

# P1 Parents' Briefing 2022

25 February 2022  
Zoom Webinar  
5.00 – 6.30 p.m.

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# Chongfu Strategic Map

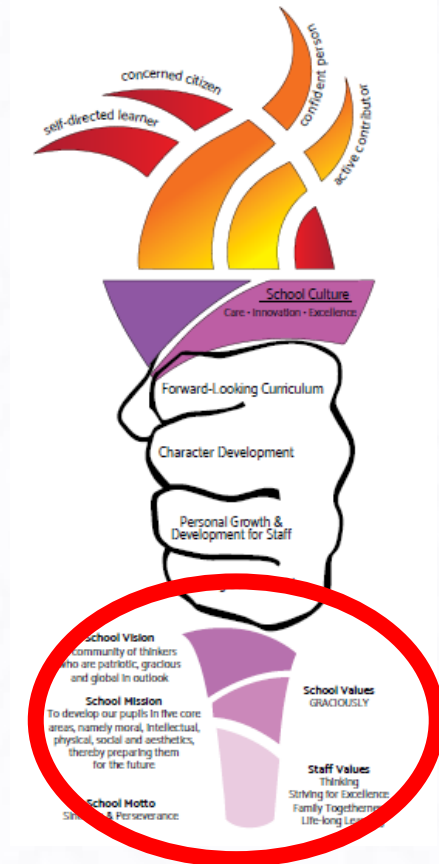


***Mr Soon Woo Sin***  
***Vice Principal***



# Our Chongfu Torch

## - A visual representation of our strategic map



### School Vision

A community of thinkers who are patriotic, gracious and global in outlook

### School Mission

To develop our pupils in five core areas, namely moral, intellectual, physical, social and aesthetics, thereby preparing them for the future

### School Motto

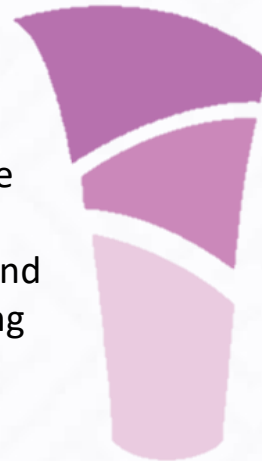
Sincerity & Perseverance

### School Values

GRACIOUSLY

### Staff Values

Thinking  
Striving for Excellence  
Family Togetherness  
Life-long Learning



**Presenter**

**Mr Soon Woo Sin**



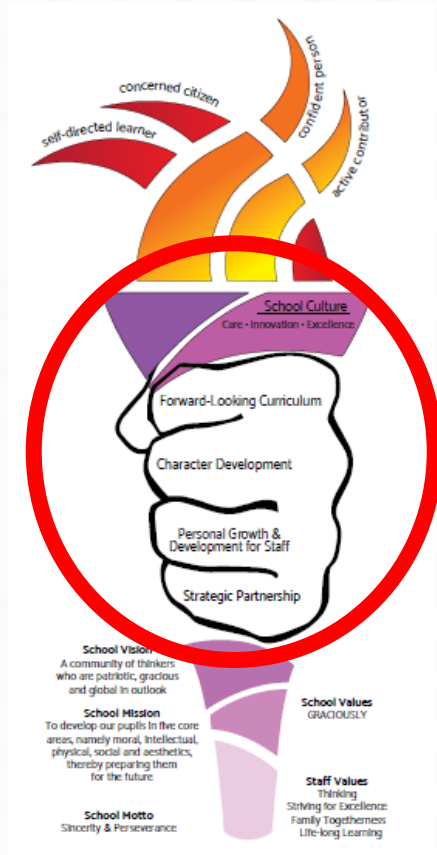
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# Our Chongfu Torch

## - A visual representation of our strategic map



**Presenter**

**Mr Soon Woo Sin**



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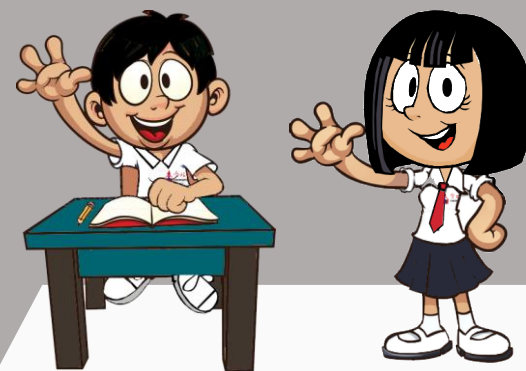


