



Welcome to the P4 Kopi Chat!

Thank you for logging in early.

As you wait for the event to begin, please check that you can hear the background music.





Objectives of Kopi Talk

- To provide an opportunity for an informal chat on the school's holistic curriculum and teaching & learning at IJ OLN.
- Questions and feedback are welcome. Just type in your comments or questions at any time via the Chat function.
- We will not discuss
 - Matters regarding other levels
 - Unique / Individual situations

For these, please make an appointment to talk to teacher / SLs.

Our email addresses can be found in

<https://chijourladyofthenativity.moe.edu.sg/school-information/our-people/teaching-staff>





Speakers



Ms Christina Teo
Principal



**Mrs Catherine
Michelle Beins**
Vice Principal



Mdm Kiranjit Kaur
SH Discipline /
Year Head (P3 & P4)





Enjoy our 2022 Semester 1 Photo Montage





The value of a Holistic education

To discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world.

**IJ
education**

To learn, play and grow together as friends and peers, thus fostering the acquisition of socio-emotional competencies and deepen their sense of belonging, commitment and sense of responsibility to school, community and nation.



Vision: Girls of Today for Tomorrow

Values:

Graciousness
Responsibility
Appreciation
Compassion
Integrity
Adaptability



Simple in virtue

Learning Dispositions:

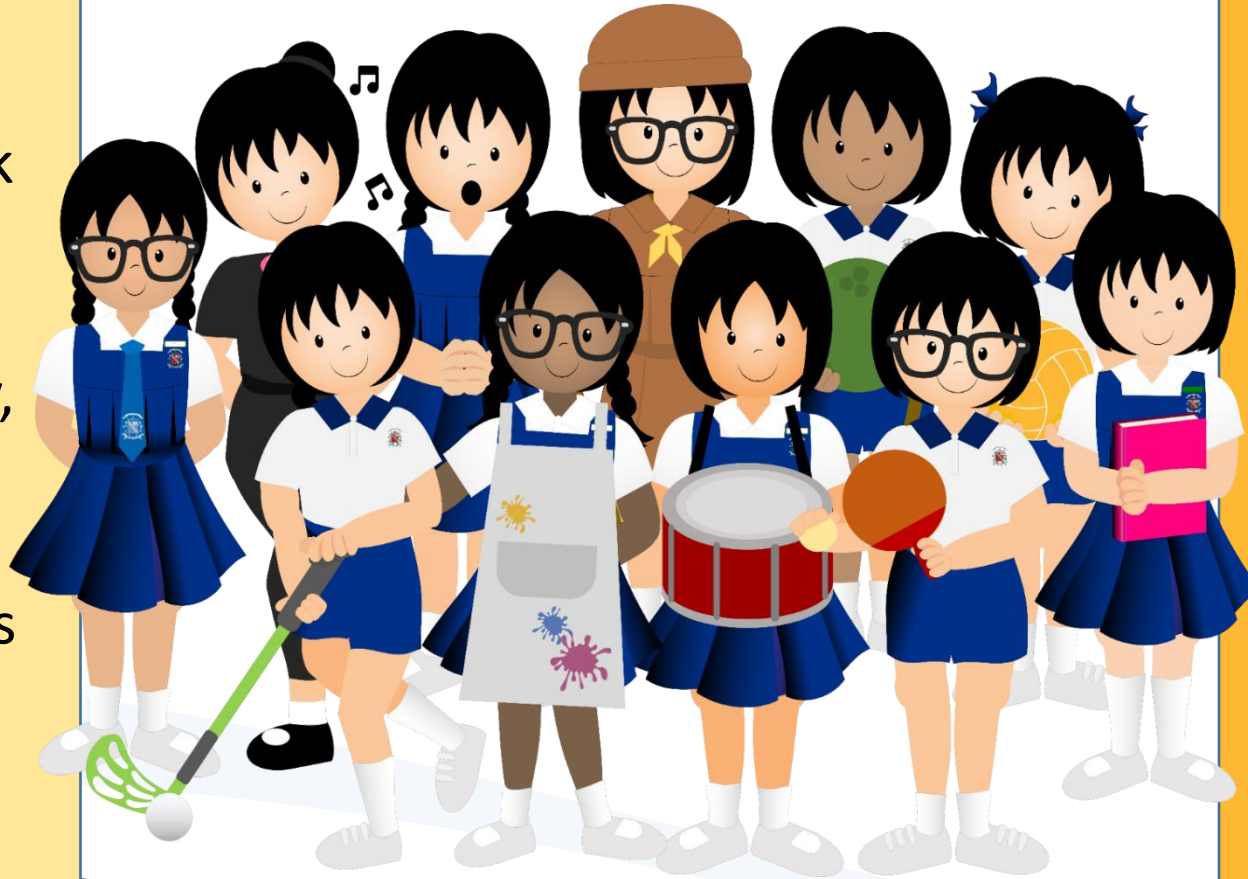
- **C**ollaborative
- **C**urious
- **R**eflective
- **R**esilient



