# ASSUMPTION

## ENGLISH

## Secondary 2 Parents Engagement Session

## 18 February 2022

# Objectives

- To provide updates on school and curriculum matters
- To provide information with regards to streaming.
- To make contact with Form Teachers

# Programme Outline

| Time | Programme |
|---|---|
| 6.00 p.m | Main Presentation<br>• Principal's address<br>• Academic Updates & post-secondary pathways<br>• Student Management & Year Head Updates |
| 7.00 p.m | Breakout Rooms (into respective classes)<br>• Contact with Form Teachers<br>• Q & A |
| 7.30 p.m | End of Parents Engagement Session |

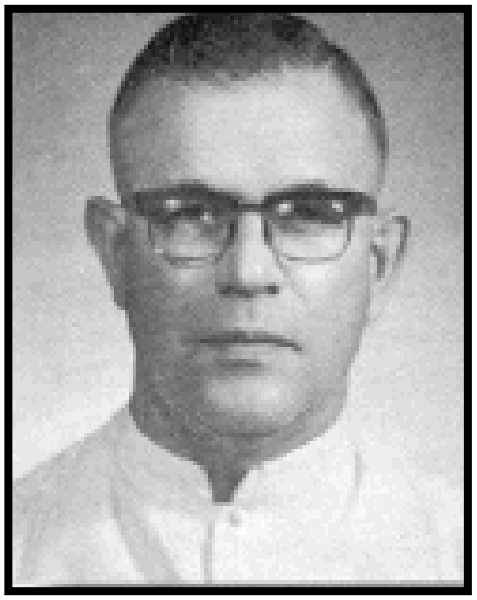
# Mr Benjamin Kwok
# Principal's Address

# Vice-Principals

Ms Wong Ker Sin
Vice-Principal

Mr Quek Ser Hiang
Vice-Principal (Admin)

# Our Legacy

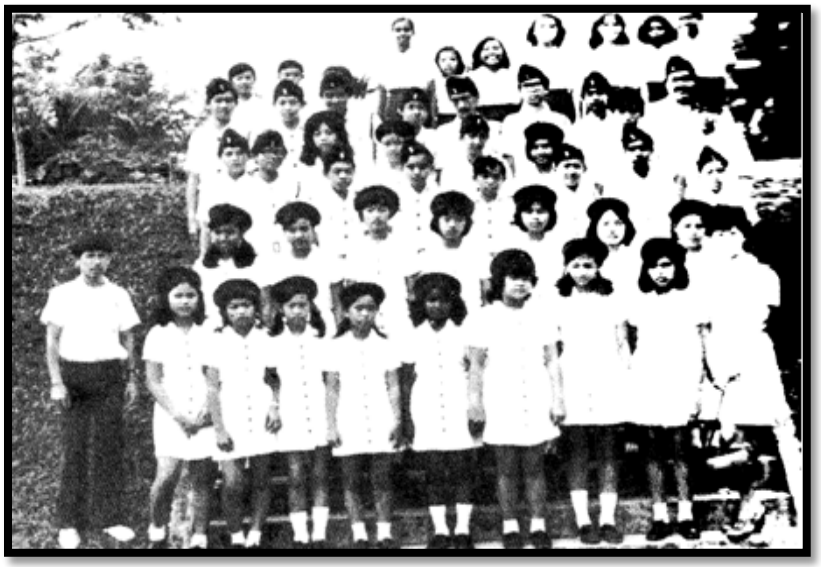


The Montfort Brothers of St. Gabriel arrived in Singapore in 1936 at the request of the Bishop of Singapore.

After World War II, **Brother Vincent** established Boys' Town in 1948 to provide shelter and care for boys. The school was founded in 1953 to provide education for the boys living in Boys' Town.

# Our Legacy

We were then known as
**Boys' Town English School**.



In **1973**, we merged with
CHIJ Bukit Timah to become
a co-ed Catholic Mission School.

The school was renamed **Assumption English School** in honour of our Lady, Mother Mary, the Patroness of the Brothers of St. Gabriel.

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# Our Legacy

## BOYS' TOWN COMMUNITY

### Assumption English School (1953)

**AES is a government-aided co-educational secondary school that offers curriculum in line with the GCE 'O' and 'N' Level examinations.**

The school aims to develop AssumptionKnights into "Men and Women of Character and Learning, in the service of God and Community".

### Assumption Pathway School (1938)

Assumption Pathway School (APS) provides students who are unable to access mainstream secondary education, alternative pathways to achieve personal success in their lives.

The programme at APS is specially tailored to develop students' vocational skills and lifeskills and prepare them for employment with the Institute of Technical Education Skills Certificate.

### Boys' Town Boarding Home (1948)

Boys' Town is a non-profit organization that provides guidance, shelter, education and vocational training to youths. Boys' Town aims to care for orphans, the poor and the neglected.

# School Vision

## Men and Women of Character and Learning in the Service of God and Community

The stories of St Louis Marie de Montfort

- **Dinan**: Compassion for all
- **Rennes**: Standing up for the Last, the Lost & the Least
- **Poitiers** : Those whom the world rejects, must move you the most
- **Cesson**: Give your all in everything that you do

# Focus and Outcomes

## AssumptionKnights' Outcomes

| | |
|---|---|
| **Fortitude** | The strength of mind that enables a person to encounter adversity with courage. It is a steadiness of will in doing good in spite of difficulties faced. |
| **Mastery** | The comprehensive knowledge or skills in one's endeavour. |
| **Charity** | "Those whom the world rejects must move you the most" |

# Montfortian Education Charter

# Key School Facts

- Established in 1953 by the Montfort Brothers of St Gabriel
- Government-aided school
- 829 students (Sec 1 to 5)
- 84 teachers and allied educators; 25 administrative staff
- Offers Express, Normal (Academic) and Normal (Technical) courses

