

P2

# Parents Engagement Session

Friday, 16 January 2026

4.00 p.m. – 5.00 p.m.

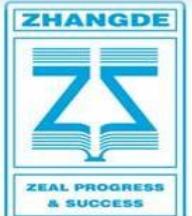


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# Gentle Reminder to ALL Parents

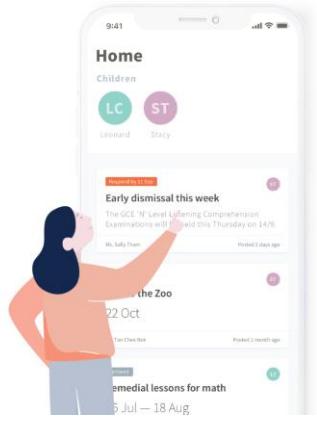
- Please refrain from taking photographs or recording the session as the teachers are presenting.
- Slides will be uploaded in the school website.
- Thank you for your kind understanding and cooperation.



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# Form Teachers Official Modes of Communication



**PG: MC and Letters**  
via email or hard  
copies or PG



**Email: Within 3 Working  
Days**

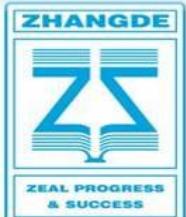
08 Jan Monday  °C

Subject	Assignment	Due Date	Done

**Student's Handbook**  
**(Please ask your  
child/ward to let the  
teacher know)**



**General Office: 62740357**  
**[zhangde\\_ps@moe.edu.sg](mailto:zhangde_ps@moe.edu.sg)**



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# Daily Essentials

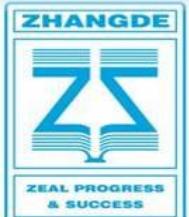
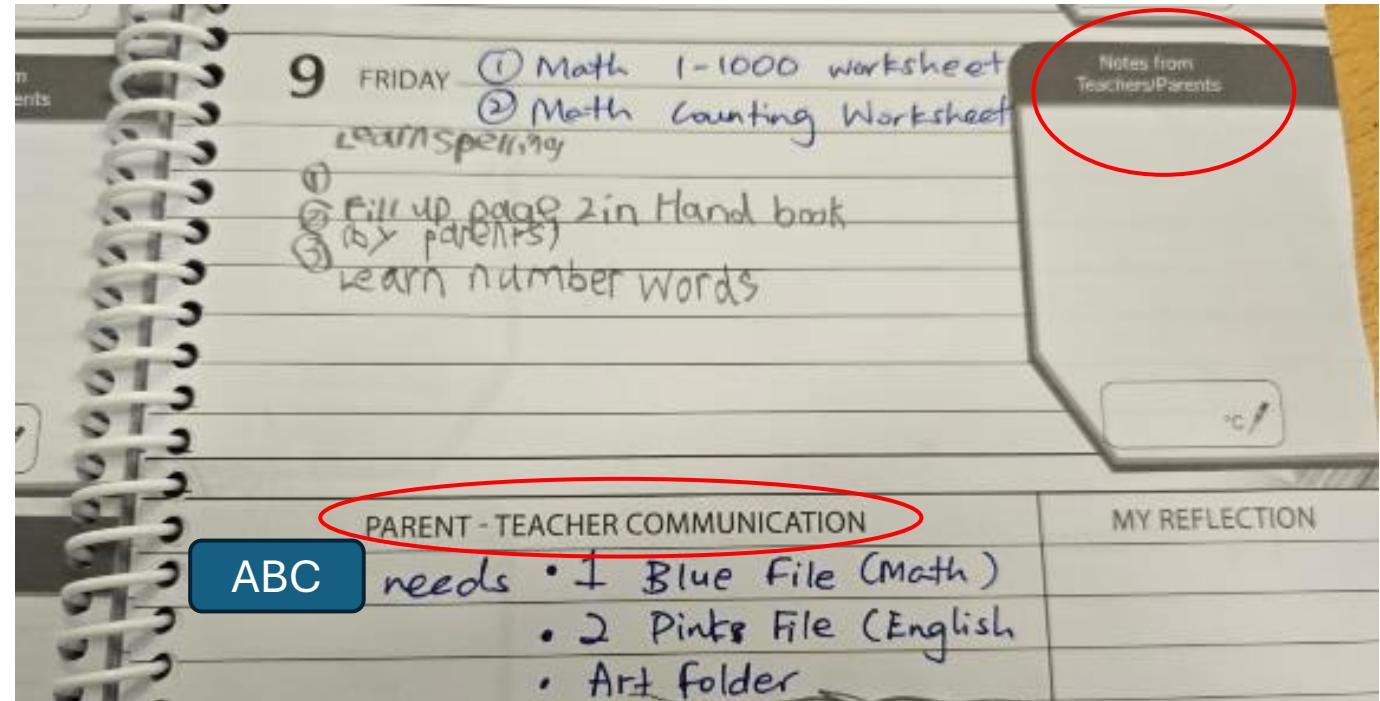
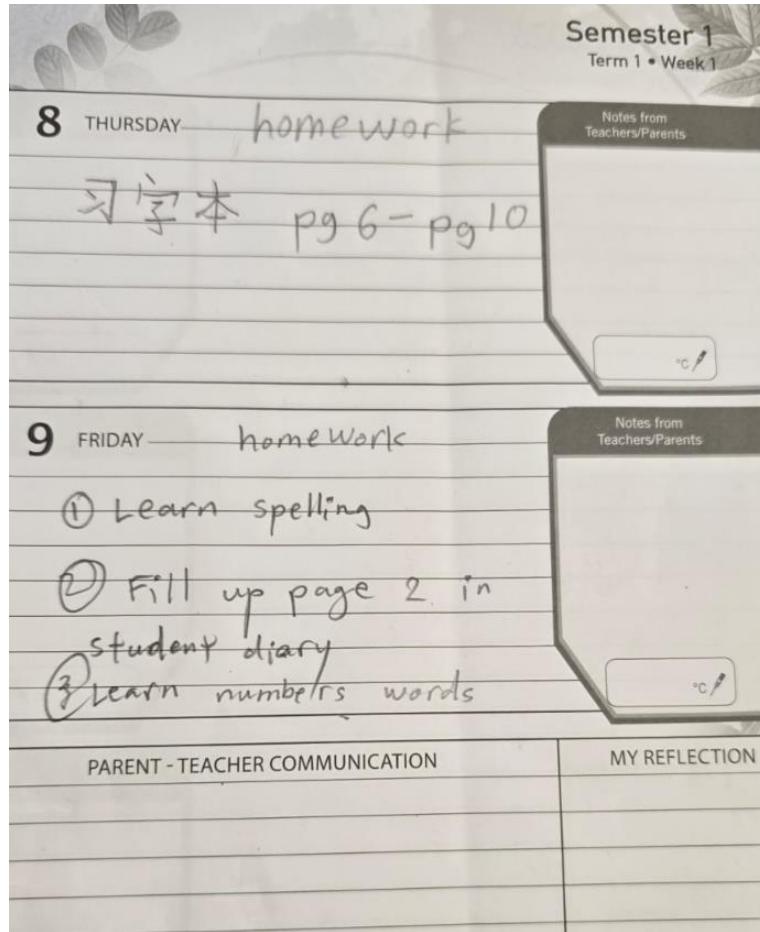
- Student's Handbook
- Reading material
- Stationery: Pencils, eraser, ruler, green coloured pencil (for corrections)
- Whiteboard marker set (kept in class, to refill markers if needed)
- Lesson materials (to refer to Timetable)
- **Friday** – CCA Day (prepare required items)



