

Cohort Briefing for P2 Parents 2023

Partnering Parents

30 JANUARY 2023



Shared Beliefs



- **We value every student**

- Each student is unique individual with intrinsic worth. He/She has strengths, interests, passion and preferred learning styles.

- **All can learn**

- Educators are key to enabling students' learning. We learn to be more effective and role model the desire to learn and the process of learning.



- **Every student wants to succeed**

- Each student has hopes and dreams. We are committed to opening vistas and finding pathways that energise him/her to live a purposeful life.

Anchored in Values
and Purpose

- MOE Corporate Values
- CCE Core Values
- MOE Mission



▪ **Strong Fundamentals**

- Literacy and Numeracy as foundation
- Intrinsic motivation to learn
- 21st Century Competencies



▪ **Holistic Development**

- Developing physically, cognitively, emotionally, socially and aesthetically
- Exposure, Experience, Experiment

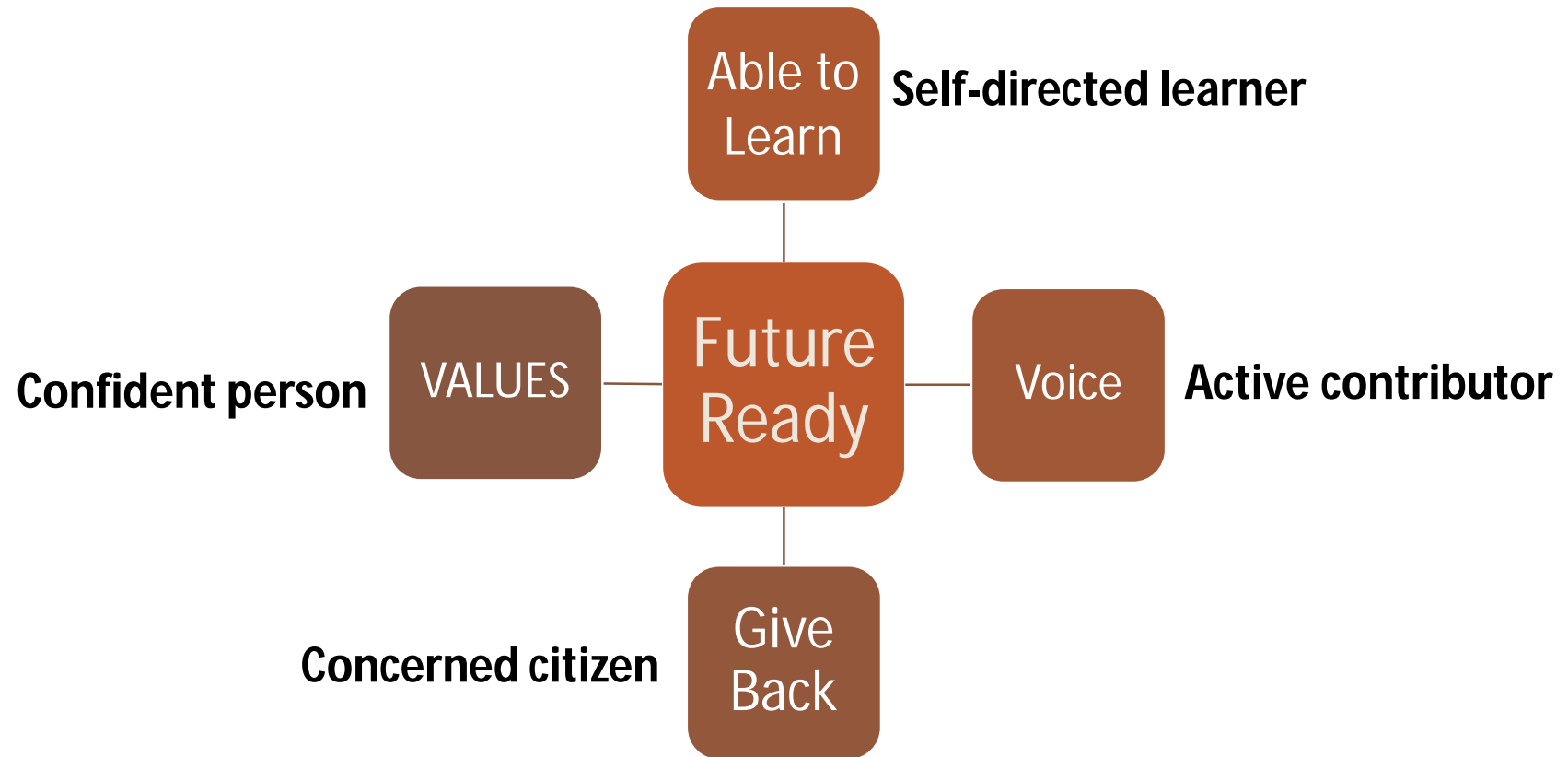


▪ **Enhance Student Well-being**

- While every child is an individual, they must also manage self and relationships with others.
- Rules and consistent expectations create collective well-being.

Focus Areas

Fueling the Heart and Mind of the BTPS student to be Future Ready



Focus at Lower Primary



Learning dispositions and values – attitude and skills to learn

Listening and paying
attention
Following instructions
Questioning respectfully
Curiosity about the
world



Fundamentals in literacy and numeracy



Self Management

Learning about their
strengths and interests
Discovering areas of
growth



Getting along with others

Respecting differences
Resolving
disagreements

Level Motto & Outcome

Level
Motto

Start It Right!

Level
Outcome

Students are independent individuals
who uphold graciousness and respect.

For our P2 students

P2 Friendship Day

- End of Term 2
- Activities among the P2 cohort to build friendship

Lower Primary Games Day

- 21 July 2023