Steadfast in duty

Holistic Learning Experiences

- Programmes, e.g. OLN 360, CCAs, Code for Fun, Back to School prog, VIA, GLOW morning assembly, Meaningful Monday
- Events, e.g. Games On, Track On, Learning Journeys
- Many more...



Support for Learning

- 'Stretch' activities & progs: Differentiated Instruction
- Support for those who need more help, e.g. support lessons
- Social – emotional focus: Mixed classes, SOAR & ASPIRE progs



Self Directed Learning: what does it mean for parents. Story of the Butterfly coming out from cocoon.

“I know where I’m going,
I have the tools I need for the journey,
I monitor my own progress,
And I know how to improve.”



The IJ OLN Girl of Tomorrow as a SELF-DIRECTED Learner





Subject-based banding

Subject-based banding (SBB) gives your child the opportunity to take a combination of subjects (EL + MTL + MA + SC) at :

- Standard Level
- foundation level

based on their strengths from P5 onwards.





What Subject-Based-Banding (SBB) means for your child?

- Every child will be encouraged to do the subjects at the levels that best meet her abilities. SBB recognises that students have different abilities.
- To provide more flexibility to pupils with strengths and abilities that vary across subjects. NOT intended to provide a softer option.





How does Subject-based banding work?

@ PRIMARY 4	@ PRIMARY 5	@ PRIMARY 6
<p>Your child sits for the school exams.</p> <p>School recommends a subject combination based on their exam results at the end of the year.</p> <p>You will need to fill up an option form to indicate your child's preferred subject combination.</p>	<p>Your child takes their preferred subject combination.</p> <p>School assesses your child's ability to cope with the subjects at the end of the year.</p> <p>Adjustments to the subject levels are made if needed.</p>	<p>Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).</p> <p>Your child's progression to secondary level depends on their PSLE results.</p> <p>If your child excels in certain subjects, they can pursue higher level options in secondary school.</p>

Source: <https://www.moe.gov.sg/primary/curriculum/subject-based-banding/>





Course Recommendation (end-P4)

Combination	Remarks
4S+HMT	For <u>strong to very strong</u> pupils with strength in MTL. Impact of 5 th subject.
4S	The <u>majority</u> of the cohort
3S + FMT	A very small minority: those <u>consistently struggling</u> with MT despite best effort
4F	Very weak pupils who have been <u>consistently struggling</u> with all subjects





Should my child take Foundation subject(s)?

- Must be guided by the child's ability. Come talk to us about it.
- Implications of Foundation subjects on overall AL score, & ability to cope in secondary school.
- Foundation Maths: Importance of Mathematics in the secondary school; for application to polytechnic & ITE
- Foundation MT: MT 'B' is offered in the secondary school

'AL8' grade implications:

Placement outcome	PSLE score
Express	4-20
Express/ N(A) Option	21-22
N(A)	23-24
N(A)/ N(T) Option	25
N(T)	26-30 <i>with AL 7 or better in both English Language and Mathematics</i>











Should my child take HMTL?

THIS HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

- Students will be ranked taking into account their performance in HCL.
- Their HCL performance will be indicated in their PSLE Score.
- This posting advantage applies before the tie-breakers for S1 posting.