# O and N Level Exams 2021

| | |
|---|---|
| **Sec 4 Express**<br><br>Eligible for JC: 51.6%<br>Eligible for Poly: 98.4% | **Sec 5 Normal (Acad)**<br><br>Eligible for JC/Poly: 54.2% |
| **Sec 4 Normal (Acad)**<br><br>Eligible for DPP/PFP: 47.9%<br>Eligible for Sec 5: 63.0% | **Sec 4 Normal (Tech)**<br><br>Eligible for ITE: 100% |

# Applied Learning Programme- SPEAK

SPEAK (Speak English with Grace and Knowledge)

- Nurtures confident communicators in English Language
- Students exposed to broadcasting, public speaking to gain authentic presentation skills

Apply academic knowledge to authentic settings

Stronger motivation for learning

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# Lifelong Learning - Community Youth Leadership

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# Academic Learning - Special Educational Needs

An Allied Educator supports students with mild special educational needs such as dyslexia, autism, ADHD by:

- Providing in-class support
- Conducting individual/group support and training
- Working with teachers and parents to support their learning

# Catholic Activities

- Daily morning prayers & reflections
- The Celebration of Founder's Day (St Louis Marie de Montfort) with Mass
- Mass for start and close of academic year and examinations
- 'Faith Alive' fellowship programme every Friday after school (12:40pm – 1:40pm)
- Young Montfortian Associate (2nd CCA)

# The basic foundation for success5 A's

- Attendance
- Attire
- Attention
- Assignment
- Attitude

# Learn how to Learn– 5 R's

1. **Read**
   - Annotate- Pen down your thoughts, comments, questions
   - Outline
   - Highlight

2. **Recall**
   - Mental recall
   - Write and recall

3. **Rewrite**
   - Mind Map
   - Summarise and make your own notes

4. **Reflect**
   - What have you learnt?
   - How do you know?
   - What are your strengths and weakness?

5. **Repeat** the 5 R's

# Our Alumni

**Vernetta Lopez**
Artiste

**Marcus Tan**
Carousell Co-Founder

**Sean Tan**
1st Singaporean WWE wrestler

**Lee Wung Yew**
3-time Olympic Shooter
President Olympians Singapore

**Oliver Tan**
Founder and CEO of ViSenze
Most Promising Startup Award

# Every Parent, A Supportive Partner

- Keep in touch during your child's secondary school journey. Talk about his/her future plans, dreams, passions.
- Be supportive but not over-anxious.
- Encourage while ensuring discipline to study.
- Care for your child's welfare and help him/her manage his/her stress levels.
- Balance study time and rest time. Ensure enough exercise, nutrition and leisure time.

# Parent and School Communication Policy

Communication between school and parent is an **essential component** of school life.

It is an **intentional effort** and a **shared responsibility** in order to provide **support** and to **improve** the ways students learn and develop.

The school is committed to help and support you with sincerity and professionalism, and there must be **mutual courtesy** and **respect**.

# Parent and School Communication Policy

Teachers have numerous duties and matters to attend to during a normal school day.

The AES general office should be the **first point of contact**, particularly for non-educational queries.

Parents may direct queries to the form teacher/subject teachers through email (aes@moe.edu.sg). Do allow teachers to respond within 3 working days.

School will inform parents about current activities via **Parents' Gateway**. Hence it is important for parents to download the Parents' Gateway app and to read and take note of announcement published.

Other than the bi-yearly Parent Teacher conferences, parents should **make an appointment** if they wish to meet the teacher on a school day.

# Parent and School Communication Policy

Teachers' well-being is as important as students' well-being.

Teachers are not expected to provide their personal mobile numbers to students or parents. If a teacher shares their numbers to students, it is

- meant **only for student to communicate with their teacher** on school matters.
- **should not be shared without the teachers' consent.**

Teachers and staff **will not respond to emails/ students' queries after 5pm or on weekends** unless the matter is an emergency in nature.

**Communication should be gracious and respectful**. The school owes a duty of care to its teachers and staff. To protect them from intimidatory or threatening behaviour in a verbal or written form. The school reserves the right not to engage under such circumstances.

# Academic Updates

# ACADEMIC OVERVIEW

## Lower Secondary Key Academic Objectives

Every student experiences a broad-based curriculum where a **strong foundation** is built via **discovery and exploration**.

Building a strong academic foundation is necessary for Secondary 2 students to **enable them to select** and be **eligible** for the secondary 3 subjects of their **choice**.

# ASSESSMENT WEIGHTINGS

| Weighted Assessment in Term 1 | MYE in Term 2 | Weighted Assessment in Term 3 | Semestral Assessment in Term 4 |
|---|---|---|---|
| WA1 | MYE | WA3 | SA2 |
| 15% | 25% | 15% | 45% |

Absence from school must be covered by a Medical Certificate or Official Reason as there will be no re-test for all absences.

For Covid-related matters, a Parent Letter with a picture of the (+) ART test taken on the day of absence from WA1 as supporting evidence to cover absence from school.

# PROMOTION CRITERIA FOR SECONDARY 2

| Course | **Promoted** to Sec 3 in same course | **Laterally Transfer** to a more academically demanding course |
|---|---|---|
| **Sec 2 EXP** | **Promoted to 3 EXP**<br>Pass in EL **AND** a pass percentage (50%) in the average of all subjects | Not Applicable |
| **Sec 2 N(A)** | **Promoted to 3 N(A)**<br>Pass in EL and 2 other subjects **OR** pass in any 4 subjects | **Laterally Transferred to 3 EXP**<br>**70% or higher** in the overall combined average for every subject |
| **Sec 2 N(T)** | **Promoted to 3 N(T)**<br>Pass EL **OR** Maths | **Laterally Transferred to 2 N(A)**<br>**70% or higher** in the overall combined average **AND deemed able to cope** with the Normal (Academic) course |

# ACADEMIC SUPPORT OVERVIEW

## For Secondary 2

**1) Term 1, 2 & 3 Booster Programme**

**2) Ad-hoc Academic Support Programmes by Subject Teachers**

The programmes aim to help students who are struggling in specific subject areas, particularly in the English Language and Mathematics.