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# Student Handbook – **Important (please check everyday)**

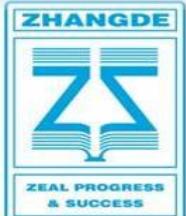


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# Daily Essentials

- Healthy Snacks for Snack Break at 9.00 a.m. Recess at 10.30 a.m.

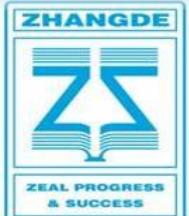


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# Creating a Caring and Enabling School Environment for All

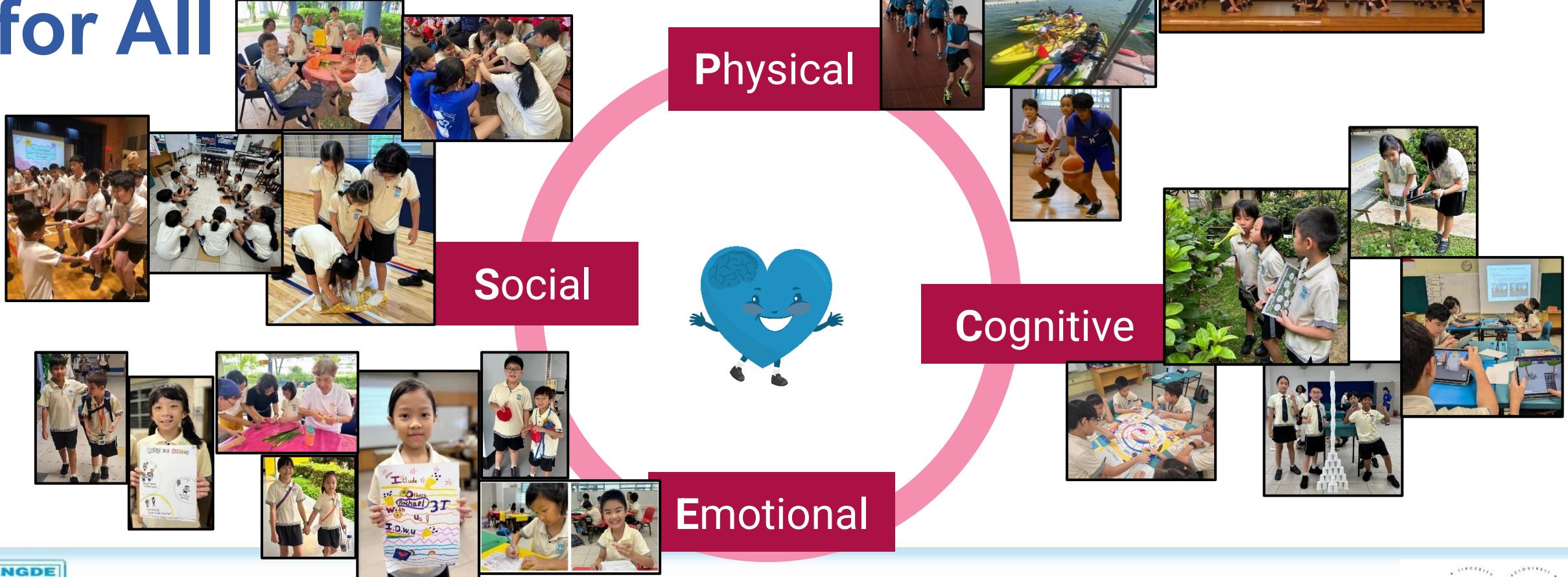
Holistic Well-Being & Student Management Matters