			<u>PSLE Score</u>
1st		7 NO HCL	7
2nd		8 DISTINCTION	8D
3rd		8 MERIT	8M
4th		8 PASS	8P
5th		8 NO HCL	8
6th		9 DISTINCTION	9D

**No more
Bonus points
system for
application for
admission to
SAP sec.
schools*





Should my child take HMTL?

- HMTL is a 5th subject.

Can your child take the additional load?

- In S1, pupils can take up HMT even if they did not take it at PSLE.
- Useful for DSA? Depends

Eligibility for HMTL in secondary school

For your child to take HMTL, your child should meet the following criteria:

Eligibility Criteria for Secondary School HMTL

(i) An overall PSLE Score of 8 or better

OR

(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain

- AL 1 / AL 2 in MTL or
- Distinction / Merit in HMTL

The eligibility criteria is intended to ensure that your child will be able to cope with the higher academic load. It takes reference from the criteria under the T-score system.

Schools also have the flexibility to allow students who do not meet the above criteria to take HMTL, if they are assessed to have exceptional ability in MTL and are able to take HMTL without affecting their performance in other subjects.





Course Recommendation (end-P5)

Combination	Remarks
4S+HMT	Pass all subjects and scores at least 85% for MTL
4S	Pass all subjects
To take 1 or more Foundation subjects	Fails 1 or more subjects





Class Allocation

P1 to P2

- Enbloc. Random allocation

P2 to P3

- Random. 7 Mixed Ability classes for all

P3 to P4

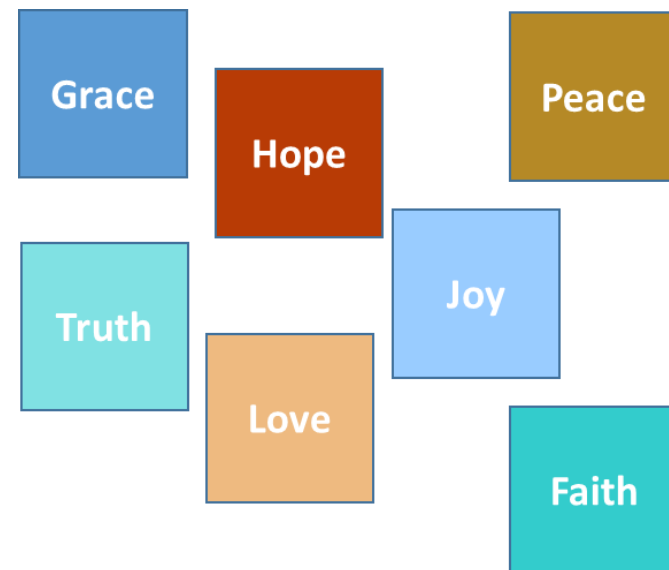
- Enbloc

P4 to P5

- Random. 7 Mixed Ability classes for all

P5 to P6

- Enbloc





Class Allocation

- 7 P5 classes of equal merit
- Focus on skills and competencies beyond grades and marks
- Students need to learn to live within a diverse society → Learning Dispositions & Values
- Impact on child's confidence in self and belief in others. Negative branding.
- Put in place since 2018 on a yearly progression towards full mixed ability classes





How Do I Tell That My Child Is Doing Well

- What do you mean by 'well'? Marks?
- **Is she happy to come to school?**
- **Is she learning?**
- Ask her ...
 - What she found enjoyable about the day / the high point
 - What she did for EL/Maths/Sc/PE/Art etc (Just one will do!)
 - One question she asked that day
- Understanding how learning is reported nowadays
- Look at her files / books /SLS





Assessment Mode


- Purpose: to assess and diagnose child's ability to academic progress and understanding of the skills and concepts taught
- Letter on Weighted Assessments was sent through PG in January 2022.
- Takes place during class time.

