form. The Learning Dispositions Feedback form is filed in a ring file labelled "My Journey" and the file is sent home semesterly for our P2 – P6 students. For P1 students, we give them a bit more time to settle into primary school life and the LD feedback will be given only in semester 2. We encourage parents to generate conversations with your child based on the feedback given by teachers and your child's self-reflections.

B. Curriculum Matters

Q: How will the students be allocated to their Mother Tongue class?

Students are grouped by the learning outcomes displayed at P2 and P3 levels. This is done through daily teacher's observations and through the non-weighted assessment tasks carried out periodically. Based on the abilities shown, they are grouped together so that we can tailor

our teaching to best suit their learning needs. At P1 level, we carry out a diagnostic test to check students' speaking and reading skills before we allocate them to the respective MT classes.

Q: My child is weak in open-ended comprehension. What can I do to support my child in this area?

Your child needs to first have the correct purpose in mind when reading the text - the aim should be to read for understanding, not to read in order to answer the comprehension questions. When the focus is on answering the questions, your child may end up skimming through the text just to search for the necessary information, instead of reading with understanding. If you are working with your child on a comprehension piece, avoid looking at the questions at the back. Have your child look at the text and read it independently the first time. He/She can annotate on the text to track his/her thinking: drawing arrows to show links between parts of the text, writing questions that occur during reading, circling words that are unknown etc. Then, you can start asking questions as your child processes the text again. Consider using Elements of Thought to help. For example, what is the character doing? What was his/her purpose in doing so? What are the implications of his/her actions? If there are unfamiliar words that your child has identified, talk about how you can figure out the meaning of the word based on the contextual clues given. Thereafter, look at the questions. If there is an understanding of the text, then the answers to the questions should come more easily. It would be easier to identify where the answers should be from and the next step would be to ensure that the answer written responds to the question appropriately. For example, "who" requires a character as an answer and "why" requires a reason. Do also check that the answer is written in a grammatically correct sentence that is clear and unambiguous.

Q: My child is weak in Mother Tongue. How can I support him?

Emphasis is given to speaking and listening at the lower primary to build the foundation for the language. A supportive environment will encourage students to start speaking in Mother Tongue. The children can be exposed to Mother Tongue language television channels by watching educational programmes or listening to MT radio channels. Listening helps students to improve their speaking skill. You may revise the work covered in school on a daily basis using the MT textbook. Get your child to share what he/she has learnt in MT language.

Q: How will the teachers or school prepare the P3 students for termly reviews and end of year exams? Most students may not know the importance of these reviews and exams.

Teachers will gather feedback on students' learning through daily work and participation in class. Through their questions, work assigned, group work and observations, teachers are able to understand the students' learning progress. They will provide feedback on their learning in

the form of comments on written work, grades or marks for class-based assignments/tests or verbal feedback to students and parents.

Good habits such as annotation, answering clearly and writing neatly should be practised in daily work and applied during examinations. A briefing is also conducted by the teachers to highlight the important points to note during an examination.

Q: Science is a new subject for P3. How can I support my child at home?

To support your child, you can encourage your child to ask questions and pursue answers. Ask questions and engage in conversation about things they have observed. Three simple questions that can help lead children to better understanding of the world are What do you see? How does it work? What makes you say that?

You can provide your child easy access to science learning resources such as books, magazines, educational toys and games, videos and online resources. Read, explore and learn science together with your child.

Provide frequent opportunities for science learning at home and in the community through outdoor play such as trips to parks, zoos, science centre. Activities such as cooking, gardening, doing household chores and repairing household objects foster children's creative and critical thinking and problem-solving skills.

Q: Maths is so easy that my child can finish the work very quickly. Are there any other materials school can provide for my child to be further challenged?

Teachers will go in-depth into the concepts during Maths lessons. They are constantly engaging the students in the conversation on Mathematics around us and how we can apply them in our daily experiences. Parents are strongly encouraged to go in-depth with your child at home during discussion of Mathematical concepts with him/ her. It is important to move away from rote learning and solving questions just by applying the correct formula without understanding the Maths concepts.

With regards to challenging materials, Koobits is a platform which the school subscribes to. All students are given an account. Students can log into Koobits to challenge themselves on the higher ability questions.

Q: Can you elaborate remedial classes and objective?

Remedial classes are arranged to provide further support for students who have been identified to need it in order to address particular areas for growth. Teachers make use of various data points and interactions with students to decide who may need this additional small-group support. The list for remedial may change from term to term, depending on the students' needs.

C. Co-Curricular Activities (CCA)

Q: When do the P3 start their CCA? Which day are the CCA being held on? How is the allocation of CCA done in the school?

In Lakeside Primary School, it is our belief that CCAs form an integral component of a holistic education. CCAs not only enable students to acquire and develop specific technical skills, they are also authentic platforms for the development of character and 21st century skills. As such, we strongly encourage all students to participate in a CCA from Primary 3.