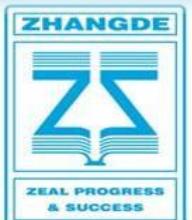
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# A Caring and Enabling School Environment for All



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# Holistic Well-Being of Our Students

## Managing Thoughts, Feelings & Behaviour

- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

## Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

## Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being



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# Our Approach to Discipline

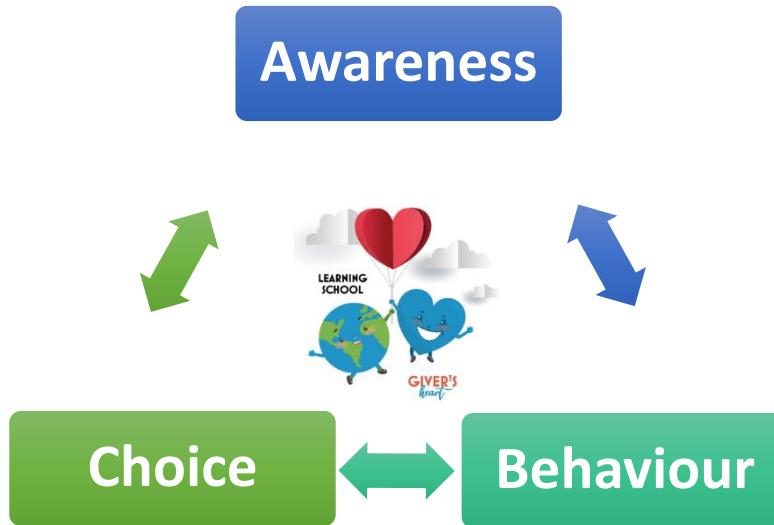
Making the right decisions

- How do I ensure I continue to do the right thing?
- How might I help influence my friends to do good too?

Knowing myself and my actions

- What did I do?
- What should I have done?

The *ABC Approach* is a 3-step method recommended for all students



Building relationships with others around me

- How do my actions affect others?
- Is my behaviour a positive one?

ABC Approach	Strategy
Awareness (A)	Be aware of how your action/behaviour may contribute to the incident.
Behaviour (B)	Understand how your action/behaviour impacts their relationships with others.
Choice (C)	Make right choices based on your GIVER <sup>3</sup> S Heart.



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# What our students would like their parents to know

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."

# Gentle Reminders

- Smart watches are not allowed
- **Mobile phones are strongly discouraged**
- Use a secure lock and remember the passcode / keep the key safely if your child is using the school locker
- Avoid heavy school bags (use locker to keep belongings)
- Look out for termly check-in surveys
- Alert us of any allergies / medical conditions / change in phone numbers or addresses
- Birthdays – Kindly avoid goodies/ordering cakes to celebrate or teachers to collect them (concerns with food allergy).



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# Parental Support

Please ensure that your child:

- Attends school **daily** and **punctually (to be in class before 7.25am)**
- Completes **all** the assigned work with their own effort and submits them **on time**
- Labels their belongings with **their name and class**
- Reads extensively and **revises** work regularly
- Has a home timetable for daily revision



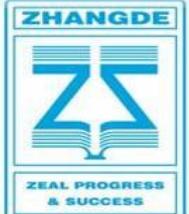
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# Parental Support

Please ensure that your child:

- has **sufficient** sleep and a **balanced** diet
- has an **appropriate** amount of **screen time** and **outdoor activities**
- **packs** their own bag for homework, wallet, money, water bottle, stationery, thermometer and food accordingly to the timetable
- General Office will not hand over any items to students during curriculum time.



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# Parental Support

## Know your child:

- Work with teachers to understand your child's strengths, interests, behaviour, and development
- Focus on overall growth, building social emotional competencies & not just academic results

## Spend time chatting:

- Chat with them openly about school experiences, feelings, and challenges
- Share positive school memories and build connection.