	Term 1	Term 2	Term 3	Term 4
Primary 3	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
Primary 4	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
Primary 5	WA (10%)	WA (10%)	WA (10%)	EYE (70%)





How Do I Tell That My Child Is Doing Well – P4

P4 - PLANT SYSTEM			
Learning Outcomes	Level 1	Level 2	Level 3
LO#1 Identify the different parts of plants: - Leaf - Stem - Root	I am <u>not</u> able identify plant parts	I am <u>able to</u> identify <u>any 2 parts</u> of the plant	I am <u>able to</u> identify <u>all</u> the plant parts
LO#2 (i) State the functions of a leaf 	I am <u>not</u> able to state the functions of a leaf	I am <u>able to</u> state that leaf: - <u>makes food</u> for the plant	I am <u>able to</u> state that leaf: - <u>makes food</u> for the plant - allows <u>exchange of gases</u>


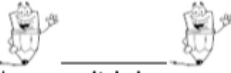


Feedback through the use of Self-Assessment Checklists





Middle Primary (P3/P4) Writing Rubrics

Name: _____ Class: _____

LEVELS		Beginner Writer 	Intermediate Writer 	Proficient Writer 	Advanced Writer 
FOCUS AREAS					
CONTENT	Ideas & Development	Ideas need supporting detail(s) . There is a little development of ideas.	Ideas are slightly developed. Ideas in story sufficiently address the topic. Story is of some interest.	Ideas are mostly developed. Ideas in story fully address the topic. Story is interesting and engaging .	Ideas are thoroughly developed <u>throughout the story</u> . Ideas in story fully address the topic. Story is very interesting and captivating .
	Organisation	Ideas are merely / just listed. There is no paragraphing of ideas.	Ideas are somewhat linked in <u>some parts</u> of the story. Fairly good sequencing of events and paragraphing.	Ideas are well linked in <u>most parts</u> of the story. Good and logical sequencing of events and paragraphing.	Ideas are well linked and coherent <u>throughout the story</u> . Very good and logical sequencing of events and paragraphing.
LANGUAGE	Vocabulary	Basic vocabulary words are used throughout the story. Some vocabulary words may not be used appropriately.	There are some good and appropriate use of vocabulary words and descriptive phrases.	There is a wide range of good and appropriate vocabulary words and descriptive phrases at <u>some parts</u> of the story.	Wide range of good and appropriate vocabulary words, descriptive phrases and figurative language <u>throughout the story</u> .
	Sentence Structure & Grammar	Simple sentence are used. Many errors in grammar, spelling and punctuation.	There is some attempt to vary sentences. Some errors in grammar, spelling and punctuation.	Good variation of sentences. Few errors in grammar, spelling and punctuation.	Good variation of sentences. Hardly any errors in grammar, spelling and punctuation.

Content / 10	Language / 10	Total Score / 20
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PARENT'S SIGNATURE

How Do I Tell That My Child Is Doing Well – P4





Feedback Using Feedback Symbols

- Symbols that the teacher uses when marking students work
- Tells you the kind of mistake they have made

Ca

A

R

U

ME





Assessment Mode: Term 3

English Language	MT Language	Mathematics	Science
Writing (better of 2) (Week 5 & Week 9)	Writing (better of 2) (Week 5 & Week 9)	Review Paper (Week 9) Topics : Fractions, Addition & Subtraction of Fractions, Decimals and The Four Operations of Decimals Heuristic/Problem Solving Skills: External Transfer 1 & 2	Performance Task (Week 8-9) Topics : Light and Heat (excluding expansion /contraction of Matter)

Weighted Assessment: Weeks and Topics to be assessed are known





Stress and the child

“In the context of a reasonably safe environment where children have **protective relationships with adults, childhood stress is not a problem.** In fact, it **promotes healthy growth, coping skills and resilience.** It becomes harmful when it is prolonged and when adults do not interact in ways that make children feel safe and emotionally connected.”

Jack P. Shonkoff,
Director, Center on the Developing Child
Harvard University





Preparing our Girls - Developing Character and SE Competencies

Enabling our children to face the future with confidence

06 JUL 2022



Photo from Ministry of Education, Singapore

Like 96 Tweet Share 1

To navigate the challenges of the future, our children need to build strengths that emanate from within, a sense of identity and purpose, and competencies to engage in difficult discussions around contemporary issues.