These are **needs-based programmes** to support selected academically-challenged students to build a stronger foundation in content and skills based on their current learning progress.

Sessions for the programmes will be conducted face to face, unless otherwise informed.

# ACADEMIC SUPPORT OVERVIEW

## For Secondary 2

### 3) Term 4 Learning Support Programme

- To **reinforce key concepts** to help students build a stronger academic foundation.
- To provide academic support for subjects that students are weaker in.
- To ensure that **learning continues during the school break** so that students can **use the time meaningful to close learning gaps**.

### 4) Bridging Programme for new SBB/HCL Inserts

To provide academic support for students who are eligible for **higher-level subject(s)** to enable them to:

- **Bridge the gaps** in the curriculum that was covered in the earlier semester for the advanced-level subject(s).
- Be **better prepared** for the more academically challenging subject(s) in the next semester .

# ACADEMIC SUPPORT OVERVIEW

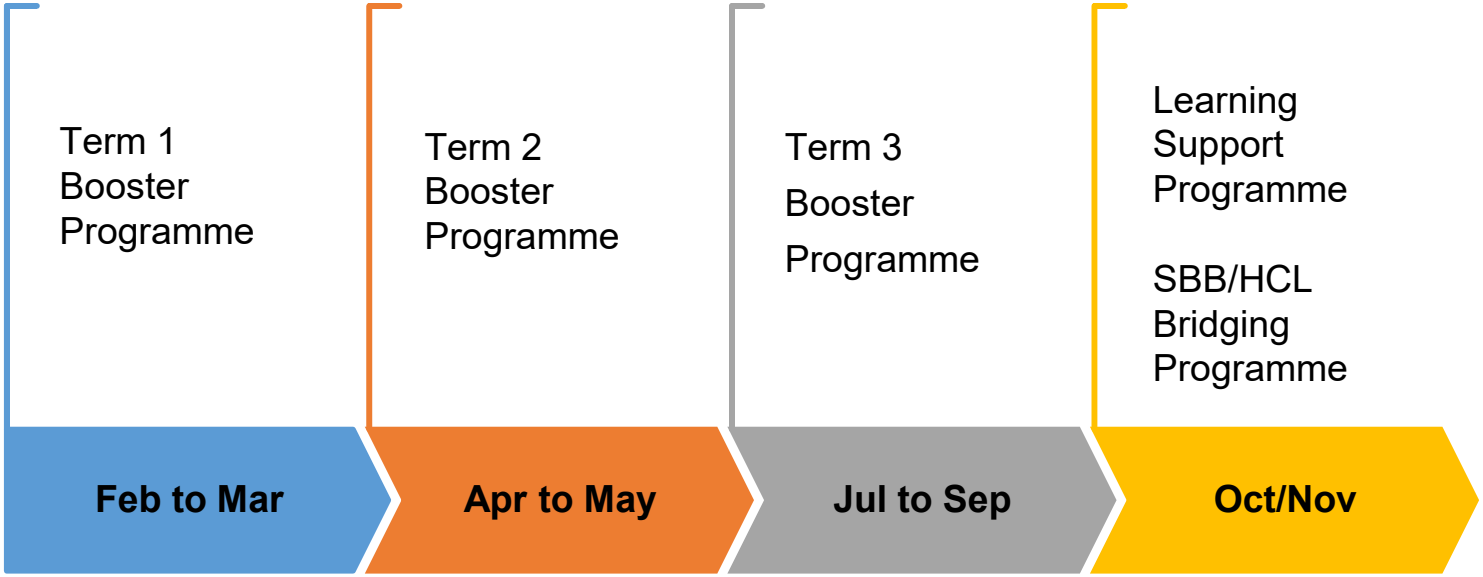
## For Secondary 2

### Student Consultations - Individual or in Small Groups

We strongly encourage our Secondary 2 students to be responsible for and **have ownership over their own learning** by **taking the initiative** to approach their respective subject teachers for consultations to **clarify their doubts early** and **ask for additional feedback for their learning** whenever they need to.

We encourage our students to be **consistent in their efforts** to seek and **act on the feedback given**, in spite of difficulties faced, in order to improve in their learning.

# ACADEMIC SUPPORT OVERVIEW TIMELINE




Ad-hoc Academic Support Programmes by Subject Teachers
Student Consultations with Subject Teachers

# Sec 3 Subject Combinations: Express

English Language and Mathematics
Mother Tongue Language (CL, ML, TL OR HCL)
Humanities (Social Studies + Elective History OR Social Studies + Elective Geography OR Social Studies + Elective Literature)

| COMBINATION 1 | COMBINATION 2 | COMBINATION 3 |
|---|---|---|
| Additional Mathematics | Additional Mathematics | Literature in English OR Geography |
| Chemistry | Chemistry | Science (Physics/Chemistry) OR Science (Chemistry/Biology) |
| Physics | Physics OR Biology | Coursework Subject/Additional Mathematics: Design & Technology, Nutrition & Food Science, Art OR Additional Mathematics |
| Biology | | |
| 8 subjects | 7 subjects | 7 subjects |

# Sec 3 Subject Combinations: N(A)

English Language and Mathematics
Mother Tongue Language (CL, ML, TL OR HCL)

| COMBINATION 1 | COMBINATION 2 |
|---|---|
| Science (Physics & Chemistry) | Science (Chemistry & Biology) |
| Humanities:<br>Social Studies + Elective History OR Social Studies + Elective Geography<br>OR Social Studies + Elective Literature | |
| Coursework:<br>Design & Technology, Nutrition & Food Science OR Art | |
| 6 subjects | 6 subjects |

# Sec 3 Subject Combinations: N(T)

English Language, Mathematics and Science

Mother Tongue Language (BCL, BML OR BTL)

Computer Applications (CPA)

| COMBINATION 1 | COMBINATION 2 | COMBINATION 3 |
|---|---|---|
| Coursework:<br>Design &<br>Technology (D & T) | Coursework:<br>Elements of Business<br>Skills (EBS) | Coursework:<br>Art |
| 6 subjects | 6 subjects | 6 subjects |

# Subject Allocation Principles

A subject combination will be allocated to a student based on the following **criteria**:

1. Subjects are offered based on **academic merit** which includes overall performance and subject performance for certain subject combinations.
2. **Rank Order (students' choice)** - 1st choice will be considered if results meet the subject criteria.
3. **Demand** for the Subject Combination of his/her choice.