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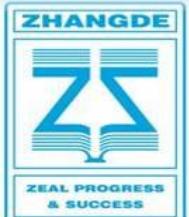
# Parental Support

## Develop your child:

- Support holistic development by encouraging independence & responsibility
- Allow your child to try, seek help when needed, & learn from consequences
- Recognise effort & small successes beyond academics

## Help your child:

- Monitor internet use and stay updated on school information
- Create a supportive learning environment at home



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# Academic Subjects Sharing



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# English Language

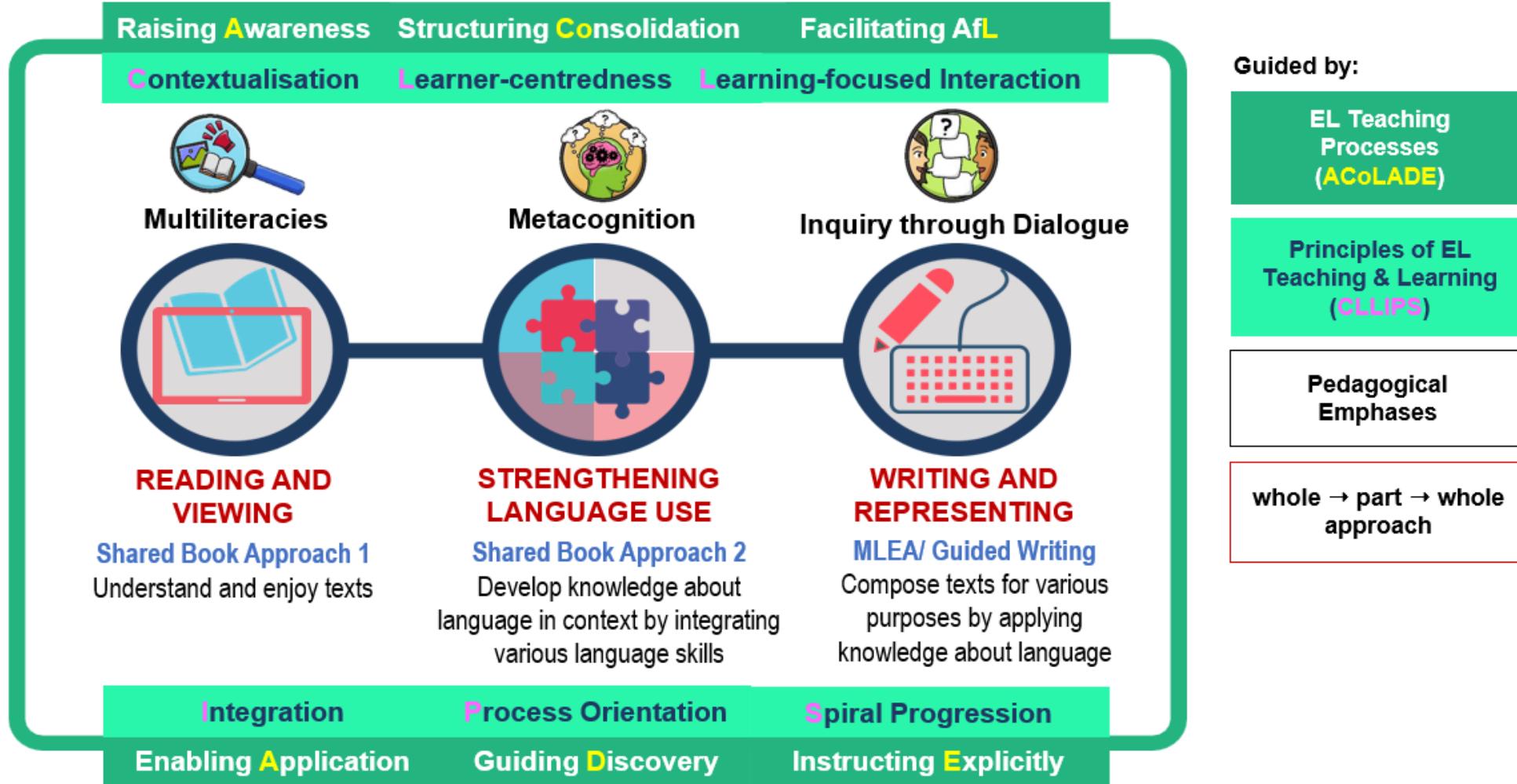
Empathetic Communicator, Creative Inquirer, Discerning Reader



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# Curriculum Framework



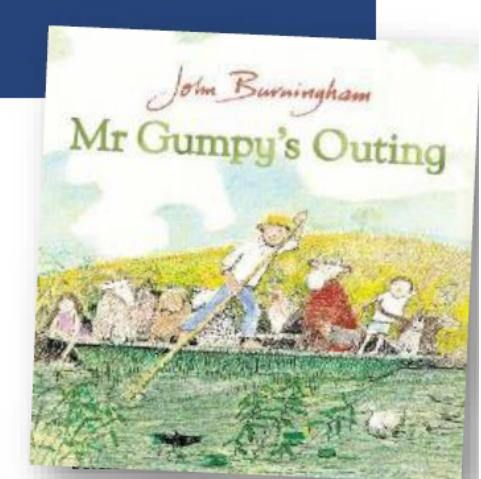
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# Content