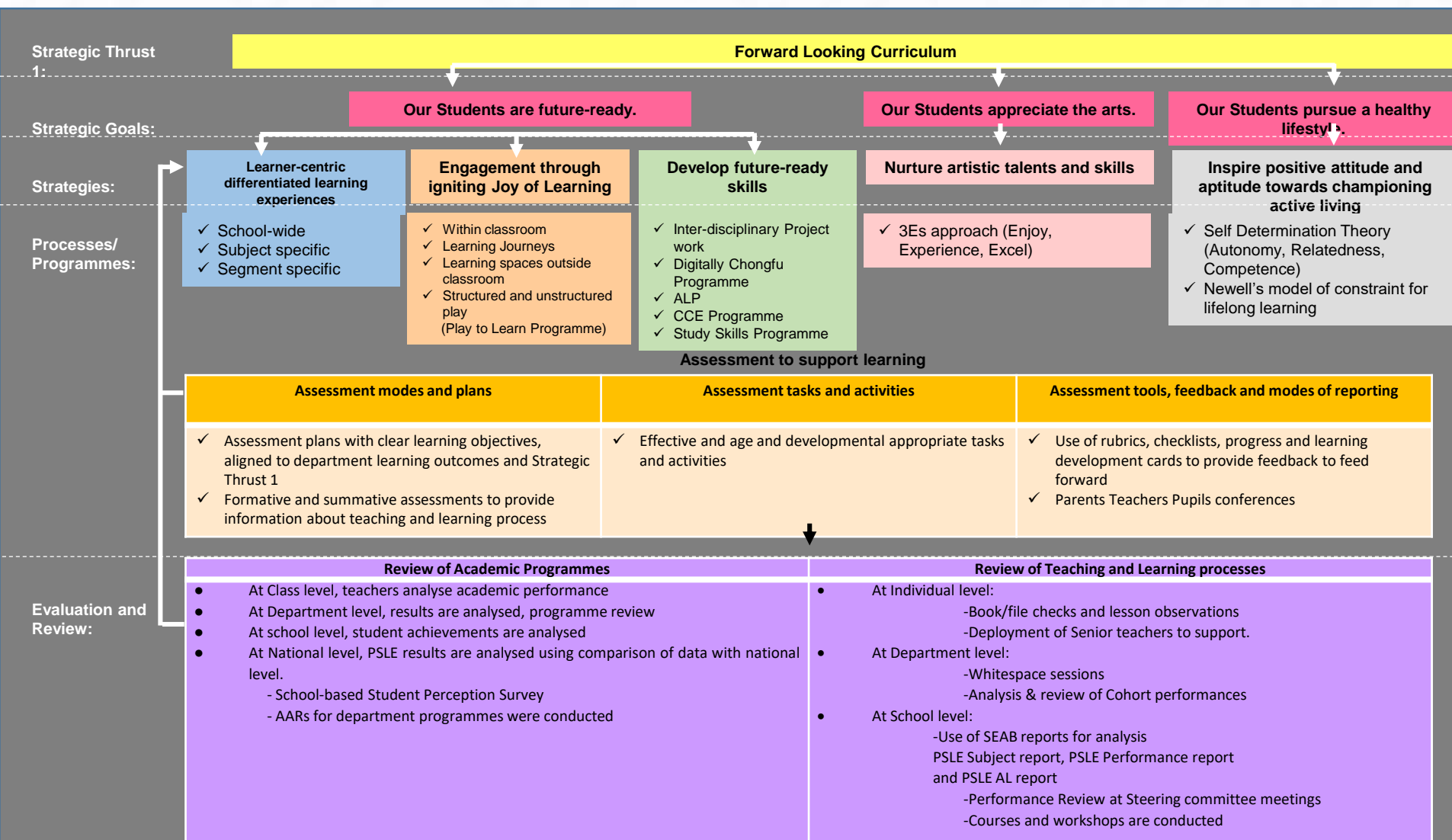
**Presenter**

**Mr Soon Woo Sin**

# STRATEGIC THRUST 1

Forward-Looking Curriculum





**Presenter**

**Mr Soon Woo Sin**



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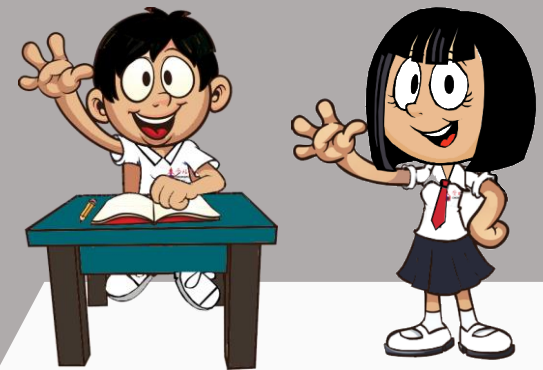


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## STRATEGIC THRUST 2







Character Development

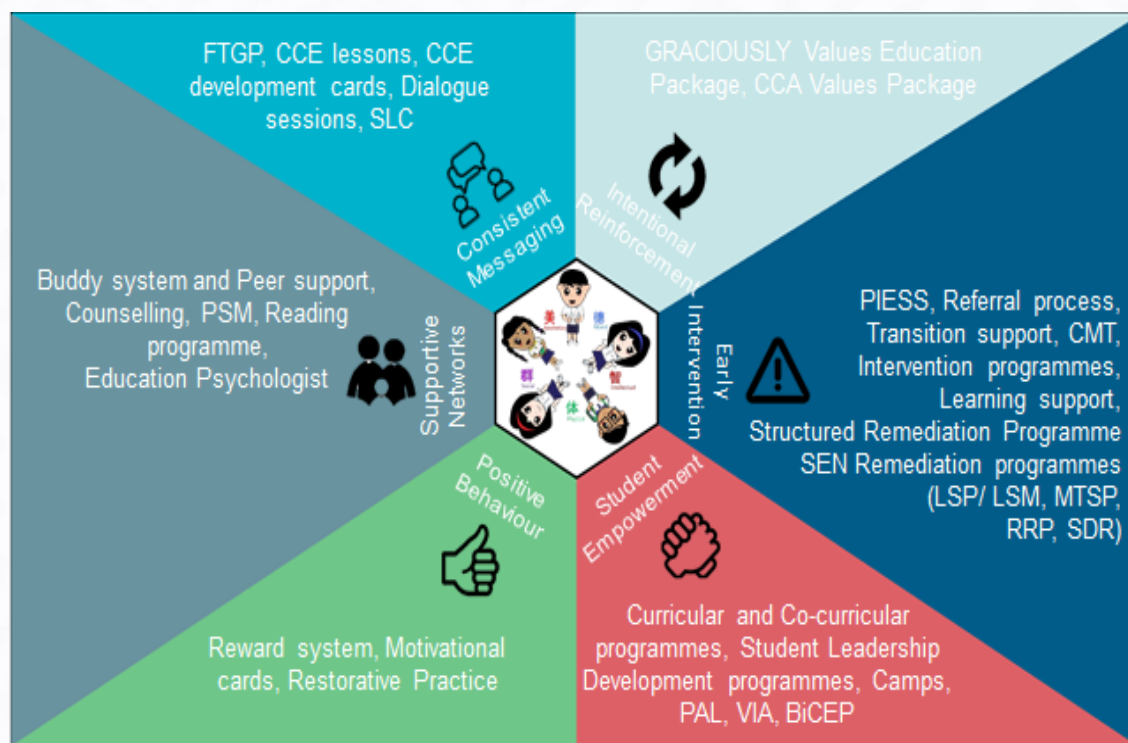




# Student Well-being Framework

Leverage on 6 enablers to establish shared responsibility among all stakeholders to foster and strengthen students' well-being

<b>Enabler 1</b> 	<b>Consistent Messaging</b>
<b>Enabler 2</b> 	<b>Intentional Reinforcement</b>
<b>Enabler 3</b> 	<b>Support Networks</b>
<b>Enabler 4</b> 	<b>Positive Behaviour</b>
<b>Enabler 5</b> 	<b>Student Empowerment</b>
<b>Enabler 6</b> 	<b>Early Intervention</b>



**Presenter**

**Mr Soon Woo Sin**



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# MY GRACIOUSLY CHONGFU VALUES EDUCATION JOURNEY



CCA Values Education

LLP- Camp Inspire

Peer Support

Recognition and Rewards

Class Committee



CCE Development Card

Cyber Wellness

Student Leadership

**Presenter**

*Mr Soon Woo Sin*



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# SCHOOL VALUES



gracious  
respectful  
achieving  
innovative  
servant  
committed  
integrity  
loyal  
outgoing