# Timeline

Target setting & Review
MySkillsFuture Portal

**March 2022**
Subject Briefings

**October 2022**
Sec 3 Subject Combination Briefing

**October 2022**
Submit Options Form via Online Platform

**Oct- Nov 2022**
**Notification of Subject Allocation Result**

Weighted Assessments
EOY Examination

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# Subjects that offered SBB:

| Normal Academic | Normal Technical |
|---|---|
| English Language(Exp) | English Language(NA) |
| Mother Tongue Languages(Exp) | Mother Tongue Languages(NA) |
| Mathematics(Exp) | Mathematics(NA) |
| Science (Phy/ Chem)(Exp)<br>OR<br>Science (Chem/Bio)(Exp) | Science (Phy/Chem)(NA) |
| Social Studies/Elective Geography(Exp)<br>OR<br>Social Studies/Elective History(Exp)<br>OR<br>Social Studies/Elective Literature (Exp) | Social Studies/Elective Geography (NA) |

*Subjects offered are subjected to **demand of the subjects and school arrangement**.

# SUBJECT-BASED BANDING

There will be opportunities for Secondary 2N(A) students to be eligible to take higher demand subjects if the student performs well at the End-of-Year Examination. The criteria is as follows:

| Timeline | School-based Results/ Criteria | Option to offer subject at |
|---|---|---|
| End-of-Year Exam | 75% or higher in specific subject AND<br>Subject teacher's recommendation | Express level from next year |

# SUBJECT-BASED BANDING

There will be opportunities for Secondary 2N(T) students to be eligible to take higher demand subjects if the student performs well at the End-of-Year Examination. The criteria is as follows:

| Timeline | School-based Results/ Criteria | Option to offer subject at |
|---|---|---|
| End-of-Year Exam | 75% or higher in specific subject AND<br>Subject teacher's recommendation | N(A) level from next year |

# AES Self-Development Programme (SDP) for Sec 2

## Objectives

- To encourage students to be **independent** and **self-directed** learners.
- To recognise the strengths and interests of our students, to help them build their confidence and develop an intrinsic motivation to **learn for life** in them.
- To **stretch** their learning in the area of Science, Humanities, Mathematics and English Language.
- **Sec 2 Express** students will also get to explore Upper Secondary Sciences and Additional Mathematics to have more understanding about the subjects before the streaming exercise.

# AES SelfDevelopment Programme (SDP) for Sec 2N(A) & 2N(T)

- AES SDP provides the non-SBB students the opportunity to have access and study **Lower Secondary Science and/or Humanities subjects** at a more demanding level.
- A unique programme offered by Assumption English School for **Secondary 2 N(A) and 2 N(T) students**.
- **Secondary 2 N(A) and 2 N(T) students** who are interested in the AES SDP will have to go through a 2 to 6 months self-directed online learning programme for the **Science and/or Humanities** at a more demanding level. They will be required to put in about 1 to 2 hours a week per subject to complete the self-directed lesson packages and the self-assessment quizzes.
- Students will be provided with a self-guide to navigate the learning resources through online curriculum sites.

**What the students learn at SDP is NON-EXAMINABLE.**

**It is for their own interest.**

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# AES Self-Development Programme (SDP) for Sec 2 Express

## For Sec 2 Express students aspiring to take up Pure Sciences and Additional Mathematics

- Sec 2 Express students will get to explore **Upper Secondary Sciences and Additional Mathematics** to have a better understanding what these subjects entail.
- To help students make **good and informed decisions** before the Subject Allocation Exercise.
- Students will do **2 taster chapters** in each of the Pure Sciences and Additional Mathematics.
- The SDP is by students' choice. Students choose to opt in and what they learn is **non-examinable**.

# Overview of AES SDP timeline for Sec 2N(A) & 2N(T)

| Timeline | Stage | Action by |
|---|---|---|
| Term 1<br>Week 8 | Secondary 2NA and 2NT students are to register for the AES SDP. | 2NA & 2NT students |
| Term 1<br>Week 9 | Students who registered their interest will be provided with a learning guide and instructions to start their learning of SDP (Part 1). | SDP students<br>Subject teachers |
| By Term 2<br>Week 6 | AES SDP students will be required to complete the self-directed lesson packages and the self-assessment quizzes on the online platform (Part 1). | SDP students to complete SDP (Part 1) |
| Term 2<br>Week 9 | Review the progress of students in the SDP (Part 1).<br>AES SDP students will be provided with a learning guide and instructions to start their learning of SDP (Part 2). | IP HODs<br>Subject teachers<br>SBB eligible students |
| Term 3<br>Week 6 | AES SDP students will be required to complete the self-directed lesson packages and the self-assessment quizzes on the online platform (Part 2). | SDP students to complete SDP (Part 2) |
| Term 3<br>Week 9 | Review the progress of students in the SDP (Part 2).<br>Students completed AES SDP. | SDP students<br>Subject teachers |

# Overview of AES SDP timeline for Sec 2 Express

| Timeline | Stage | Action by |
|---|---|---|
| Term 2<br>Week 8<br>(By 13 May) | Secondary 2E students are to register for the AES SDP.<br>Pure Physics, Chemistry, Biology or Additional Mathematics | 2E students |
| Term 2<br>Week 9<br>(By 20 May) | Students who registered their interest will be provided with a learning guide and instructions to start their learning of SDP | SDP students<br>Subject teachers |
| By Term 3<br>Week 6<br>(By 5 Aug) | AES SDP students will be required to complete the self-directed lesson packages and the self-assessment quizzes on the online platform. | SDP students to complete SDP |
| Term 3<br>Week 9<br>(By 26 Aug) | Review the progress of students in the SDP.<br>Students completed AES SDP. | SDP students<br>Subject teachers |