- |                        |                                       |
|------------------------|---------------------------------------|
| 1. Mr Gumpy's Outing   | 8. The King's Feast                   |
| 2. Chicken Rice        | 9. Willy and Hugh                     |
| 3. A Butterfly is Born | 10. A Day in the Kitchen with Grandma |
| 4. Bad Dreams          | 11. Roti Prata                        |
| 5. Life in a Shell     | 12. A Snake in the Garden             |
| 6. The Growl           | 13. The Bicycle Race                  |
| 7. Magnetic Max        | 14. Postcards to David                |

2 Shared Reading Titles

- 1. Goal!
- 2. Delicious



# Strategies in STELLAR® 2.0

## LANGUAGE AREA

## STRATEGY

Reading & Viewing

- Shared Book Approach, Explicit instruction of Reading Comprehension, Reading for Pleasure through Extensive Reading

Writing & Representing

- Modified Language Experience Approach (MLEA), Guided Writing

Oracy

- Weaved in areas of language learning , Explicit Instruction

Think Aloud

Vocabulary

- Taught in context

Grammar

- Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)

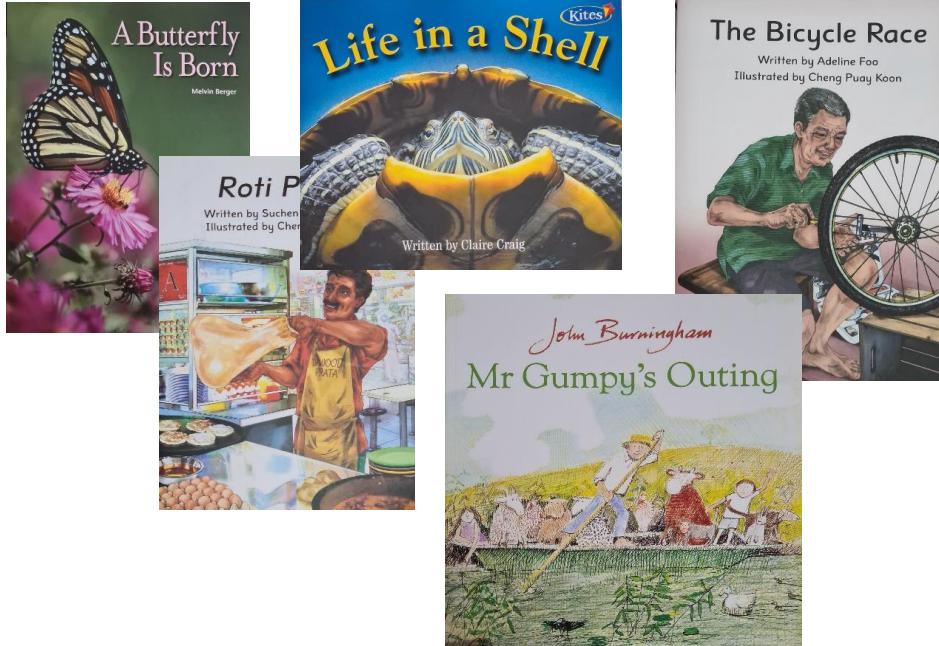


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# Learning Resources

## Shared Book Approach (SBA)



## Modified Language Experience Approach (MLEA) / Guided Writing

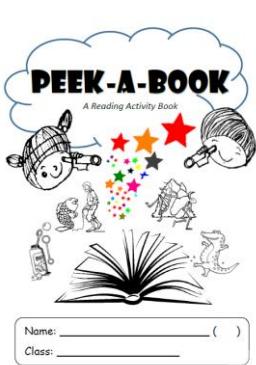


- Learning Sheets (By Unit)
- Online Platforms e.g. SLS

# Learning Experiences

## Read @ ZPS

- ❖ Provision of Class Library Books
- ❖ Visit to the School Library
- ❖ Sustained Silent Reading during DEAR
- ❖ Peek-A-Book Activity



## Beyond the classroom

- Integration with Science – Learning the lifecycle of Butterfly, Making Observation of the Shell creatures
- Postcards to Parents

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# Learning Outcomes

<b>Listening</b>	<ul style="list-style-type: none"><li>○ Listen attentively and identify relevant information.</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>○ Speak clearly to express their thoughts, feelings and ideas.</li><li>○ Build on others' ideas in the conversations or discussions respectfully.</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>○ Read multi-syllabic words accurately.</li><li>○ Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</li><li>○ Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>○ Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</li><li>○ Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.</li></ul>



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# Parental Support

- Encourage your child to:
  - Read widely and extensively
  - Use standard English in speech and writing.
  - Use the EL strategies
  - Write neatly and legibly
  - Use a dictionary to learn meanings, pronunciation and proper usage of new words
  - Learn spelling / dictation well

