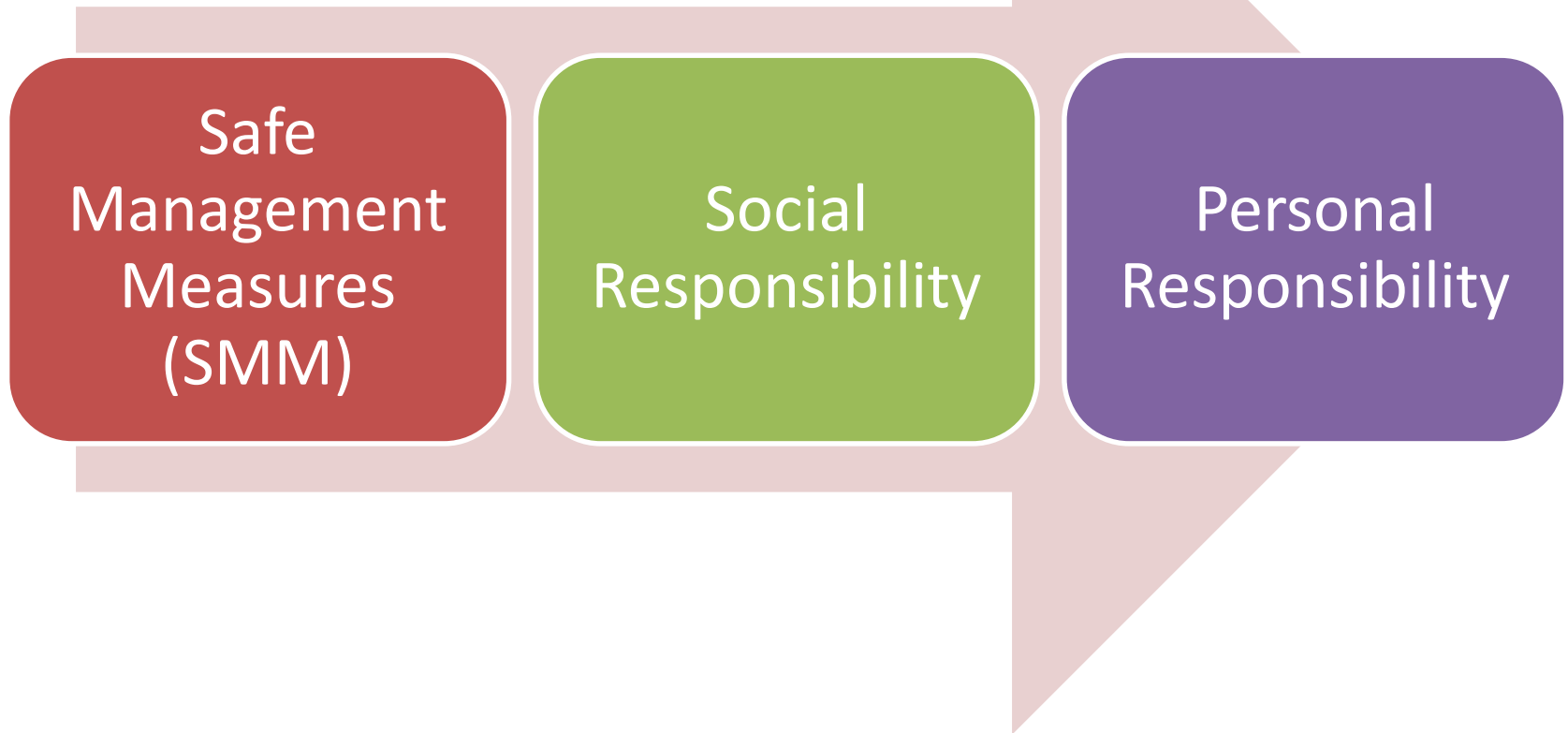




Managing Covid-19 together (Three pronged approach)



Managing Covid-19 together

SMM

- Visual checks and temp checks daily.
- Staggered recesses and dismissal.
- No Mass assemblies (flag raising will be in class)
- Strict guidelines for PE and other school based events.

Social Responsibility

- Wipe down daily (Recess and before the end of the school day)
- Maintaining social distance
- Designated fixed seatings and play areas during recess

Personal responsibility

- Wearing of Face mask (default option)
- Remain at home if child is unwell
- Managing personal hygiene
- **To bring tokens and thermometer daily**

Our Vision

A School Where All Work Hard, Play Hard &
Make A Mark



Our Vision



Work Hard

- Holistic Development (Academic & Non Academic)
- Self-Directed Learners
- To always push themselves
- Grit/Resilience



Play Hard

- Positive school experiences.
- Combination of both structured play and unstructured play
- Build positive ties
- Develop passion, interest and talents



Make A Mark

- Discovering passion, interests and talents.
- Internalising the school values.
- Strong sense of advocacy.
- A spirit of dare and continuous learning.