# AES Self-Development Programme (SDP) for Sec 2

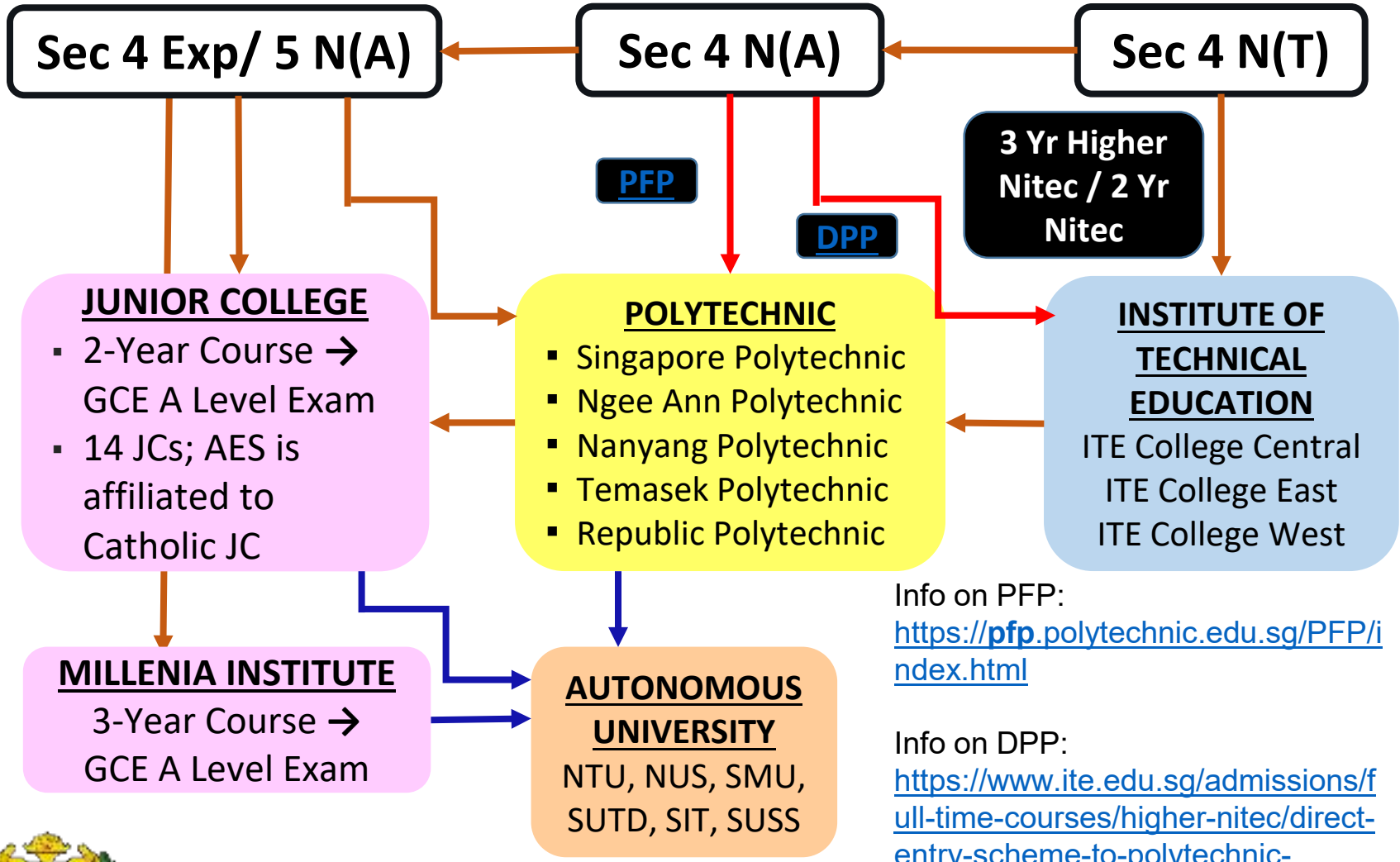
- In deciding whether to take up the AES SDP, students and their parents should consider the student's aptitude and interest in the Science, Humanities, Mathematics and English as well as their ability to cope with the other subjects.

- For more information on how our school would implement the Self-Development Programme (SDP), you can contact us at aes@moe.edu.sg.

Before your child chooses the Secondary 3 Subject Combinations, understand his/ her

- ➲ interests/strengths,
- ♥ passion,
- ★ aspirations

# PATHWAYS TO HIGHER EDUCATION




Info on PFP:
https://pfp.polytechnic.edu.sg/PFP/index.html

Info on DPP:
https://www.ite.edu.sg/admissions/full-time-courses/higher-nitec/direct-entry-scheme-to-polytechnic-programme