# GRACIOUSLY



**Presenter**

**Mr Soon Woo Sin**



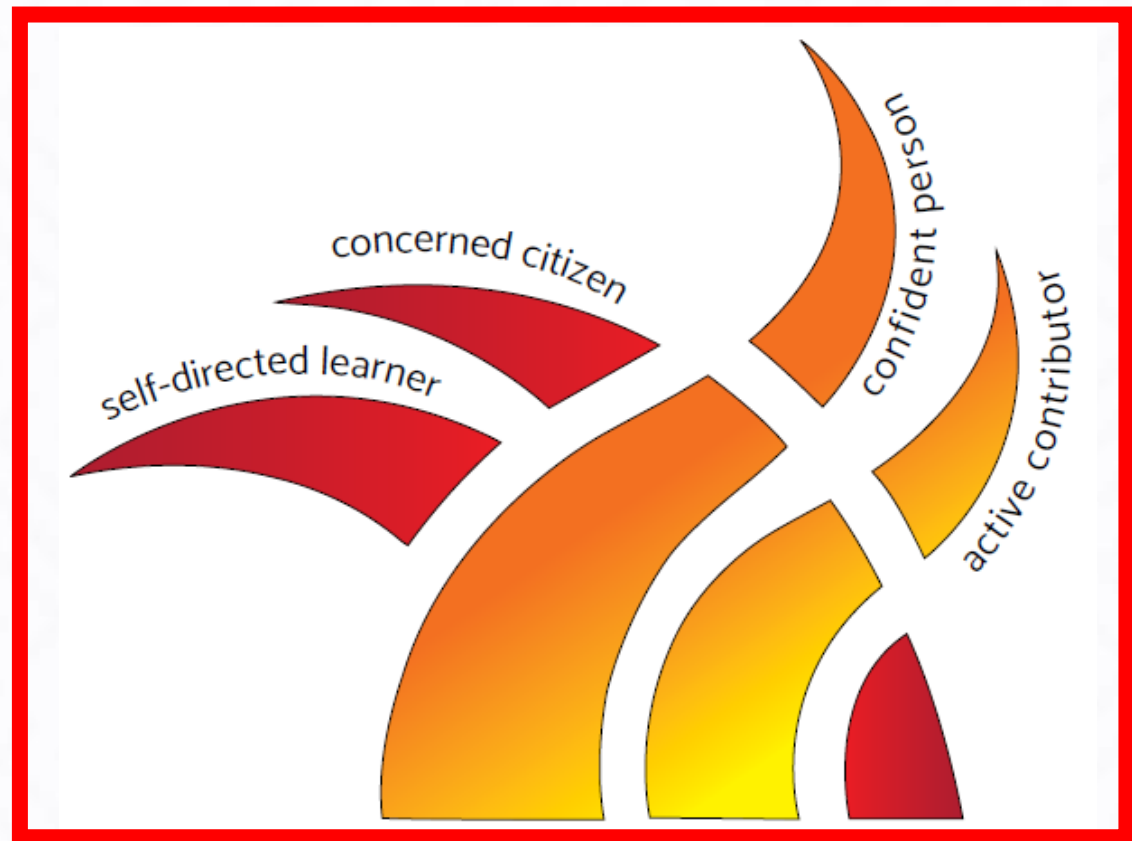
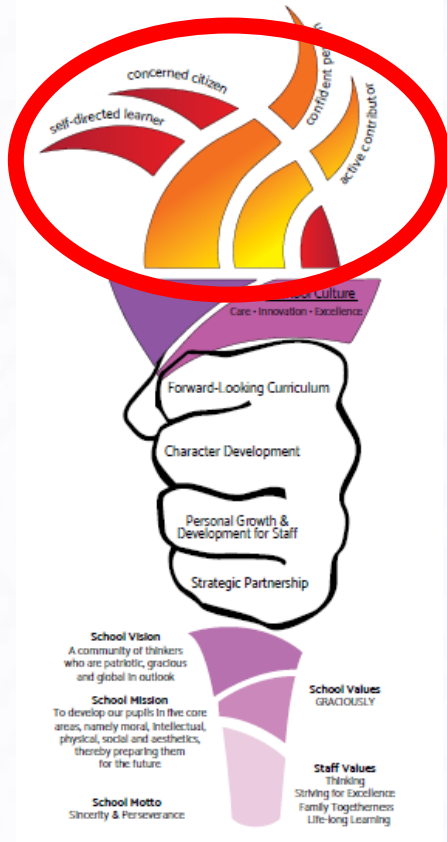
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# Our Chongfu Torch

## - A visual representation of our strategic map



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## THE KEY STAGE OUTCOMES OF EDUCATION

**At the end of Primary school, students should:**

- be able to distinguish right from wrong
- know their strengths and areas for growth
- be able to cooperate, share and care for others
- have a lively curiosity about things
- be able to think for and express themselves confidently
- take pride in their work
- have healthy habits and an awareness of the arts
- know and love Singapore



**Presenter**

**Mr Soon Woo Sin**



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At the end of 6 years of our students' uniquely Chongfu experience, we hope all our students continue to exemplify their development in the five core areas, namely moral, intellectual, physical, social and aesthetics, thereby preparing them for the future.



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# Want to be a better parent? Try doing nothing

We have all gone out of our way to shield our kids from failure or frustration. But prioritising their comfort and happiness over life skills and values does more harm than good

Mums and dads today have a stinking reputation and it all boils down to one main reason: We are doing too damn much.

Much scorn has been heaped on parents who are not just over-scheduling their children, but are also overbearing, overzealous and overprotective.

Cue the slew of derisive labels slapped on parenting styles: tiger, helicopter, lawnmower, bulldozer. We push, hover, meddle and whack away all stumbling blocks, laser-focused on grooming them for narrowly-defined success — good grades and good jobs.

In the wake of the recent college admissions scandal in the United States, our job approval ratings have plunged to a new low.

Besides widespread outrage, the audacity of those rich and privileged parents who tried to get their children into elite universities has also sparked much soul-searching and hand-wringing. By constantly clearing obstacles from their children's paths, economists, educators and mental health professionals warn that "snowplough parents" will render their kids impotent adults.

Instead of being prepared for life, they are protected from life. Hyper-parenting is accused of spawning an emotionally fragile and needy generation that is unable or unwilling to step out of their parents' protective shadows.

A recent poll by The New York Times and market research company Morning Consult seems to bear this out.

Among other things, 76 per cent of the respondents — parents of young people aged 18 to 28 — have vanished their adult children of deadlines they needed to meet, 11 per cent of them would call their child's employer if he or she had an issue at work.

When I was heading a fashion and retail newsletter at The Straits Times, I once took a call from the mother of an intern who was on a college term break.

The girl — sorry, young woman — had stopped coming to work barely two weeks into her stint and no one knew why. Calls and text messages to her mobile phone went unanswered. Over the phone, her mother hinted at some vague health problems and asked to terminate the internship.

She also asked that we pack up her daughter's things — "don't forget her slippers under the desk" — and said she would send someone to pick them up. Our guess was the intern panicked when she realised the job was a bad fit. Perhaps by asking the girls to inform me personally, she got her mother to bail her out.

Another parent here quit within a day because she found the work culture "soo king". Due to miscommunication, she had arrived late for a meeting with a senior editor during her induction and claimed she was ticked off by his personal assistant.

"I've never been scolded so badly

in my life," the woman in her early 20s huffed.

I ran into the mild-mannered personal secretary later that day. "I just asked why she was late," she said, stunned by the account I related.

As a mother of two preschoolers then, I joined my colleagues in tut-tutting over how "young people these days" were so mollycoddled they couldn't take an iota of hardship.

Now, as my kids turn 12 and nine, I constantly wonder if I might become part of the problem.

It's easy to check in other people. But it's not always easy to draw the line between doing our duty and going overboard.

I've rolled my eyes at friends who asked to change their kids' seats or even classes in school so they could be around musical forces.

But I mostly did the same two years ago, when my daughter had a rocky start to Primary 1 because the girl next to her kept racing her pencil case and disrupting her work.

All well-meaning parents have been guilty at some point of paving the road and solving problems for our children in a bid to shield them from failure or frustration.

Motivated by misguided love, we tend to prioritise their comfort and convenience over important life skills and values.

When I discovered recently that my son had left his mobile phone and wallet at home, my first instinct was to go to his aid.

I wondered how he would make his way home with neither his student concession card nor money for his bus fare. I couldn't arrange to pick him up either since he did not have his phone with him due to road rules.

I ruled out delivering the items to him, but toyed with the idea of passing him a message via his form teacher.

In the end, I settled for waiting for an SOS call, which never came. My pre-teen made it home by frantically borrowing money for his bus fare and repaid the consequences of his forgetfulness.

Lauren Nichols, an assistant professor at the Adler School of Professional Psychology in Chicago, argues that in learning from their mistakes, children build positive self-esteem from negative experiences.

"When parents unnecessarily intervene, the young adult begins to think, 'I can't handle this. Parents need their children to feel confident in their decisions and their approaches, especially as they get older and the stakes get higher.'"

We can be their guide, but not their lifeline.

It is my job to inform their teachers when my children have to miss school for a good reason. But it is their duty to account for themselves when they miss school for no or protect deadlines.

We might ask about a job or internship for older kids through our connections. But we must definitely should not draft their resumes, negotiate the terms of employment or call in on their



behalf when they can't turn up for work or meet their targets.

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resourceful than we give them credit for.

The other day, my son let on that he had got lost while making his way to the tuition centre.

It was a bus trip he had made many times. But confused by the closure of his regular route for road works, he alighted one stop earlier and found himself walking in circles for a good 10 minutes. He panicked and tried asking his bearings.

"Why didn't you call us?" I asked. "I didn't think you would be able to help even if I did," he replied matter-of-factly. "Anyway, it was faster to figure my own way out."