Our Mission

- TO DEVELOP EACH CHILD HOLISTICALLY,
EQUIPPING HIM WITH THE COMPETENCIES
FOR THE FUTURE



RMPS Mission

Values (RMPS Values)

Skills (21st Century Skills)

Dispositions (Anchored on Pos ED)

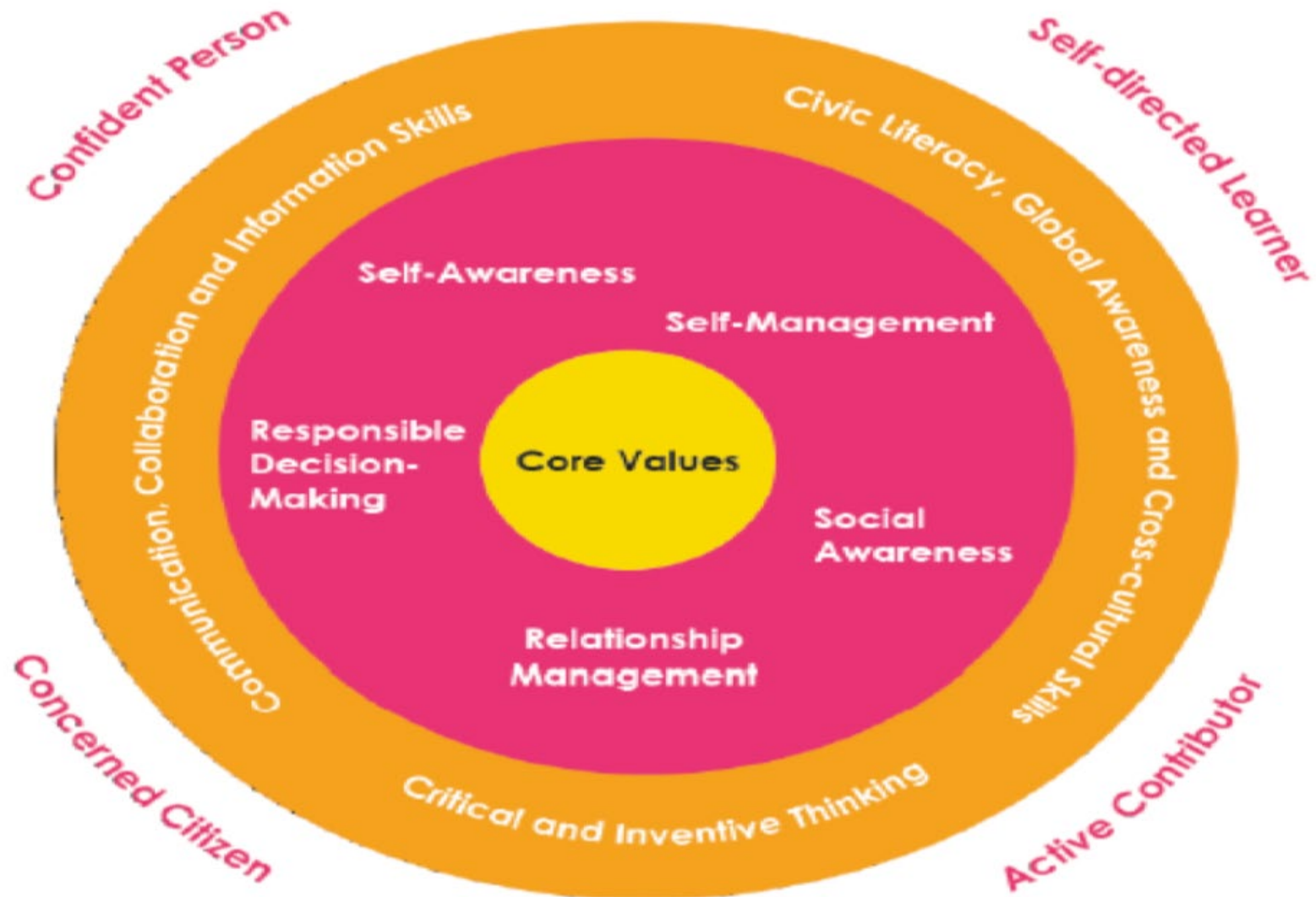
Attitude and Habits (GRIT)