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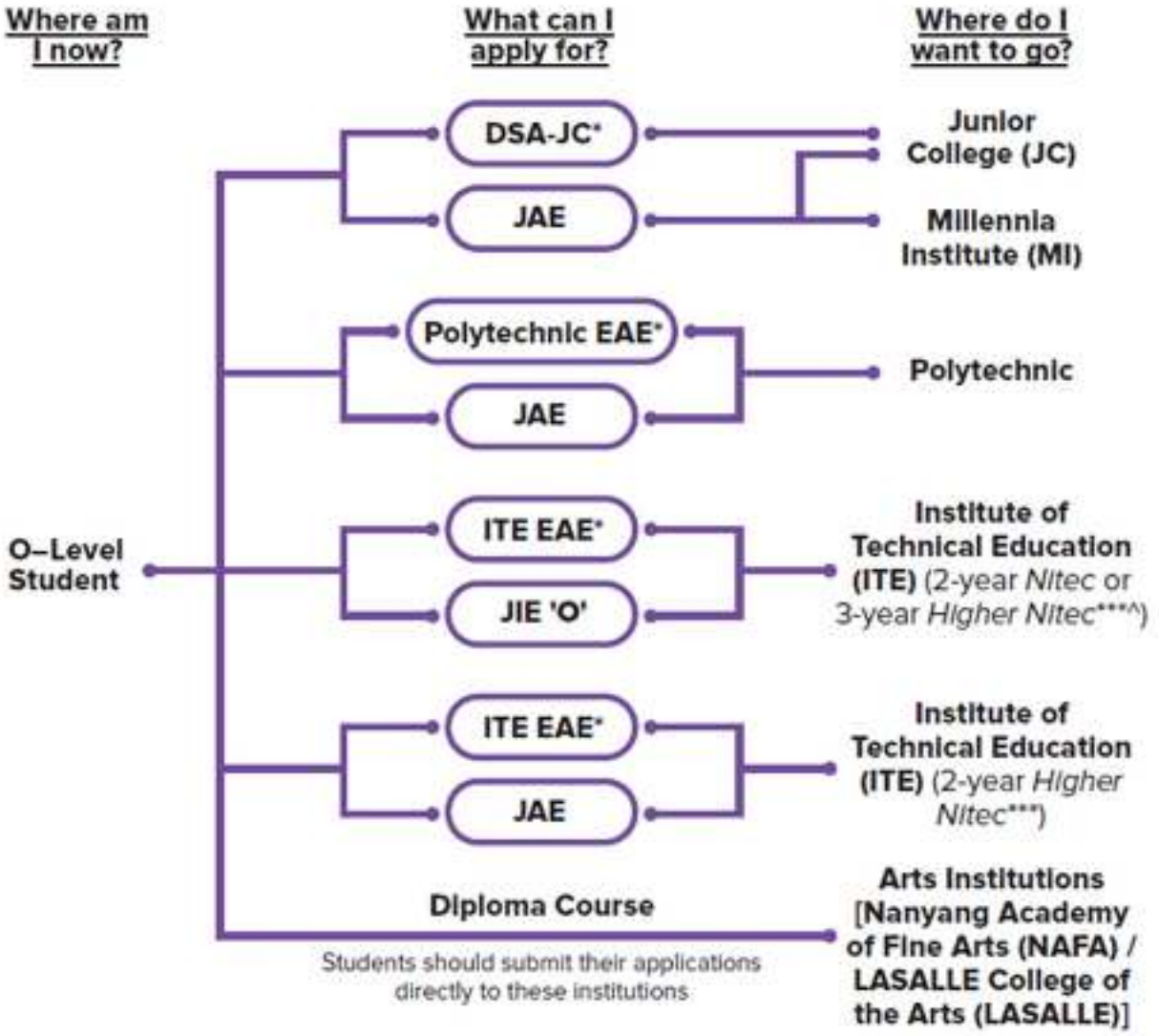
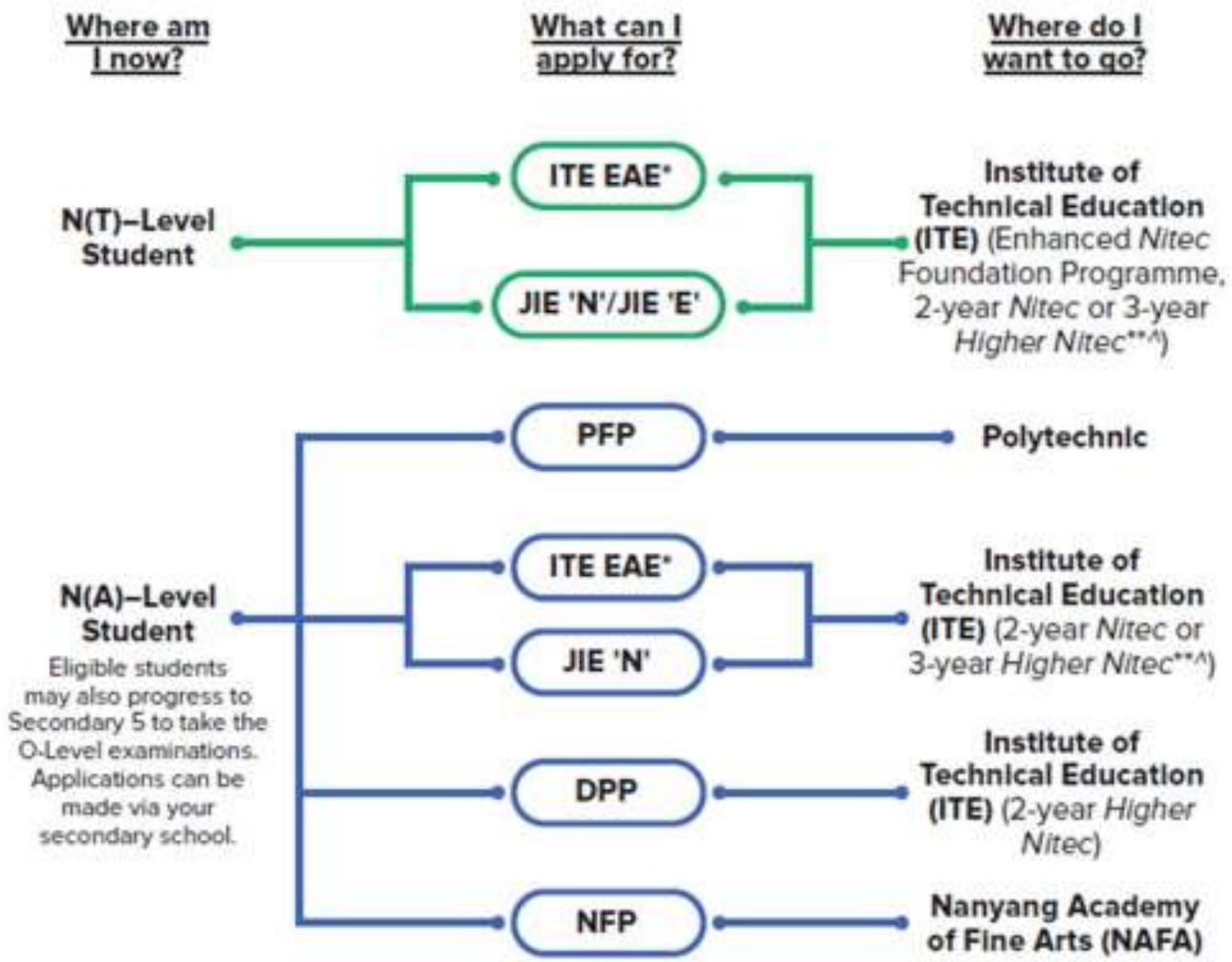
# Pathways to Higher Education