By Sun Xueling

Enabling our children to face the future with confidence

To navigate the challenges of the future, our children need to build strengths that emanate from within, a sense of identity and purpose, and competencies to engage in difficult discussions around contemporary issues.

Sun Xueling





Affirming the Good

- Importance of having a positive perception of self and building positive relationships



"This little light of mine,
I'm going to let it shine."

GLOW with Positivity' approach

- **G**rowing positive engagement & accomplishment
- **L**iving out positive meaning & purpose
- **O**wning positive health & emotions
- **W**eaving positive relationships

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FEELING GOOD ABOUT MYSELF

My Great Qualities

Primary 4 – Page 37

FEELING BAD ABOUT MYSELF

Negative experiences can be good for us too!

- Feeling bad about ourselves can remind us to exercise personal control to _____.
- Feeling guilty can motivate us to take _____ counteractions and not _____ the wrong-doings.

Positive Thinking Strategies

When I feel bad about myself, these are the things I can do to cheer myself up...



Transition to Upper Primary

Setting of goals

- pace and rigour increases as they move on to Upper Primary

G.R.A.C.I.A STAR
Responsibility / Adaptability
Self-Management

Sem 1 Activity 10

MY GOAL PLAN

My **goal Plan**

My goal is _____

I will know I have reached my goal when _____

Steps I will take to reach my goal:

1. _____
2. _____
3. _____
4. _____

This goal is relevant because _____

I will reach my goal by _____

Me achieving my goal.

G.R.A.C.I.A STAR
Responsibility
Self-Management / Growth Mindset

Sem 2 Activity 1

TARGET SETTING

Have I achieved my targets?

If you have achieved your targets, how would you maintain your results or do better?
If you have not achieved your targets, what do you want to do differently from Semester 1 to achieve your targets?

Dear (your name) _____

I want to _____

by (set a timeframe) _____

so I will (strategies that will help you) _____

_____ to maintain / meet my targets set.



A goal without a plan, is just a wish.

I, _____ (name), resolve to work towards achieving my targets set. I will conscientiously apply the strategies which I have identified as useful.

Pupil's Signature

Parent's / Guardian's Signature





- Helping our girls grow in making responsible decisions

you are **FREE**
TO CHOOSE,
BUT YOU ARE NOT
FREE from the
CONSEQUENCE
OF YOUR **CHOICE**

G.R.A.C.I.A STAR
Responsibility
Self-Management

Sem 1 Activity 7

HELP ME GROW

MISTAKES
are just proof
that you are
TRYING

My Mistake Plan

When I make a mistake, I will...

1. _____
2. _____
3. _____
4. _____

Primary 4 - Page 19

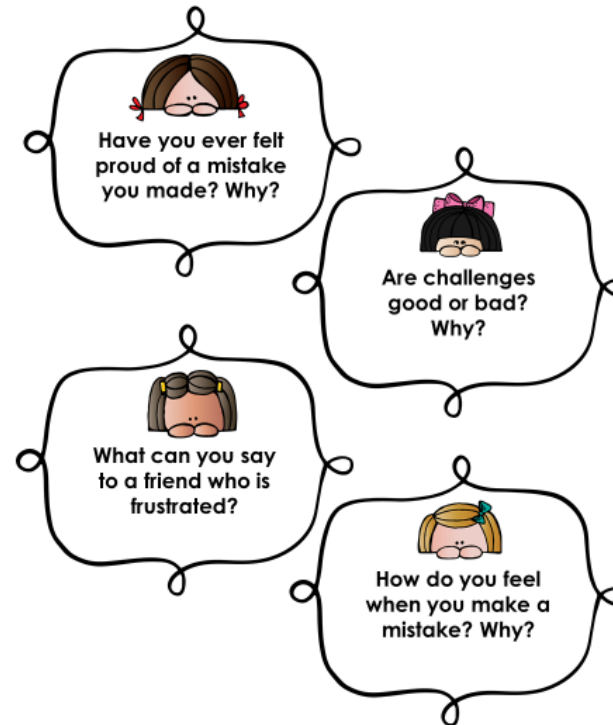
MISTAKES
have the
POWER
to turn
you into
SOMETHING
BETTER
than you
were
BEFORE

G.R.A.C.I.A STAR
Responsibility
Self-Management

Sem 1 Activity 7

HELP ME GROW

In your groups, take some time to discuss the following questions. You may share your group's thoughts with your class after the discussion.