Children's Day Excursion with Social Studies Learning Journey

- 5 October 2023



BTPS Approach to Learning

APPLIED LEARNING PROGRAMME: Inquiry-based learning – Thinking Routines
I STRIVE FOR THE BEST. I TAKE CHARGE OF MY LEARNING!

PHASES of INQUIRY	ENGAGE	EXPLORE	EXPLAIN	ELABORATE	EVALUATE
Learning BEHAVIOURS	I Pose Questions	I Actively Look for Answers	I Explain my Thinking	I Link What I Learn to Life	I Reflect on My Learning
THINKING ROUTINES	Question Starts •	Think Pair Share • I See, I Think, I Wonder • Think Puzzle Explore	• What Makes You Say • That • Claim Support Question	• Connect Extend Challenge • Mind Maps • Step Inside	• I Used to Think, Now I Think • Ladder of Feedback



BTPS IBL-TR Framework

GUIDING QUESTIONS

Who is Thinking?

Who is posing questions?
Who is collecting evidence?
Who is 'doing' the explaining?

How do we plan learning sequences that emphasise understanding?

What behaviors must we develop to enable thinking?

How do we motivate our learners to think?

NO Weighted Assessments

NO End of Year Examination

Holistic Assessment

- Building child's confidence and desire to learn
- Assessment focus more on information on learning progress
- Richer feedback on your child's development

Allocation of Pupils after P2 (P3 2024)

Random mix into 6 classes

For MT classes, mixed-ability based:

- Offer of Higher Mother Tongue (CL, ML & TL)
- Mother Tongue Support Programme (CL, ML & TL)

Revised PSLE Scoring System



What the NEW PSLE aims to do . . .

Reduce fine differentiation of students at a young age based on exam scores.

Recognise a student's level of achievement in each subject, regardless of how his peers have done.



Students with the similar scores in each subject will be grouped into the same Achievement Level

There will be 8 Achievement Levels (ALs), with AL1 being the best.

A student's AL for each subject will reflect his level of achievement, rather than how he has performed relative to his peers.