## Students taking O-Level



# Pathways to Higher Education

## Students taking N-Level



# Supporting Your Child using MSF Portal

1. Understand more about your child through **MySkillsFuture account**.

[www.myskillsfuture.gov.sg/secondary](www.myskillsfuture.gov.sg/secondary)

1. Help them to develop greater **self-awareness** through 4 tools
    - Career Interest
    - Skills Confidence
    - Work Values
    - Learning Styles
2. Support child's **interests** and **learning styles**.

# Supporting Your Child using MSF Portal

Link to Video:
https://www.youtube.com/watch?v=ST3_V75Dso0

**1. Do a survey**

**2. Survey Results**

**3. Suitable Job Roles and Industries**

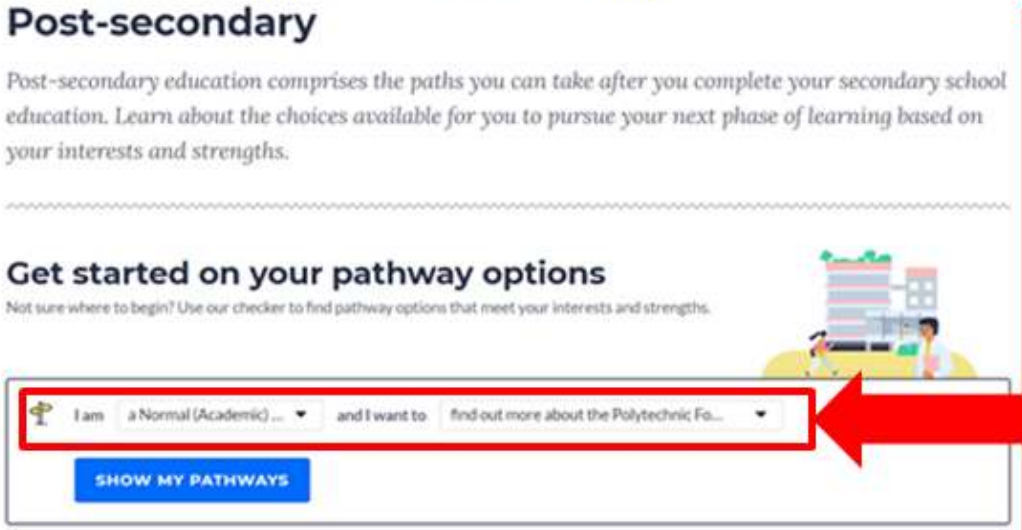
**4. What are the subject combinations and education pathways that will lead to these roles?**

# Supporting Your Child using MSF Portal

4. Engage and explore with your child in **planning their future** (Education & Career & Plan B).
5. Help him/ her to set **goals & action plan.** (academic & non-academic).

# For more on Education Pathways - MOE Post-Secondary Website

On this website, students may find out more on the pathways available to them based on their course of study.




For instance, an **N(A)-student** who is interested in **finding out more about the PFP** can select "I am a Normal (Academic) N-level Student and I want to find out more about the Polytechnic Foundation Programme (PFP)." (see screenshot below) The student will then be pointed to more in-depth information about the admissions exercises.

Website: https://www.moe.gov.sg/post-secondary

# For more information about Education Pathways

Visit the ECG Resource Website put together by the ECG team!

Website: https://go.gov.sg/aes-ecg

# ECG Counselling Support

## For Secondary 3

- **ECG counselling**

If you require further help, do speak to your form teachers or teachers in charge of ECG (Ms Cryst Tan, Ms Denise Lee, Mr Kenny Sng, Mr Ng Shi Han) for further assistance.

The school can also help to arrange a ECG counselling session for you.

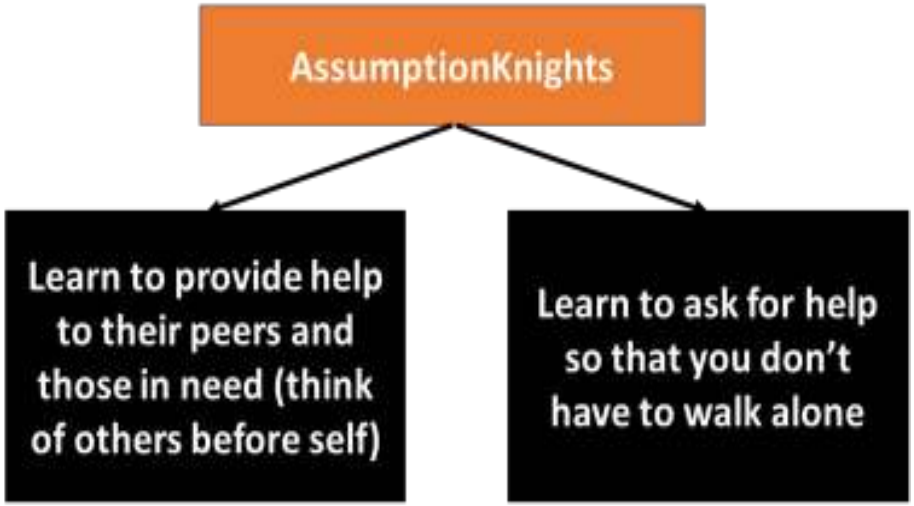
# RENNES Programme (23 25 March)

**Rennes** *[ran]*

Montfort was twelve years old and it was time for him to attend school at the St. Thomas Becket College in the city of Rennes. The college was very large with some 3,000 students. One day, Montfort saw a poor student mobbed by a number of mischievous boys who were richer. Without caring for their reactions, he declared himself the poor student's friend. Then a thought crossed his mind: Why not get the help of the richer students for this poor student? So, Montfort begged from them for the poor boy in rags and then took the little money he collected, along with his poor friend, to the tailor. "Here is my brother and yours", Montfort told the tailor. "I begged in class as much as I could to get him a new uniform. I know it will not be enough but I have done what I could, please help our dear friend out!" Sure, the money was not enough, but the tailor was so moved and impressed by Montfort's determination and sincerity that he not only made one but two new sets of uniform for the poor student.

