

Primary 3 2023 Parent's Briefing



Managing Covid-19 together (Two-pronged approach)



The diagram features a large, light pink arrow pointing to the right. Inside the arrow's shaft are two rounded rectangular boxes. The left box is red and contains the text 'Social Responsibility'. The right box is green and contains the text 'Personal Responsibility'. The entire graphic is set against a white background.

**Social
Responsibility**

**Personal
Responsibility**

Managing Covid-19 together

SMM

- Temperature checks daily
- Staggered recesses

Social
Responsibility

- Wipe down daily (Recess and before the end of the school day)
- Remain at home if child is unwell

Personal
responsibility

- Wearing of Face mask (optional)
- Managing personal hygiene

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)

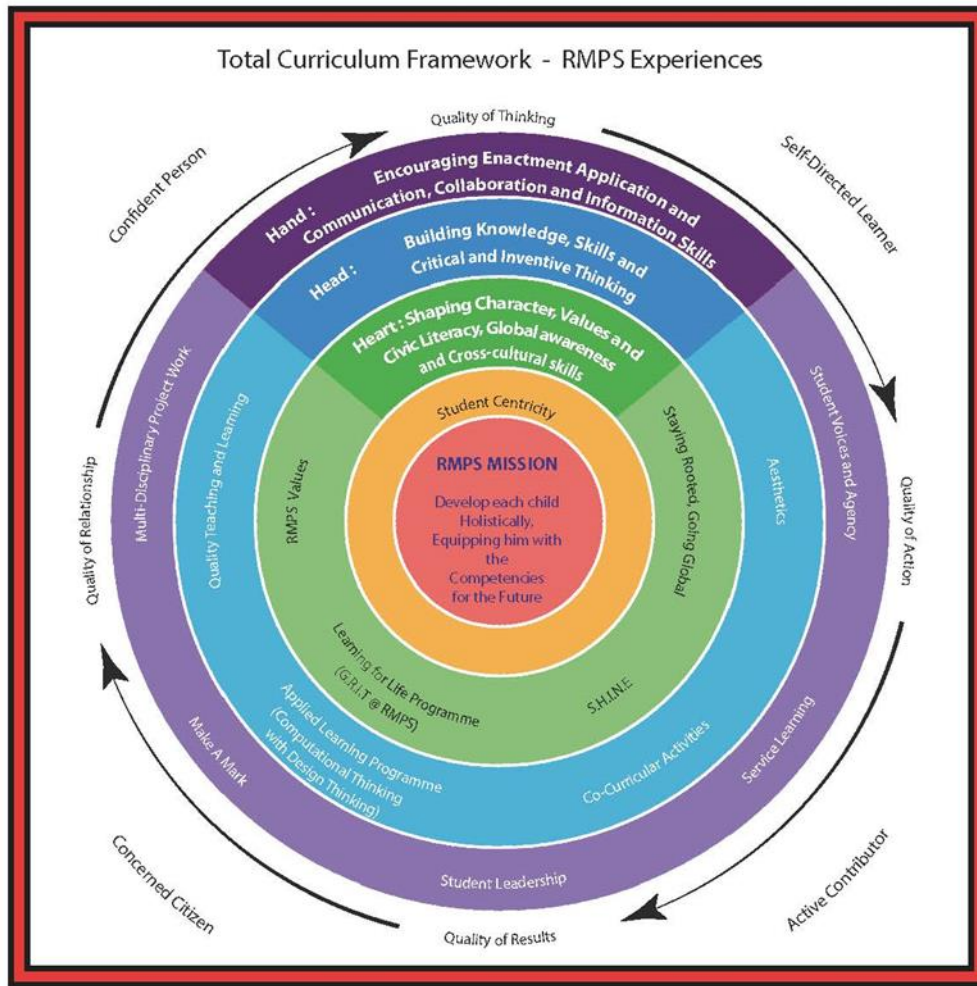
Attitude and Habits (GRIT)

Our Values

- Respect For Self And Others
- Always Be Gracious
- Desire For Learning
- Ignite Creativity And Innovation
- Never Give Up
- Maximize Potential
- Aim For Excellence
- Stand Up For Integrity



Total Curriculum Framework



1. Unpacking of school's mission: "Develop each child **holistically**, Equipping Him with the **Competencies For the Future**"
2. Competencies for the future seen in these three areas:
 - Heart: Shaping character and values and Civic Literacy, global awareness and cross cultural skills.
 - Head: Building knowledge and skills and critical and inventive thinking
 - Hand: Encouraging application, enactment and communication, collaboration and information skills.

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 3:

- Removal of mid-year examinations (SA1) and introduction of 1 Weighted Assessment (WA) per term, per subject.
- Removing underline for failed marks in result slip.
- Marks will be presented as whole numbers.
- P3 Good Progress Award (GPA) eligibility criteria to be based on students' positive learning dispositions.
- Mixed-Ability classes at P3 and P4.

Middle-Primary Programme

- Semester 1, P3 Modular CCAs provide opportunities for students in sports, performing arts and visual arts and serve as a platform to discover their interests and talent. All P3 students will start CCA in Semester 2.
- Semester 2, programmes to cater to diverse learners, to stretch students.



P3 Assessment Components

Assessment Schedule	Weightage	Components	Examples of these weighted assessment
Term 1	10%	Weighted Assessment	<ul style="list-style-type: none">• Pen & Paper assessment• Performance Tasks• Reading/Listening/Oral components• Unit reviews
Term 2	15%	Weighted Assessment	
Term 3	10%	Weighted Assessment	
Term 4	65%	Semestral Assessment	

There will be a good balance between weighted and non-weighted assessment to provide teachers and parents with a good sensing of the progress and development of each child. PCTC at the end of Semester 1 is still a platform for a more in depth discussion on child's progress.

Fundamentals at P3

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

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!