**Role models** – Read with them, write notes and messages to your child as much as possible



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# Mathematics



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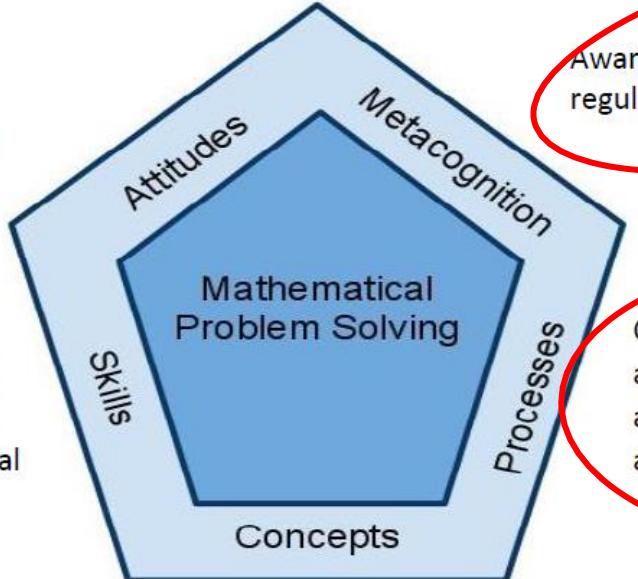


# Curriculum Framework

## Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Understanding of the properties and relationships, operations and algorithms

## Key Focus Areas of the 2021 Primary Mathematics Syllabus

- Continued emphasis of **mathematical processes** such as reasoning, communication and connections that support the development of 21st century competencies (21CC)
- awareness of the **big ideas in mathematics** that will deepen students' understanding and appreciation of mathematics; and
- Greater attention to development of **metacognition** to promote self-directed learning and reflection

# Content

## Primary 1

Numbers & Algebra

Whole Numbers

Money

Measurement & Geometry

Length

Time

2D Shapes

Statistics

Picture Graphs

## Primary 2

Numbers & Algebra

Whole Numbers

Fractions

Money

Measurement & Geometry

Length, Mass & Volume

Time

2D Shapes

3D Shapes

Statistics

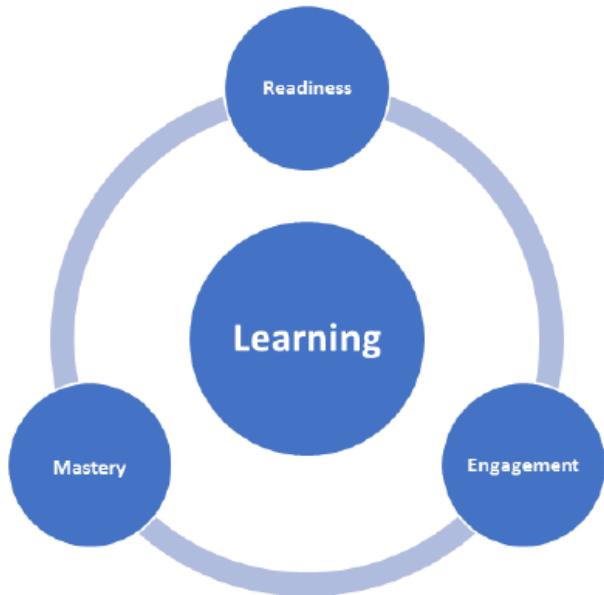
Picture Graphs with scales



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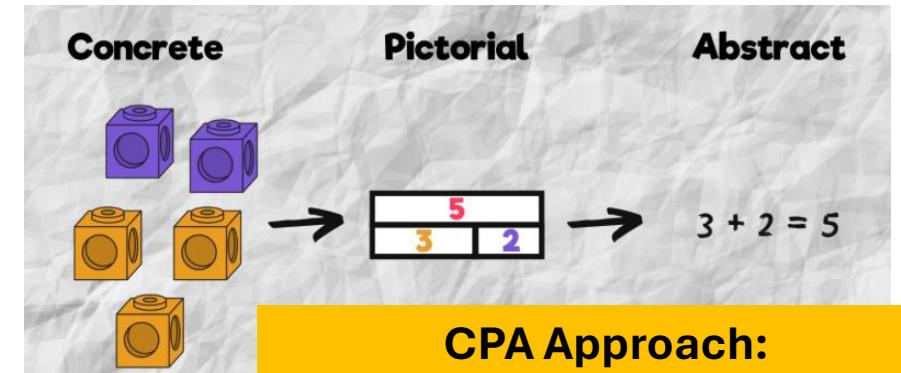


# Strategies



## Heuristics & UPDC Framework

<b>Understand</b> 	Have I <b>highlighted</b> the given information?
	Have I <b>identified</b> the hidden information?
	What am I supposed to <b>find</b> in the problem?
<b>Plan</b> 	<p>Which <b>heuristic</b> can I <b>use</b> to solve the problem?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw a model/diagram</li> <li><input type="checkbox"/> Work backwards</li> <li><input type="checkbox"/> Look for a pattern</li> <li><input type="checkbox"/> Make a systematic list</li> <li><input type="checkbox"/> Guess &amp; Check</li> <li><input type="checkbox"/> Restate the problem</li> </ul> <p>What remains the same?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Difference</li> <li><input type="checkbox"/> Total</li> <li><input type="checkbox"/> One Quantity</li> </ul>
<b>Do</b> 	<p>Did I <b>write</b> my <b>equations</b>?</p> <p>Did I <b>use</b> the "<b>=</b>" correctly?</p>
<b>Check</b> (NT.U.C) 	<p>Are the numbers transferred accurately?</p> <p>Did I write the <b>correct unit</b> for the final answer?</p> <p>Did I check my <b>calculations</b>?</p> <p>Does my answer <b>make sense</b>?</p>