P3s will commence CCA in Term 2. The school is organising a CCA Experience in T1W9 for your child. Through this experience, we aim to:

- a) provide a better understanding of the CCAs offered in our school
- b) facilitate the choice-making of a CCA which best suits your child's interest.

As your child's experience in school is important to us. We value your partnership and hope you will be able to join us for this session. After the experience, you may engage your child in selecting up to three CCAs in order of preference on the CCA Option Form via AllEars. The school will try to allocate the first choice to the students however, it is still subject to availability of places in the CCA.

You will be informed of the confirmed CCA for your child via Parents Gateway entailing the details of attendance on day one of CCA in Term 2.

All our CCA sessions are on Tuesday 2.15pm to 4.15pm. Additional training sessions may be held on Friday 2.15pm - 4.15pm, for students who are involved in competitions or performances. You will again be notified via Parents Gateway.

D. Others

Q: How to achieve the Edusave Character Award?

The MOE Edusave Character Award (ECHA) recognises Singaporean students who demonstrate exemplary character through their behaviour and actions. This is part of the larger goal to foster an inclusive and stronger Singapore as we broaden the qualities and achievements to be encouraged and applauded. The award also supports our school's continuing efforts in nurturing students of good value and character, who are active contributors and concerned citizens.

Students who are identified for ECHA have consistently demonstrated our school values – Love, Perseverance, Responsibility, Integrity, Diligence, and Respect. Two other qualities we look out for are Resilience - students who have persevered despite facing difficult circumstances (e.g.

financial problems, family issues, health issues etc.); and a high level of Civic Responsibility. Students who proactively initiate and participate in programmes that make a positive difference to the class, school and community and improving the lives of others will also be recognised.

The process involves a series of evaluations which will start with nominations by peers, teachers and parents. After the nomination stage, the shortlisted nominees will go through a group interview by a panel which comprises of school leaders, teachers, student leaders and representatives from School Advisory Committee and Parents Support Group.

Q: What are the opportunities of being a class leader or prefect? How does it work?

The learning dispositions, displaying of school values and supporting the peers in time of need are some criteria for being a student leader in the school. Besides class leader and prefect, there are other leadership roles like CCA leaders and Peer Support leaders.

Leadership is not innate so we will come up with trainings for the students to equip them with the necessary skills sets and provide feedback through observations to grow their leadership.

Q: If the Form Teacher is not taking the class any of the core subject, how will a child seek help if he/she encounter a bully? How does the school handle bullying cases?

It is important to us to teach young children to play positively and safely with their peers. P1-P2 students learn this explicitly during PE and PAL lessons--how to engage peers, including what to say, to ask and to reply "No" nicely. We also encourage students to initiate play with peers during recesses. These platforms provide opportunities for children to develop important social skills. Through these, students also learn to play safely and not to engage in anti-social or hurtful behaviour.

Should your child inform you that he/she is hurt by his/her peers, do encourage your child to report the matter to any subject teacher who is present, if he/she is not able to speak to his/her form teacher. Another place where your child can seek help is the General Office. Our admin team is always there to provide the necessary support for your child, including passing on any messages to the relevant teacher(s). You may also write in to check with the class form teacher.

Encourage your child to speak to his/her teacher or someone in the General Office whenever he/she needs help instead of waiting till he/she reaches home to tell you. In this way, your child will be able to receive help in a more timely manner.

Once reported, your child's FT will conduct preliminary investigations, speaking to your child and the aggressor(s) separately to ascertain the situation and further understand the underlying cause or triggers. Most times, with young children, it is a matter of aggressive play habits or poor social skills that led to hurtful behaviours. Teachers will seek to educate the children first on positive play behaviour, serve necessary stern warnings and where needed, discourage

further engagement between both parties. Your child may also be paired with a buddy to ensure his/her safety and having someone else to play with. Should such anti-social behaviour continue from the aggressor, parents will be contacted and where needed, the Year Head and Discipline teachers may intervene and serve the appropriate consequences to further deter such undesirable behaviours.

Q: How do I help my child with behavioural and anger management issues?

It is important to observe and identify anger and misbehaviour triggers. Eliminate or reduce the triggers by finding out the causes.

Parents also need to work very closely with the teachers to provide support for the child. To manage anxiety issues, routines must be put in place. Ensure that there is consistency in the implementation of routines and strategies in school and at home.

For anger management, students are taught how to recognise and regulate emotions in school. Parents can check in with your child and get him/her to share the strategies with you.

More information and specific strategies can be found in the school website under 'Resources for Students - Counsellors Corner'.

Q: Any additional support for (SEN) students other than school-based Dyslexia Remediation programme at school?

There are many programmes such as Reading Remediation Programme, Learning Support Programme (LSP) for literacy, Learning Support for Maths (LSM) and remedial for a specific group of students. Remedials may not be long term; some may be short periods to remediate specific topic.

There are Special Education Needs Officers (SENO) to work closely with identified students to share strategies and even do pull out sessions in smaller groups. You can inform the Form Teacher or Subject Teacher if you have any concerns/clarifications.