He was right, of course. It was yet another experience which bolstered his belief that he could navigate the twists and turns in life.

And it was all because I did what parents today should do more of — nothing.

stef@spah.com.sg

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But I mostly did the same two years ago, when my daughter had a rocky start to Primary 1 because the girl next to her kept racing her pencil case and disrupting her work.

**Julie Lythcott-Haims, who wrote How To Raise An Adult after years of dealing with over-involved parents as the former dean of freshmen at Stanford University, has this simple advice: "The point is to prepare the kid for the road, instead of preparing the road for the kid."**

**The good news is, children are often more resilient and**

Presenter

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# Help your child relate to others

A large part of what makes school memorable for our children is the friendships forged, but sometimes working up the courage to make new friends can be daunting.

Encourage your child to be kind to others by taking the initiative to talk to their schoolmates. Have your child ask them about their day. A simple "How are you?" and a word of encouragement can make someone's day!

Do not assume that children know how to make friends naturally. Help them practise their social skills through playtime opportunities with other children, teaching them to share and take turns.



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# Bringing Out the Best in Our Children

Build your children's confidence by helping them learn to be :

- ❖ Compassionate
- ❖ Construct High Value Skills
- ❖ Believe in Constantly Learning

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# Modes of Communication



***Mdm Nur Lailie Jamal***  
***Assistant Year Head (Primary 1)***

# Parents Gateway



A mobile phone app (by MOE and GovTech) to bring greater convenience to parents to perform simple administrative functions and receive relevant information from schools.



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**Mdm Nur Lailie Jamal**



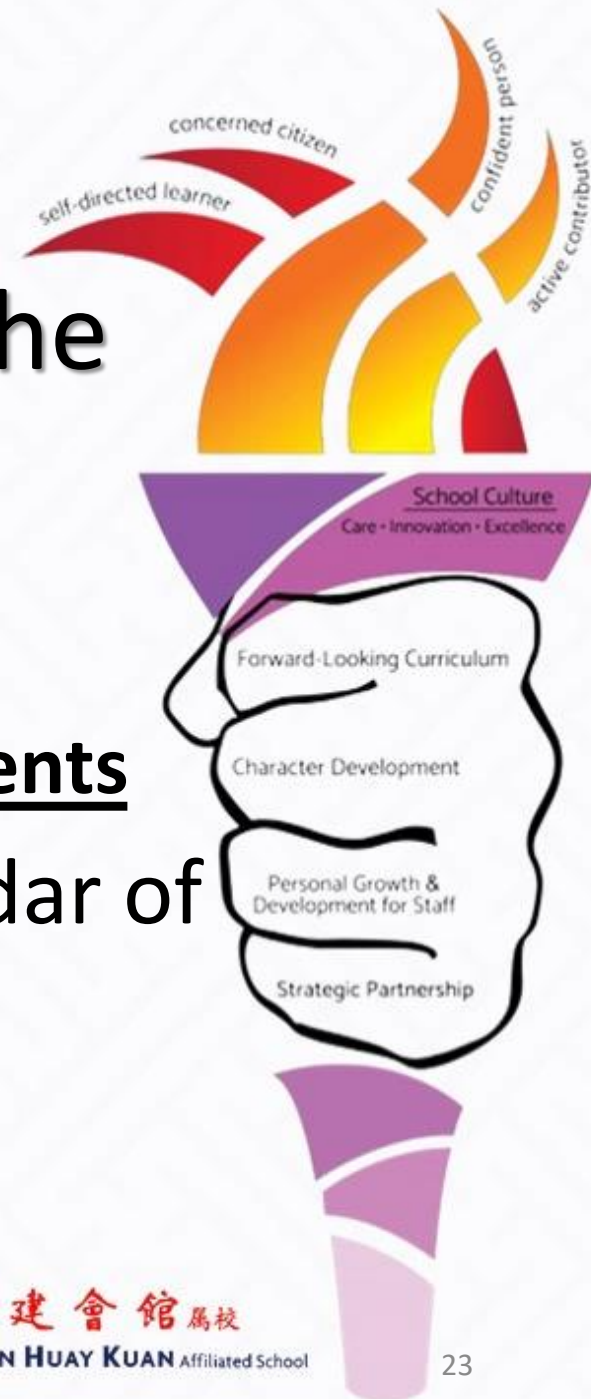
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# Parents Gateway will be the platform which you will:

✓ Receive important announcements  
(e.g. Start of Term letter, Calendar of Events)



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# Parents Gateway will be the platform which you will:

✓ Receive **Consent Forms**  
(e.g. Learning Journeys)



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# Modes of Communication

*How to enhance the communication between teachers and parents?*

- **Parent Gateway**

Please **enable notifications** to receive timely updates.



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# Modes of Communication

## *How to enhance the communication between teachers and parents?*

-  Student's Handbook
-  Telephone
-  Teacher's Email [@moe.edu.sg](mailto:@moe.edu.sg)
-  <http://www.chongfu.moe.edu.sg>



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# SUBJECT BASED MATTERS

**Ms Elaine Zheng – HOD, EL Department**

**Ms Shalini – Level Head, Math Department**

**Ms Low Hwee Pin – HOD, MTL Department**



**Presenter**

**Mdm Nur Lailie Jamal**



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# English Language



***Ms Zheng Yijun Elaine***  
***HOD, English Language***



# Language Learning in the Lower Primary STELLAR<sup>2.0</sup> Classroom

*Presenter*

*Ms Zheng Yijun Elaine*

Raising Awareness

Structuring Consolidation

Facilitating AfL

Contextualisation

Learner-centredness

Learning-focused Interaction



**Multiliteracies**



**READING AND VIEWING**

Shared Book Approach 1  
Understand and enjoy texts



**Metacognition**



**STRENGTHENING LANGUAGE USE**

Shared Book Approach 2  
Develop knowledge about language in context by integrating various language skills



**Inquiry through Dialogue**



**WRITING AND REPRESENTING**

MLEA/ Guided Writing  
Compose texts for various purposes by applying knowledge about language

Integration

Process Orientation

Spiral Progression

Enabling Application

Guiding Discovery

Instructing Explicitly

# EL Non-weighted Assessments (NWA)

A variety of intrinsically challenging tasks that:

- cater to their language learning needs
- relate to authentic, real-life contexts

## Examples of Tasks:

<b>Oracy</b> <i>(proficiency in oral expression and comprehension)</i>	<ul style="list-style-type: none"><li>• Listening Comprehension</li><li>• Show &amp; Tell</li><li>• Oral Presentation</li></ul>
<b>Grammar</b>	<ul style="list-style-type: none"><li>• Sentence Construction</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>• Poetry Recitation</li><li>• Narration of Texts</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Picture description</li></ul>

**Presenter**

**Ms Zheng Yijun Elaine**

# Overview of Key EL Programmes

Level	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Broad-based	STELLAR ✓					
	READ @ CFS ✓					
	Broadcast Journalism ✓					
	'Play to Learn' @ OUAT ✓					
	Speak Right! ✓		Lit @ CFS			
	Theatrical ✓ Exposure and Experience		Theatrical Exposure and Experience		Theatrical Exposure and Experience	
Targetted	LSP and Buddy Reading		RRP			
			SDR			
				Structured Remedial		
				Debate		