Our Values

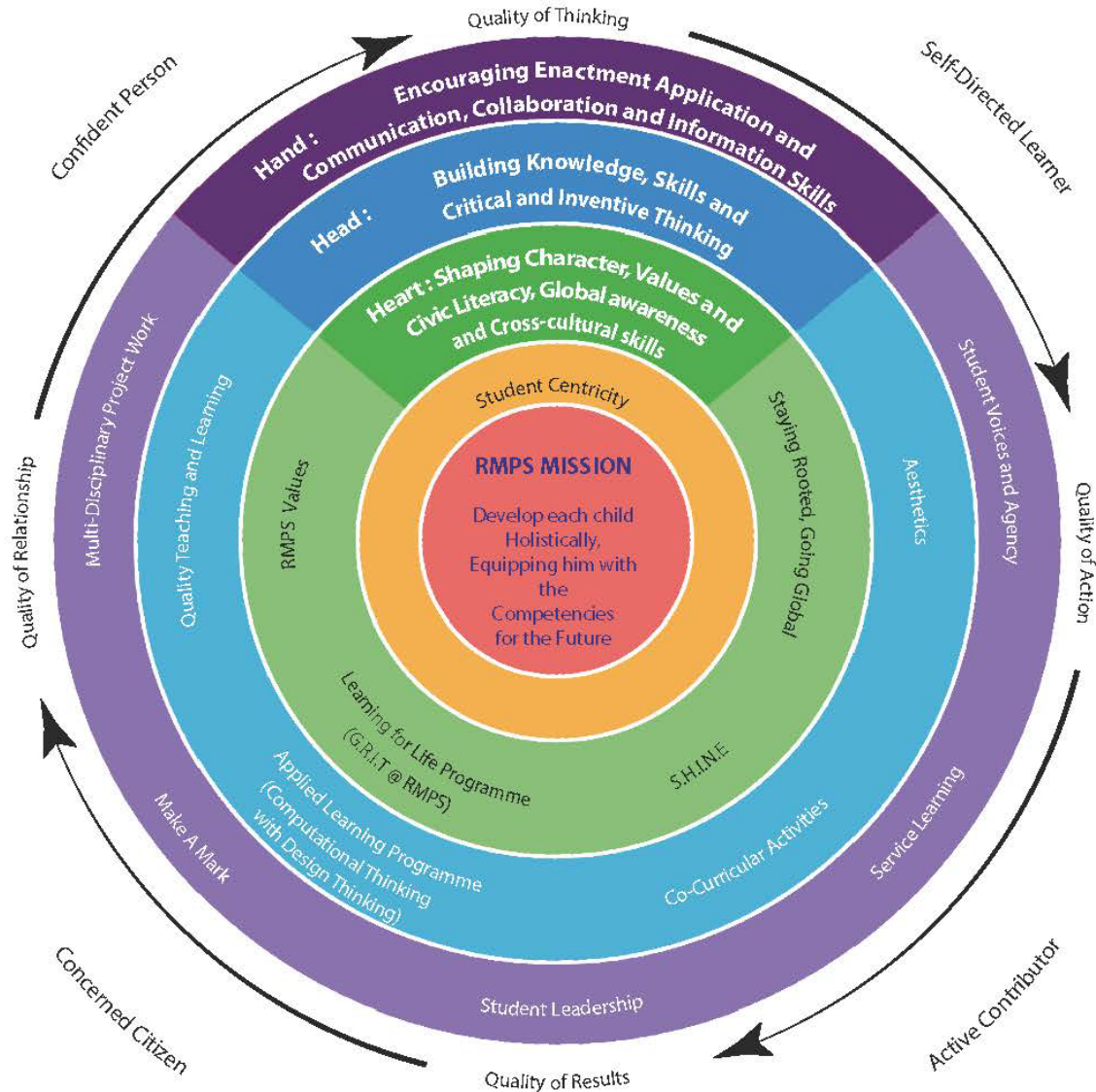
- **R**espect For Self And Others
- **A**lways Be Gracious
- **D**esire For Learning
- **I**gnite Creativity And Innovation
- **N**ever Give Up
- **M**aximize Potential
- **A**im For Excellence
- **S**tand Up For Integrity



Desired Outcome of Education



Total Curriculum Framework - RMPS Experiences



Learn for Life

- A value, an attitude and a skill
- Inculcating greater joy of learning
- Reducing the over-emphasis of academic results
- Nurturing lifelong learners with stronger intrinsic motivation to learn

'Learn for Life' is a value, an attitude and a skill that our students need to possess, and it is fundamental in ensuring that education remains an uplifting force in society. ...As [our education system] becomes more complex, we need to be clear-eyed that in this matured system, there are trade-offs within the system, and we must take sufficient bold steps to rebalance those trade-offs when needed.