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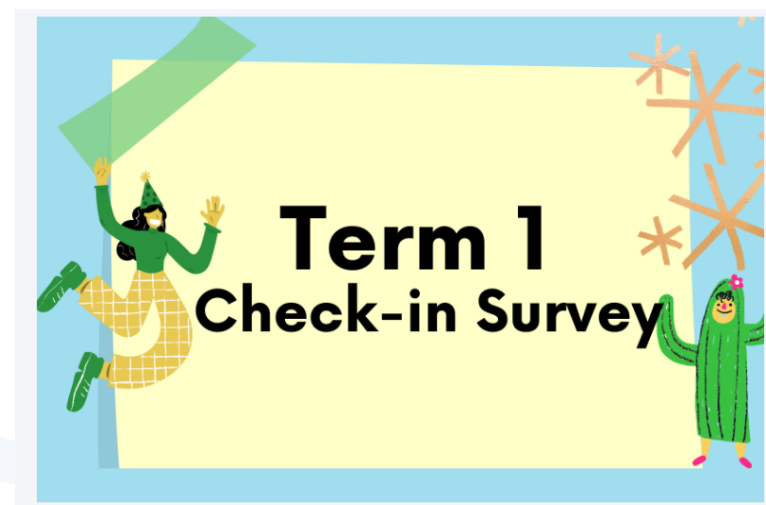
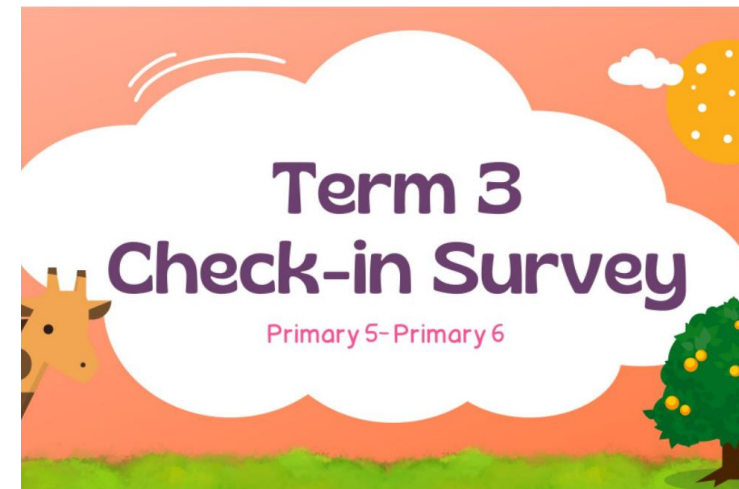




Supporting our girls' social-emotional competencies

Build rapport and express care and concern, e.g. individual **chat** sessions, **class bonding & back to school programmes**

1. I feel ready for school.
2. I had enough rest (e.g. sufficient sleep, able to enjoy my hobbies) during the June holidays.
3. As we start school, I spend time on my online activities (e.g. gaming) instead of sleep.
4. I feel hopeful when I think about my future.
5. Areas that I am not coping well.





What we are doing with our P4 girls

G.R.A.C.I.A STAR
Responsibility
Self Management

Sem 2 Activity 6

TOO MUCH TOO LITTLE

SELF TIME

On a weekly basis, how often do you spend your time in front of a 'screen'?
What activities do you engage in?

Activities	Number of Hours spent weekly
Watching television programmes	
Playing video games	
Total Numbers of Hours	

I think the amount I spend in front of a screen is



GROUP TIME

My group thinks the amount of time I spend in front of a screen is



Why does my group think that way? How many hours would be considered 'just right'?
Why?

G.R.A.C.I.A STAR
Responsibility
Self Management

Sem 2 Activity 6

TOO MUCH TOO LITTLE

STORY TIME

What dangers does the main character of the story face?