## CPA Approach: Direct Instruction & Activity Based Learning

- **Making Thinking Visible**
- E.g. What makes you say so
- **Math Talk Moves**
- Revoicing, Adding On...
- **Inquiry Based Learning**
- **EdTech as an Enabler**

# Learning Resources

Topical  
Learning  
Materials

Problem  
Solving  
Heuristics

Online  
platforms:  
SLS/  
Koobits  
(<https://www.koobits.com/>)

Textbook & Practice book

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# Learning Experiences

- ❖ Active and experiential learning e.g. Math Activities, Math Trail
- ❖ Solving word problems using different heuristics
- ❖ Mathematical reasoning practice



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# Learning Outcomes

1	Understand numbers up to thousand.
2	Solve mathematical problems involving addition and subtraction.
3	Multiply and divide numbers within multiplication tables.
4	Identify, name, describe and sort shapes and objects.
5	Tell time to the minute
6	Compare and order objects by length, mass, or volume.
7	Read and interpret picture graphs with scales.
8	Understand fractions



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# Presentation of Equations and Workings

- Write **equations horizontally** and **answer statement** for each step, with the **correct units** (e.g. cm, kg).
- Statement or label for each step to be written.
- Working is to be shown in the **working column** on the **right-hand side**.
- **Digits** are to be **aligned** according to their place value.
- Show the **process/method** in arriving at the answer clearly.

a)  $14 + 16 = 30$

There are 30 green and red apples in each bag.

Working

$$\begin{array}{r} 14 \\ + 16 \\ \hline 30 \end{array}$$

b)  $30 \times 4 = 120$

There are 120 apples in 4 bags.

$$\begin{array}{r} 30 \\ \times 4 \\ \hline 120 \end{array}$$

# Parental Support

## Monitor

- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

## Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
  - Shopping/Budgeting (Estimation/Money)
  - Advertisements/receipts (Whole Numbers/Money)
  - Recipes (Measurement)
  - TV programme schedules (Time/Duration)
- Ask them to explain their thinking and reasoning

## Partner

- Use correct mathematical language – e.g. numerator, denominator, digits
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (**Understand-Plan-Do-Check**)
- Ensure clear mathematical presentation and notation is used
- Practise factual fluency



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# Mother Tongue Languages (MTL)



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# Curriculum Framework

## 3 BROAD OBJECTIVES

IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

MOE's educational goal is **to support and enable every student to learn MTL to as high a level as each student is able to.**

### Communication

- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

### Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

### Connection

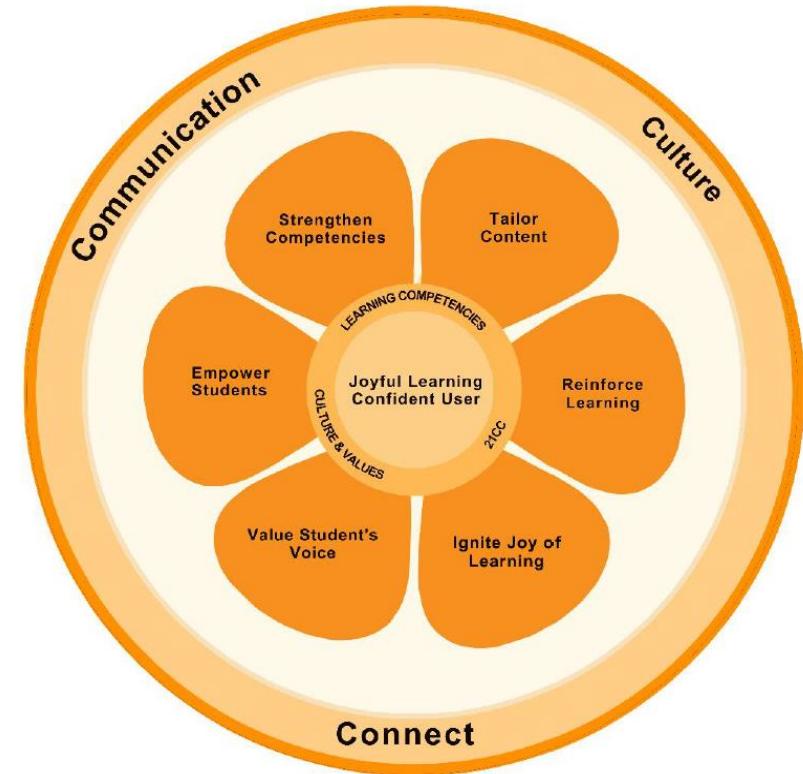
- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.

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# 2024 Primary MTL curriculum Framework

- The New Primary MTL Curriculum implemented in 2024 **builds on the strengths of the 2015 curriculum**.
- The new curriculum places greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.



