



WEST GROVE PRIMARY SCHOOL

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Through the Principal,
Mrs Chandler Jay Siva

26 March 2021

Dear P2 Parents/Guardians,

Welcome back to West Grove Primary School!

We hope you have had a rejuvenating and meaningful March holiday with your child. With Safe Management Measures (SMM) still in place for COVID-19, the school will continue to plan for engaging and enriching experiences for your child in term 2.

Since 2019, the Student Development Department (SDD) has adopted the **PROSPER** framework (T. Noble and H. McGrath) to guide us in our students' wellbeing programmes, where we Encourage **Positivity**, Build **Relationships**, Facilitate **Outcomes**, Focus on **Strengths**, Foster a sense of **Purpose**, Enhance **Engagement** and Teach **Resilience**.

As we embark on our exciting journey this term, let us focus on **student outcomes**. While it is important that the children achieve good academic grades, it is equally important for children to be of **good character** and be equipped with social emotional competencies that help them achieve their personal goals.

Research shows that the **psychological factors** encapsulated in PROSPER are critical for achieving positive learning outcomes and ongoing academic success. Such psychological factors can include children's **perception**. Children may view their intelligence as a fixed quantity that they either possess or not (**fixed mindset**) or a malleable quantity that can be increased with effort and learning (**a growth mindset**). Students with a **fixed mindset** believe their intellectual ability is a limited entity that can lead to destructive thoughts, negative feelings (e.g. humiliated) and negative behaviour (giving up).

In contrast students with a **growth mindset** will often perceive the same challenge or setback as an opportunity to learn. They respond with constructive thoughts (e.g. maybe I need to change my strategy or try harder); positive feelings (excited by the challenge) and positive behaviour (e.g. persistence).

What causes these mindsets? Several experimental studies found that **praising students for their ability** taught them a fixed mindset (e.g. that's a really high score. You must be smart at these problems). In contrast **praising them for their effort** or the strategy they used taught them a growth mindset and fostered resilience (e.g. that's a really high score. You must have worked hard at these problems or simply 'that's a really high score').

It is important to note that even **how children are praised**, has a profound impact on their **value system** and mindset towards learning; thereby impacting **student outcomes**.

Nurturing Wisdom & Grace Report

The removal of the weighted assessment for P1 and P2 students from 2019 onwards aims to moderate the over-emphasis on academic results and allow students to be more engaged in learning without having to worry about examinations and grades.

Instead, there will be a series of formative assessments conducted to help students understand their level of understanding and achievement for each subject so as to identify the learning gaps and close them. In addition, teachers will also feedback on the students learning dispositions through the school's Nurturing Wisdom & Grace Report.

Learning dispositions are positive behaviours and attitudes that help lay a strong foundation for children to become lifelong learners who find joy in learning. The school hopes to cultivate the right learning dispositions and values of our students from a young age so that they will have a more positive start to their education, focusing on discovery, joy of learning and holistic development.

Portfolio

Besides providing information about your child's progress through the mid-year and end-of-year report cards in the report book, you will also receive information about your child's progress and achievement in the various areas of learning compiled in your child's portfolio file. There will be a selection and organisation of a purposeful collection of your child's independent work to chart your child's progress as well as samples of his/her best work in his/her portfolio. With all the information provided, we hope to provide a fuller picture of your child's progress and learning throughout the year.

Programme for Active Learning (PAL)

The Programme for Active Learning (PAL) is an integral part of the Primary 1 and 2 curriculum that aims to broaden the learning experiences of our students through play. PAL consists of 4 main modules, namely:-

- Sports & Games
- Outdoor Education
- Performing Arts (Music and Dance)
- Visual Arts

The main objectives of PAL are to:

- provide students with broad exposure and experiences through fun and varied activities areas
- facilitate holistic development of students in the 5 domains, that is moral, cognitive, physical, social and aesthetics

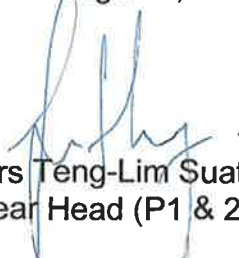
- provide varied avenues for students to develop social and emotional competencies

Collectively, these experiences are building blocks that allow our students to practise the school values of Resilience, Responsibility, Respect, Integrity, Commitment and Kindness, as well as develop them into confident, curious, creative and cooperative students.

Schedule of Key Events for Term 2

Date	Activity	Remarks
2 Apr	Good Friday Public Holiday	No school for all students
1 May	Labour Day Public Holiday	No school for all students
3 May	School Holiday in lieu of Labour Day	No school for all students
13 May	Hari Raya Puasa Public Holiday	No school for all students
22 May	Parent Webinar for Cyber Wellness	
26 May	Vesak Day Public Holiday	No school for all students
27 May	P1 to P6 Parent Teacher Meeting (PTM)	8am to 4pm No school for all students
28 May	P1 to P6 Parent Teacher Meeting (PTM) With Mother Tongue Teachers Only	2pm to 5.30pm School as usual for all levels
June School Holidays (29 May to 27 June)		

Warm regards,



Mrs Teng-Lim Suat Lay
Year Head (P1 & 2)