PER SUBJECT
AL 1 (BEST)
AL 2
AL 3
AL 4
AL 5
AL 6
AL 7
AL 8 (UNGRADED)

Why 8 Achievement Levels?

This offers a good balance.

It reduces fine differentiation between students while still giving parents and educators a gauge of a student's progress at the end of primary school.

Students can then be matched to suitable academic programmes in secondary schools.

PER SUBJECT
AL1
AL 2
AL 3
AL 4
AL 5
AL 6
AL 7
AL 8 (UNGRADED)

4 subjects added to form PSLE Score

The PSLE Score replaces the T-score Aggregate.

The PSLE Score ranges from 4 to 32, with 4 being the best.

Compared to the T-score Aggregate, students are less finely differentiated.



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- § For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- § However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.
 - This is the same approach taken in today's T-score system.



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

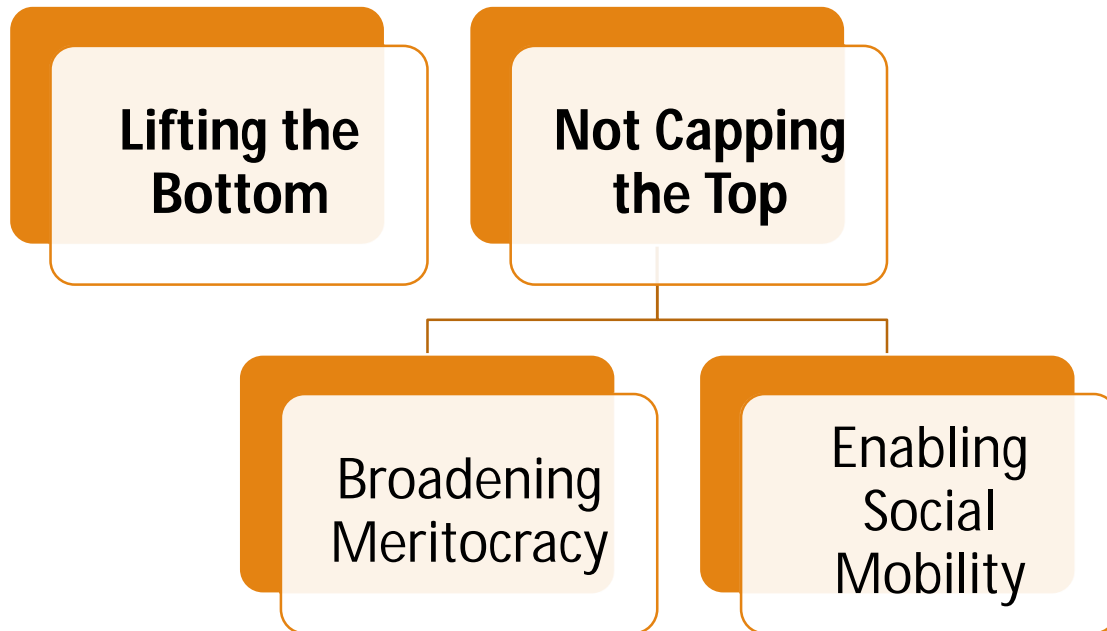
- In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.

SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- Under the new scoring system, the assigned MTL score will :
 - Take reference from peers with similar scores for English, Mathematics and Science;
 - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.



Education as an Uplifting Force



One Sec Education, Many Subject Bands

Different Pathways for Success

Recognising Individual Strengths
Reducing Labelling



Learning Languages for Life

Harnessing Benefits of Language Learning

Strengthening Cultural Identity

Opening Up Economic Opportunities



Communication with Teachers

Let us maintain a healthy home-school partnership that supports student growth.

BT Kit

Email – Available on school website

Phone call – within office hours

- Moving towards greater independence and initiative on the part of students
- Mutual respect and support between the school and parents
- Time and space for teachers to teach and care for your child
- We all want the best for your child/our student

School Leaders' Email Addresses

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Thank You