Our desired student outcomes “Joyful Learning, Confident User” describe our aim for MTL learners to experience **the joy of learning MTL**, help them **become confident users** through three curricular goals:

- Language Competence**
- Culture & Values**
- 21CC**

# Key Features

## Key Feature #1

Greater emphasis on 21st century competencies



Textbook



Big Book

### Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

## Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

## Key Feature #4

Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

## Key Feature #3

Authentic contexts and materials

### Key Feature #3

Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook



- Students to describe and share their daily routines and good habits with their friends.
- Students to learn about canteen food and vocabulary they can use in conversations.

## Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

## ML Digital Resource:

Bridging Videos



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INCLUDES  
Student Learning Space



# Content

## 4 Language Skills



### Cultures and Values

Values  
Culture  
Local Culture  
Cross Culture

### 21<sup>st</sup> Century Competencies

Thinking Skills  
Learning Skills  
Social Emotional Learning  
Communication, Collaboration & Information Skills



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# 4 Language Skills

Chinese Language	Malay Language	Tamil Language
1. Word Recognition & Pronunciation		
2. Speaking – Show & Tell, Picture Description		
3. Listening Comprehension & Instruction		
4. Reading Short Passage		
5. Simple Sentence Structure		
6. Writing Simple Sentence		
7. Hanyu Pinyin		7. Tamil Alphabet
8. Character & strokes		8. Forming Words
9. Word Structure		



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# Strategies



- **Dialogic Teaching**
- **Differentiated Instruction**
- **E-Pedagogy (EdTech)**
- **Making Thinking Visible**
- **Language Specific Pedagogies (Explicit Teaching and Skills integration)**

# Learning Resources



## Printed Resources

**Textbooks,  
Activity Books,  
Writing  
Exercise Books,  
Big Books,  
Small Readers**

- Supplementary Reading Materials
- Learning Sheets



## ICT Resources

**Animations, Videos,  
Audios, Songs and  
Rhymes,  
Animated Reading  
Texts, Interactive  
Games, etc**

Digital Learning Platforms  
(SLS, Ezhishi) (Games,  
Learning Tasks, Reading  
Materials)



## Toolkit

**Picture cards, Board  
Games, Letter/Word  
Cards, Character  
Cards, Grammar  
Cards, Letter  
Manipulatives,  
Reading Pen, etc**

Board Games

9

# Learning Experiences Language & Cultural Exposure

## Mother Tongue Fortnight

Promotes cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.



## SOAR Reading Programme

Cultivate positive reading habits in students from young.

- ✓ Class Reading period- 1 period weekly for reading and related activities
- ✓ Use of Small Readers- in sync with the new primary MTL curriculum.

Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader



## P2 Cultural Camp (Experiential Learning)

Provides an immersive environment for students to learn and use MTL in a more in-depth manner, and to appreciate their respective MTL cultures through hands-on tasks such as drama, performances and storytelling.



**ZHANGDE**  
**ZS**  
ZEAL PROGRESS & SUCCESS

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# Learning Outcomes

- Listening**
- Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details

- Speaking**
- Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts
  - Participate in short conversations related to daily life with some guidance

- Reading**
- Recognise characters (CL) / words (ML) / letters and words (TL) taught in Primary 2
  - Read aloud Primary 2 texts with accuracy and fluency
  - Understand Primary 2 texts and are able to identify details with some guidance

- Writing**
- Write short sentence(s) about daily life with some guidance



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# Parental Support

## Supporting your child in MTL Learning



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books

# Offering of Higher Mother Tongue Language (HMTL) at P3

- Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early** and **learn MTL to as high a level as he/she can.**
- To truly benefit from the P3/P4 HMTL curriculum, student should offer HMTL for at least two years to ascertain his/her ability to cope with it.



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# Selection Criteria for P3 HMTL

1. The school will use a set of qualitative descriptors (QDs) based on the **P2 Mother Tongue Languages Learning Outcomes** to determine students' MTL proficiency. Students offering HMTL at P3 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills**.
2. **Evidence of students' performance gathered throughout the year** through checkpoints such as on-going assessments or alternative assessments will be used to further provide information on students' learning progress and inclination.
3. **Teachers' feedback and observations** of student's learning during class discussions, class work and homework will be used as additional information to cover a whole range of performance.



# Offering of HMTL

- Students who meet the selection criteria **will be offered** HMTL at the end of the academic year.
- Students who are not selected can still be offered HMTL at P5.
- The offering of HMTL at P6 is a school-based decision based on the students' P5 year end results.



# Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

**Literary-based text.** Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

**Exposure to higher-order thinking exercises** e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

**Creative and fun-filled activities and games to teach language and cultural knowledge.** To sustain interest and extend knowledge.



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# How would assessment look like for HMTL at P3 and P4 level?

HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

Student's progress in HMTL will be reflected in the Holistic Development Profile.



# Learning Support Programme

For selected students :

## English Language

- ❖ Learning Support Programme (EL)
  - Specialised early intervention programme for students with weak literacy skills

## Mathematics

- ❖ Learning Support for Mathematics (LSM) programme
  - Specialised early intervention to students who need more support in acquiring basic numeracy skills.



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# Assessment

## Holistic Assessment

- No weighted assessment
- Bite-sized assessments conducted throughout the year to gather feedback on students' learning



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# Thank you!



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