- ☐ He may become a game addict.
- ☐ His health may be adversely affected.
- ☐ His studies may be adversely affected.

BE WARNED

If you

- Spend more than one hour gaming everyday
- Do gaming more than 4 times a week
- Stop attending other activities just to play games
- Get angry when told to stop gaming

You may have become addicted to gaming!

My teacher's response:

- Creating awareness
- Identifying addiction
- Chats with students





CyberEducation@CHIJ OLN

- CyberWellness lessons within Values Education programme
- The #thinker module in our IJ OLN 360 programme for all P3s – P6s → e.g. determining reliability of information & role of influencers

Learn to distinguish between facts and fake news.



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Timely Reminders for Students through NEWBites on CyberEducation

NEWS TikTok 'skull-breaker challenge' lands New Jersey boy, 13, in hospital, 2 charged.

TikTok 'skull-breaker challenge' lands New Jersey boy, 13, in hospital, 2 charged.

The seventh grader was hospitalized with a major concussion following a January incident at his school, his mother said.

March 4, 2020, 1:10 AM +08 / Updated March 4, 2020, 4:35 AM +08
By Minyvonne Burke

Two New Jersey students face criminal charges after their classmate was seriously injured during a "skull-breaker challenge," a dangerous game that involves a person being tricked into jumping in the air as one else kicks their feet from under them.

CYBER BITES

CYBERBITES 27 JULY

A thirteen-year-old boy suffered seizures and was rushed





Working Together – How can Parents Help?

- Setting rules and guidelines on usage of devices
e.g. cutting back on screen time starting 2-3 hours before bed
- Encourage other activities not involving devices
- Being aware of what your child is doing
- Role Modelling





What you can do to help your daughter

- Team up with the teachers.
- Understand your child's strengths and weaknesses. Chat with your child. Create a conducive learning environment at home
 - Develop a routine for school and homework.
 - Help her set realistic and achievable goals.
 - Encourage her to fulfil her responsibilities as a student
- Ensure a holistic lifestyle, e.g. CCAs, time to play, reflection.
- Join the Parent Support Group (PSG) or volunteer at the school to play an active role in your child's education.

Contact: chij_olnpsg@yahoo.com.sg

- Focus on the work ethics and character values that lead to results.





Please Take Note... From OLN Connect (Aug)

OLN Connect

1. PSLE Oral (15 and 16 August 2022)
2. PSLE Listening Comprehension Paper (16 September 2022)

The PSLE Oral and Listening Comprehension examinations for Primary 6 students will take place on the dates stated above.
P1 to P5 students will be assigned HBL on these days.

To ensure a safe and conducive environment for the examination, the school will not admit visitors on both days. This includes parents, care-givers and P1 to P5 students for non-emergency cases such as collection of homework or retrieval of lost items. The canteen, bookshop and dental clinic will also be closed on these days. Our teachers will also be reminding the students to bring home whatever they need to facilitate their learning from home.

3. PSLE Written Papers (29 September to 5 October 2022)

The PSLE Written examinations for Primary 6 students will take place on 29 September to 5 October.

P1 to P5 students will continue to report to school for lessons on these days.

PSLE Marking Exercise on 17 to 20 October 2022

The PSLE Marking Exercise will take place from 17 to 20 October 2022. Due to availability of resources and greater familiarity with HBL, the school is able to extend learning during the marking exercise. Please take note of the following arrangements for P1 to P6 students on these 4 days:

- ***P1 to P2 students will report to school for lessons on these 4 days. School hours will remain unchanged i.e. 7:30a.m. - 1:30p.m on Monday, Tuesday and Thursday and 7:30a.m. - 1:15p.m on Wednesday***
- **P3 to P5 students will be assigned HBL**, and task sheets will be made available by 16 October 2022, 6p.m.
- P6 students will prepare the annual IJ Bazaar. Teachers will share more information with the girls after the PSLE.

All students are to report to school on Friday, 21 October 2022.





Thank you &
we wish you
a wonderful
day!



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Simple in Virtue, Steadfast in Duty

PRIMARY 4

KOPI CHAT @

CHIJ OLN