**Presenter**

**Ms Zheng Yijun Elaine**



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# Mathematics

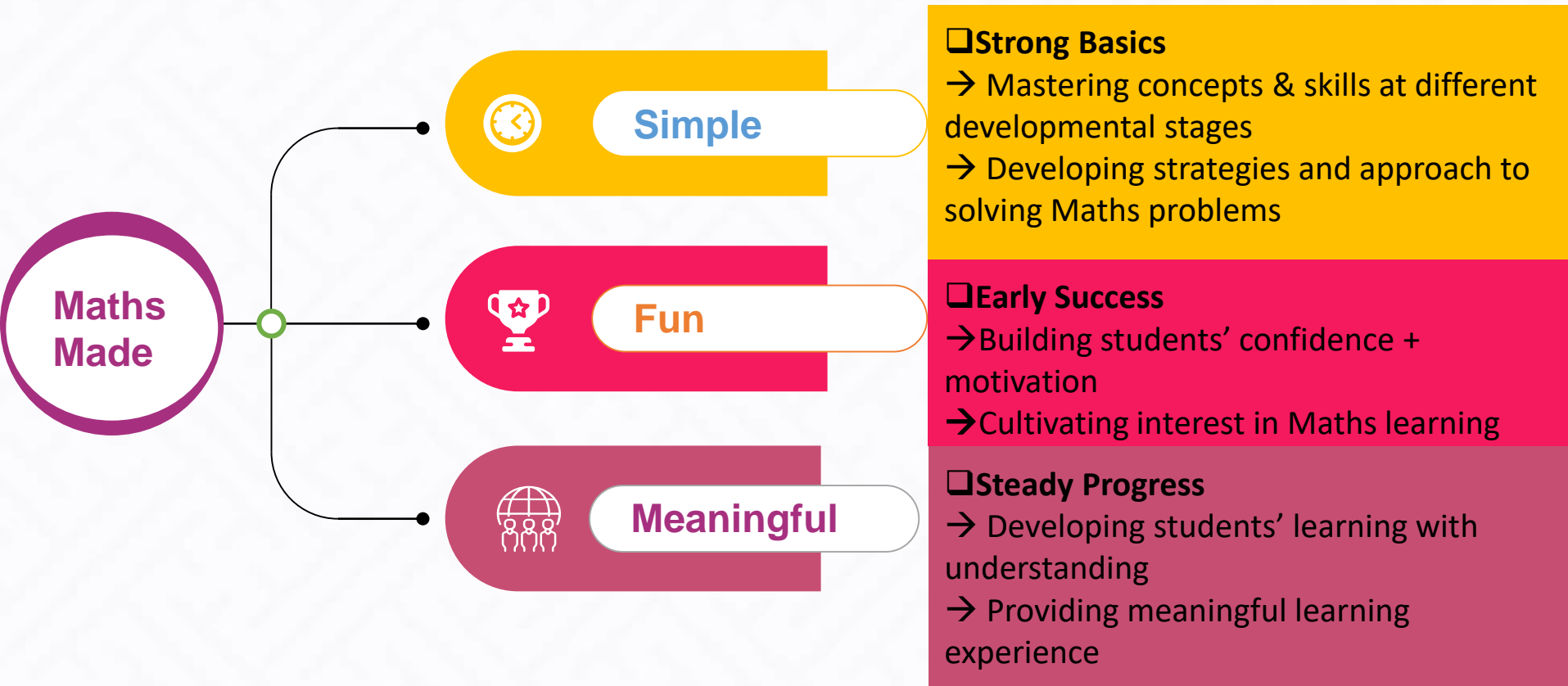


***Ms Shalini d/o Sandra Mohan***  
***Level Head, Mathematics***



# CHONGFU MATH CURRICULUM

Teaching and learning is in alignment to the following principles:



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**Ms Shalini Sandra Mohan**



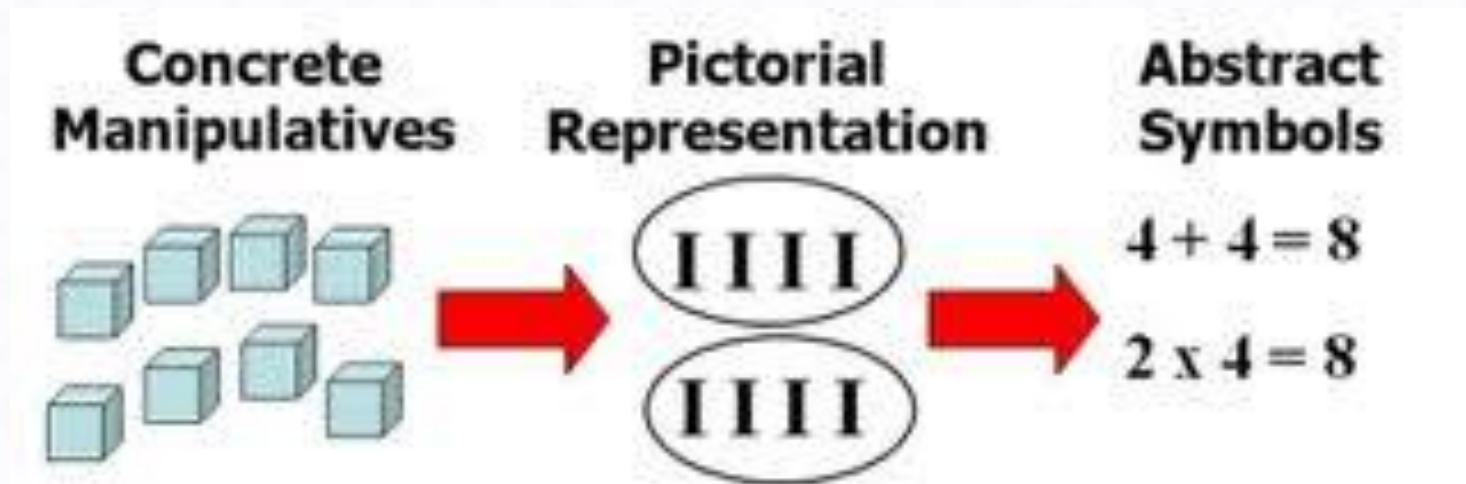
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# Making Math Simple

## - Our Approach



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**Ms Shalini Sandra Mohan**



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# Making Math Simple

## CHONGFU STAR APPROACH TO MATH PROBLEM-SOLVING

A self-check tool to help students approach challenging word problems by asking questions about the problem.

When students understand the problem, it should be translated into a model, a table, or a diagram.

### STUDY THE PROBLEM

- ◆ What do I know about the problem?
- ◆ What am I asked to find?
- ◆ How can I make sense of the information?
- ◆ Is there a Math concept I can identify with?

### THINK OF A PLAN

- ◆ Have I solved similar problems before?
- ◆ Have I considered all the conditions given in the problem?

### REFLECT

- ◆ Have I solved the problem?
- ◆ Is my answer reasonable?
- ◆ How do I know that my answer is correct?
- ◆ Is there a better solution to the problem?

### ACT ON THE PLAN

- ◆ I will write out ALL the steps.
- ◆ I will do my calculations accurately.
- ◆ I will check that each step is correct.