-Minister Ong Ye Kung, MOE WPS 2018

Learn for Life Initiatives at Primary 4:

- Removal of class and level positions.
- Removal of min, max and mean marks.
- Removing underline for failed marks.
- Marks will be presented as whole numbers.
- Mixed Ability Class Set-up

Class Allocation at P5 2023

- A mixed-ability class allocation with academic ability banding for key subjects. Will mirror Subject Based Bandings in Secondary School from 2024 with streaming abolished and replaced by Full Subject Based Bandings.
- MT/Maths Common Banding (to support and stretch students)
- Building on their learning and social experiences from P1 to P4.
- Will continue to do away with the top two class approach.
- Such an approach will allow students to be both stretched and supported in terms of academic abilities and also be able to continue to flourish and grow in terms of social growth and relationships, which will be fundamental in secondary schools from 2024 onwards.

Fundamentals at P4

- Self-Management & Discipline
- Independence and confidence
- Growth Mindset
- Positivity and resilience
- Inculcating positive habits and routines
- Punctuality and regular attendance

Cultivating Positive habits:

Punctuality

- Students must be in school each morning by 7:40 a.m.
- Punctuality is a **life-long habit** that we want to cultivate in each child
- Students are reminded regularly of the importance of being on time
- When you are on time, you show that you value and **respect** others

School measures to inculcate this positive habit

- Engaging the parents through Form Teachers, Year Heads, HOD Discipline or School Leaders
- Students who are repeatedly late may get a Conduct grade between Good or Fair.
- Students who are late 20 times or more in a semester may be recommended for a Fair Conduct Grade.
- A Fair Grade may have implications on eligibility for awards, scholarships and even DSA.
- A letter of Notice will be issued if your child is at risk of getting a Fair Grade.

Primary 4 Examinations

P4 Workflow

SA1 in Term 2
(30%)



SA2 in Term 4
(70%)



RMPS recommends suitable
subject combination based on
student's P1-P4 performance

Parents endorse
school's
recommendation OR
select another subject
combination



Examination Policies

- Pupils who are not well **will NOT be allowed** to sit for the examination even if they turn up in school. Parents will be asked to take them home.
- The school will consider the examination results of pupils who sit for their written examination papers while on Medical Leave null and void.
- There will be no re-tests for pupils who are absent from any written component(s)/ paper(s) during the examination.
- A copy of the examination paper(s) missed (except Oral & Listening Comprehension Papers) will be given to them for reference/ practice at home

Why subject based banding?

“WE RECOGNISE DIFFERENT ABILITIES... AND
HELP EACH STUDENT TO PROCEED AT A PACE
THAT HE CAN MANAGE.”

MR THARMAN SHANMUGARATNAM,



Subject Based Banding

- In line with the principle of Student-Centricity
- Provide more flexibility for students to take **subjects at different levels** depending on their aptitudes and abilities
- Allow students with uneven abilities the option of offering either their stronger subjects at standard level, or their weaker subjects at foundation level.

Guiding Principles of SBB

- Premised on **ability-driven education**
- Provide students with strong foundation in literacy and numeracy for successful progression (enhance employability & capacity for **lifelong learning**)

Implementation of SBB

[At the End of P4]

If your child	Your child may be recommended to take
Passes all 4 subjects and performs very well in MTL	<ul style="list-style-type: none">• 4 standard subjects + Higher Mother Tongue Language (HMTL)

Implementation of SBB

[At the End of P4]

If your child	Your child may be recommended to take
Passes all 4 subjects	• 4 standard subjects
Passes 3 subjects	• 4 standard subjects

Implementation of SBB

[At the End of P4]

If your child	Your child may be recommended to take
Passes 2 subjects or less	<ul style="list-style-type: none">• 4 standard subjects OR• 2 standard subjects + 2 other foundation subjects OR• 4 foundation subjects

Implementation of SBB

**When exercising your option WITH your child,
please opt wisely...for a subject combination that
matches your child's ability**

NOT

- What your other children were capable of
- What you want of your child
- Where your child's friends are, because they cannot be in the same class forever

More details on PSLE will be shared in 2023 onwards

- School will share more details on **Direct School Admission** Exercise as well as more details on PSLE processes and structures such as Foundation Subjects scoring, COP etc from 2023 onwards.

School-Home Partnership

Every Parent a supportive Partner



Working with Parents in Developing Grit, Passion, and Resilience in Children

Be a positive role model

Be a family that embraces challenges

Nurture your child's passions

Communicate with your child regularly

Help your child set goals

**Allow your child to hold a certain degree of autonomy
(Reflections termly)**

**Monitor your child's well being
(emotional, mental, social)**

Praise effort, not ability

Conclusion

Wishing you and your child a safe and wonderful year filled with joy and growth ahead!