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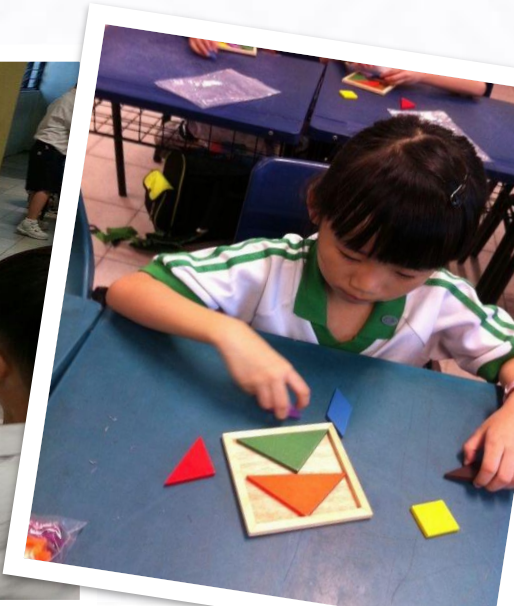
# MAKING MATH FUN PROGRAMMES & ACTIVITIES

## MATHEMATICS (Lower Primary)

- Games (Tangrams, Sudoku, Puzzles)
- Performance Tasks (Manipulatives)

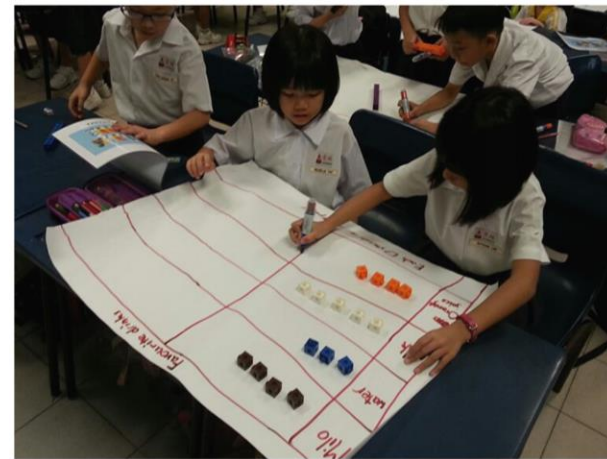
Engaged Teaching & Learning:

- Hands-on activities (Manipulatives)



# MAKING MATH MEANINGFUL Non-weighted Assessments

- ❑ Performance Tasks
- ❑ Review Exercises
- ❑ Structured Math Journal
- ❑ Learning Experience Package



**Presenter**

**Ms Shalini Sandra Mohan**



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# Mother Tongue Languages



***Ms Low Hwee Pin***  
***HOD, Mother Tongue Languages***





# MTL Non-weighted Assessments (NWA)

	Primary One
Listening	Listening Comprehension
Speaking	Speaking using the correct sentence structure and vocabulary
Reading	Reading of text
Writing	Writing of words, phrases and simple sentences

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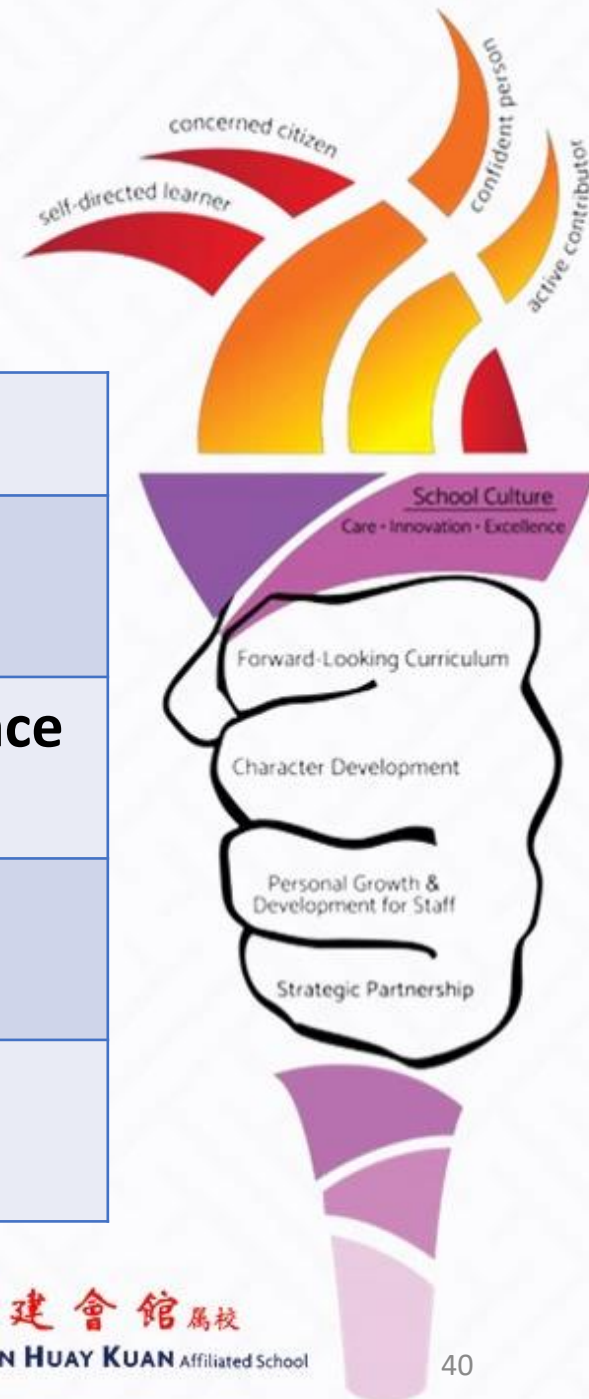
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MTL

- Reading Programme
- MTL Fortnight Classroom Activities

# Curriculum Resources



- Big readers, small readers
- Flash Cards
- Picture Cards
- Game Cards
- Online Games



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# How can parents support their children at home in their learning of MTL?



**Engage your child in daily conversation on topics that are of interest to him/her.**

**Create an environment conducive for learning by incorporating Mother Tongue languages into our daily lives.**

**Make good use of existing resources, e.g. Radio / TV programmes, NLB resources, newspaper & magazines.**



**Presenter**

**Ms Low Hwee Pin**



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# School-Based Assessment Matters



**Presenter**

**Mdm Nur Lailie Jamal**



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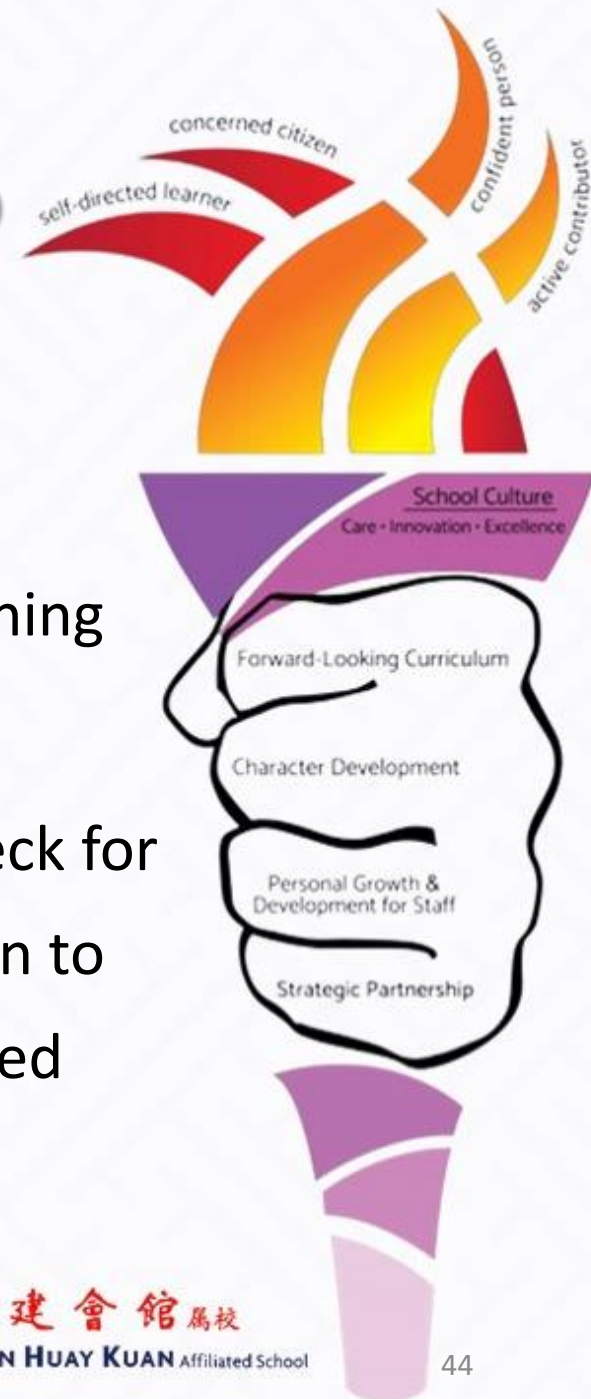


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# What is assessment?

The process of:

- Gathering and analysing evidence about students' learning so as to enhance teaching and learning
- Various tasks are being conducted to check for understanding and to use the information to support students in achieving the intended learning outcomes.



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# What are the changes to SBA at Primary 1?

## Reduction of SBA Load

- Remove all weighted assessments (No exams)

## Reduction of SBA Stakes

- Use qualitative descriptors only to report students' learning progress



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# Rationale for changes to SBA

- **Reduce over-emphasis on assessment and academic performance**
  - ✓ bring about the joy of learning
- **Reduce stress for students**
  - ✓ for greater classroom engagement
- **Return curriculum time to teachers**
  - ✓ for better in-depth teaching and learning



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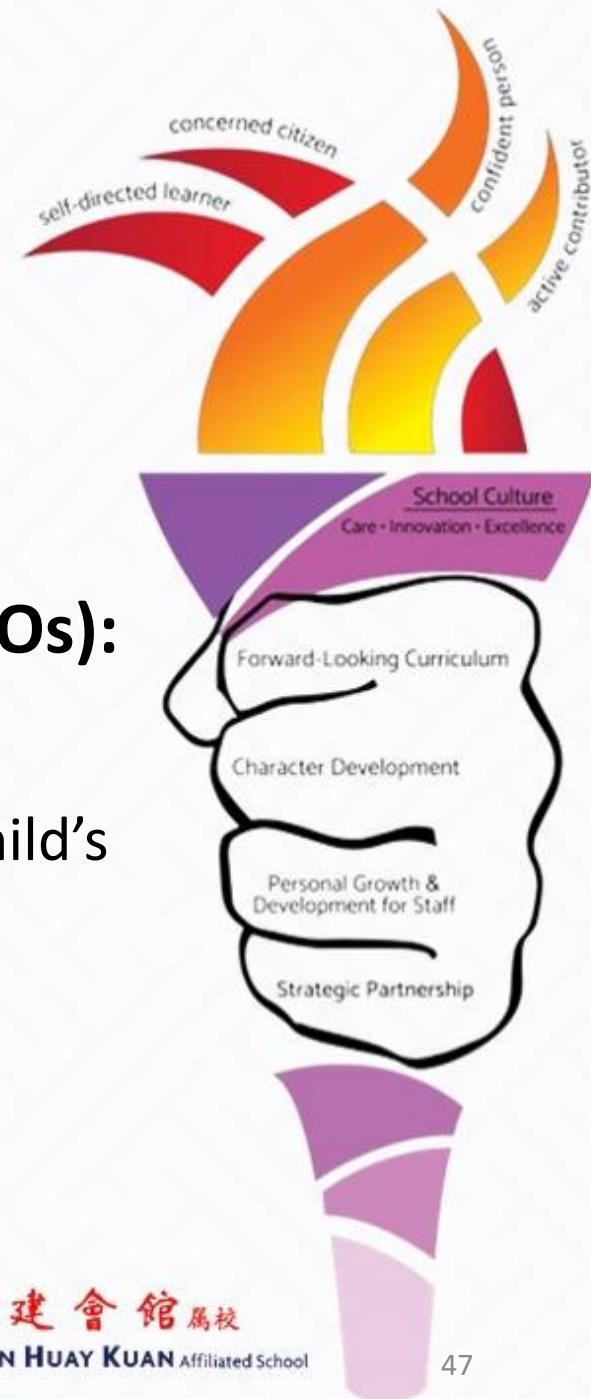


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# How do I know my child's progress?

## Subject-specific Learning Outcomes (LOs): Context

- The LOs are meant for reporting your child's learning in the various subjects.



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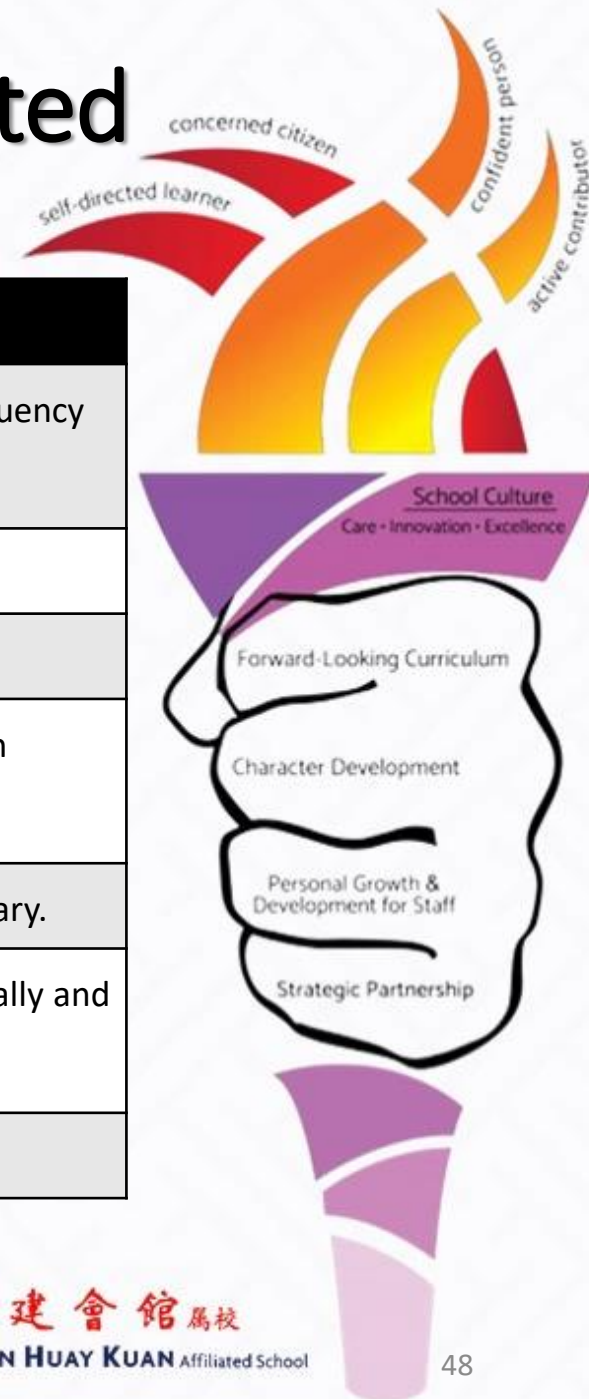
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# Examples of LOs to be Reported

Subject	Learning Objective (Primary 1)
English	Read Primary 1 texts (e.g. STELLAR texts) aloud with accuracy, fluency and expression.
Mathematics	Tell time to the hour/half hour accurately.
MTL	Ask and/or respond to simple questions related to daily life.
PE	Perform a gymnastic sequence of two different movements with smooth transition.
Art	Talk about what they see, feel and experience using art vocabulary.
Music	Perform Music in both instrumental and vocal settings, individually and in groups.
SS	Work in group settings.



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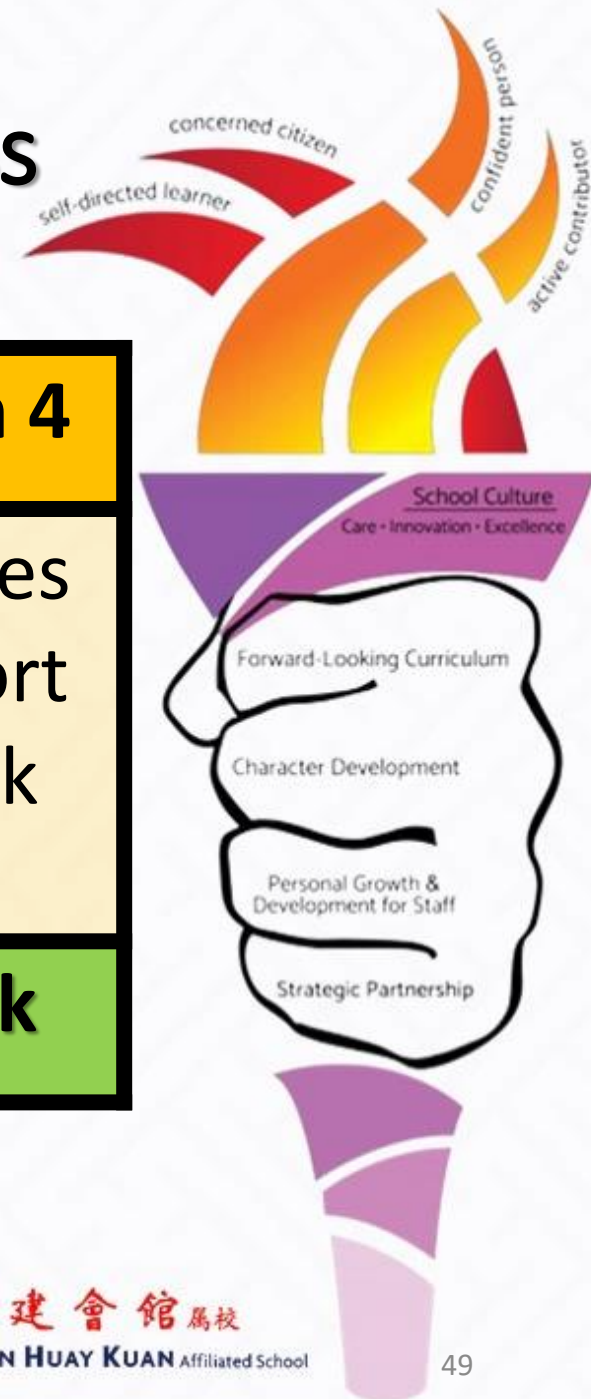


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# Updates on Students' Progress

Term 1	Term 2	Term 3	Term 4
IP Files	IP Files Report Book	IP Files	IP Files Report Book
Daily work and teachers' feedback			



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# GRACIOUSLY Values Education



**Presenter**

**Mdm Nur Lailie Jamal**



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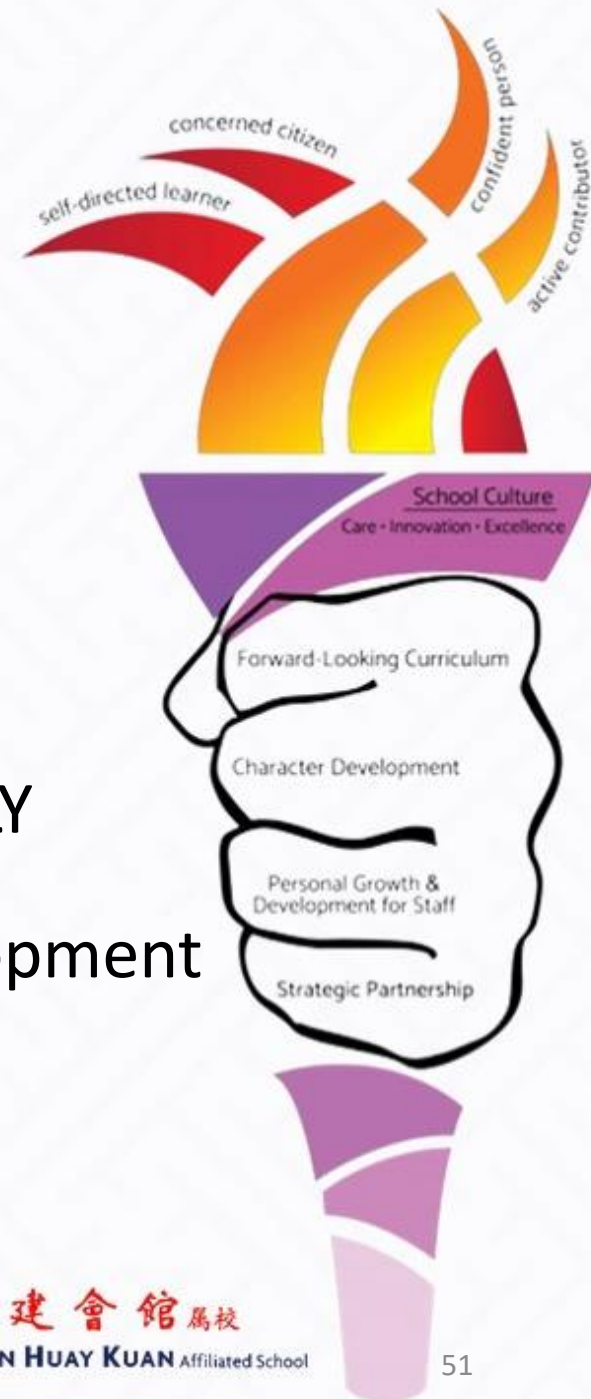


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# GRACIOUSLY Values Education

## Objectives:

- ❑ Develops our students holistically
- ❑ Focuses on school values GRACIOUSLY
- ❑ Helps our students chart their development of character and citizenship



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# Culmination of values-based experiences

- ❑ Get to know each student as a whole child
  - help them level up their social-emotional (SE) competencies
- ❑ Various platforms
  - Programme for Active Learning (PAL)
  - Values in Action programmes
  - CCE Development Card
  - Camp iNspire



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# CCE DEVELOPMENT CARD

*"Good character is the key to self-respect, to earning the respect of others, to positive relationships, to a sense of fulfilment, to achievements you can be proud of, to success in every area of life."*

## Rating Scale

*Lickona, 2004*

- |   |              |                                   |
|---|--------------|-----------------------------------|
| 1 | Beginning    | I am just starting.               |
| 2 | Developing   | I am doing this sometimes.        |
| 3 | Accomplished | I am doing this most of the time. |
| 4 | Exemplary    | I am doing this all the time.     |

School Values	Term 2		Term 4	
	Self-Assessment	Teacher Assessment	Self-Assessment	Teacher Assessment
<b>GRACIOUS</b> <i>I am polite, kind, pleasant and generous.</i> <i>I take personal responsibility for all my actions.</i> <i>I am reflective and self-aware.</i>  <input type="checkbox"/> I choose to do the right thing. <input type="checkbox"/> I can take care of myself. <input type="checkbox"/> I apologise if I am wrong. <input type="checkbox"/> I own up to my mistakes.				

**Presenter**



**Mdm Nur Lailie Jamal**

# Process

## Personal Reflection

Use the table below to help you plan the steps to practise the school values that you have identified.

Term 2

School Value	My plan...	Term 2	Term 4
Gracious 	<input type="checkbox"/> I choose to do the right thing. <input type="checkbox"/> I keep my work area clean. <input type="checkbox"/> I apologise if I am wrong. <input type="checkbox"/> I own up to my mistakes.		
Respectful 	<input type="checkbox"/> I greet my teachers and friends. <input type="checkbox"/> I follow the school rules. <input type="checkbox"/> I use kind words.		

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# The Principal's Address



***Mdm Foo Mui Chuw***  
***Principal***