# RENNES Programme (23 25 March)

- Maintaining healthy friendship is a crucial element in protecting our mental health. Friends keep us grounded, and with great peer support, we are able to overcome challenges together.



# RENNES Programme (23 25 March)

The RENNES programme consists of a series of activities specially designed to allow students to **learn and appreciate diversity**, in culture, history and practices in our neighbouring countries.

Being exposed to diverse cultures can allow AssumptionKnights to be more compassionate, empathetic and appreciate more in life.

With more interaction with people and acquiring of knowledge from different cultures, they learn to **value and respect people**.

# Student Management Updates

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# Attendance

- **Be accountable for any days of absence**
  - To inform School/Form Teachers **before 7:30am** on the day of absence via WhatsApp / SMS.
  - Student to submit all relevant documents (e.g. MCs, Parents' Letter) **on the day they return to school** to their Form Teachers.
- **Students who fail to submit their documents on time may be deemed to have played truant.**
- Parents will receive an SMS notification at **9.15am** if your child/ward's attendance is marked as "Absent Pending Reason" for the day.

# Late-coming

| LC Count | Consequences / Action(s) Taken |
|---|---|
| 2 | 1st warning letter issued (Yellow) **for your acknowledgement** |
| 3 | 2nd warning letter issued (Orange) **for your acknowledgement**<br>**After-school detention** |
| 4 | **After-school detention**<br>Conduct Grade may be affected for 4th late-coming onwards |
| 5 onwards | **Further disciplinary actions will be taken.** |

# Mobile Phone Policy

- Mobile phones and other forms of communication devices are to be used **only during recess time** in the **canteen, or when permission is given by a teacher**, for **educational purposes only.**
- **Rationale: To encourage genuine and meaningful interaction between students and inculcate responsibility through compliance of school rules.**
- **Confiscation of mobile phone** – phones will be returned at the **end of the day** during school dismissal or at the end of the day's programme (detention / CCA / supplementary lesson etc), if any. **Parents will be notified if there is a need for phone confiscation beyond the day**.

# Guidelines on Footwear

**FOOTWEAR**

- Covered white shoes with **laces**, with white socks / AES socks.
- General outlook of shoes and socks with other brand logos should be white.
- High-cut/semi-high-cut shoes are not allowed.
- **Ankle socks** are **not permitted**.

Examples of acceptable shoes

# Year Head Updates

# National Youth Achievement Award (NYAA) Programme

- As part of school's ***"DINAN"* Leadership Programme** (LLP), all Sec. 2 students will participate in the NYAA Bronze Programme.

- Youth leadership self-development programme.

- Platform for your child to develop personal qualities and skills to make a difference to his/her life, community and world.

- Registration fees for NYAA programme is paid by the school.

# National Youth Achievement Award (NYAA) Programme

3 key components to complete the NYAA Bronze Programme

- **Service Learning**
- **Outdoor Appreciation**
- **Healthy Living**

- Your child will undergo the 3 components of learning and document his/her learning through reflection (via the NYAA app) and how it has developed his/her personal qualities and skills.

- School will facilitate the learning and reflection to enable them to complete the NYAA programme.

# National Youth Achievement Award (NYAA) Programme

- Do support by ensuring that your child participates and completes the NYAA programme.

- Upon completion, your child will receive the NYAA certificate, badge and leadership attainment level in LEAPS 2.0.

# Cyber Wellness in AES

## Responsible Usage of technology for Learning

- Info-comm Technologies (ICT) are becoming increasingly important for education and communication. Hence, AES focusses on helping students to be responsible digital learners through 3 principles - **Respect for Self and Others**, **Safe and Responsible Use**, and **Positive Peer Influence**.

## Use of "Digital Wellness" app to curb excessive screen time

- Most of the mobile devices can help us to manage our usage, by providing us with information such as average screen time, most used apps and come with functions to limit the usage.

Android Devices

Apple iOS Devices

# Parental Tips on Cyber Wellness

## Tips on Cyber Wellness

- To help your child stay safe having positive experiences online, you can:
  - Activate parental controls on your home devices
  - Model good digital habits for your child
  - Set ground rules for internet use
  - Navigate the internet together to understand their usage.

**You may scan the QR code for more parental tips on CW:**

# Commonly Asked Questions

1. I want to know more about how my child/ward is doing in school.

   Contact the form teacher or through the school @ 65729100 to obtain feedback for your child/ward. You may also email the school at aes@moe.edu.sg if you have other queries.

2. Will there be extra lessons to help weaker students?

   Subject teachers will surface the weaker students for remedial based on the results. Your child must also be proactive to ask questions and clarify when in doubt.

# Commonly Asked Questions

3. How does the school promote a healthy & responsible approach to using social media/group chat?

In school, mobile phones and other forms of communication devices are to be used only during recess time, or when permission is given by a teacher, for educational purposes only.

The usage of official class / CCA whatsapp group is monitored and regulated by Form Teachers and CCA teachers, where students are advised to observe the appropriateness and timing when they post / send a message. The Cyber Wellness modules conducted during MAP help AssumptionKnights to identify responsible usage of the social media / group chat by looking at case studies, individual digital footprint etc.

At home, parents can help to monitor their child's usage of electronic devices.

# Commonly Asked Questions

4. Do students require the use of the Chromebook (PLDs) daily?

Teachers leverage on the use of the PLDs to provide greater effectiveness for teaching and students' learning.

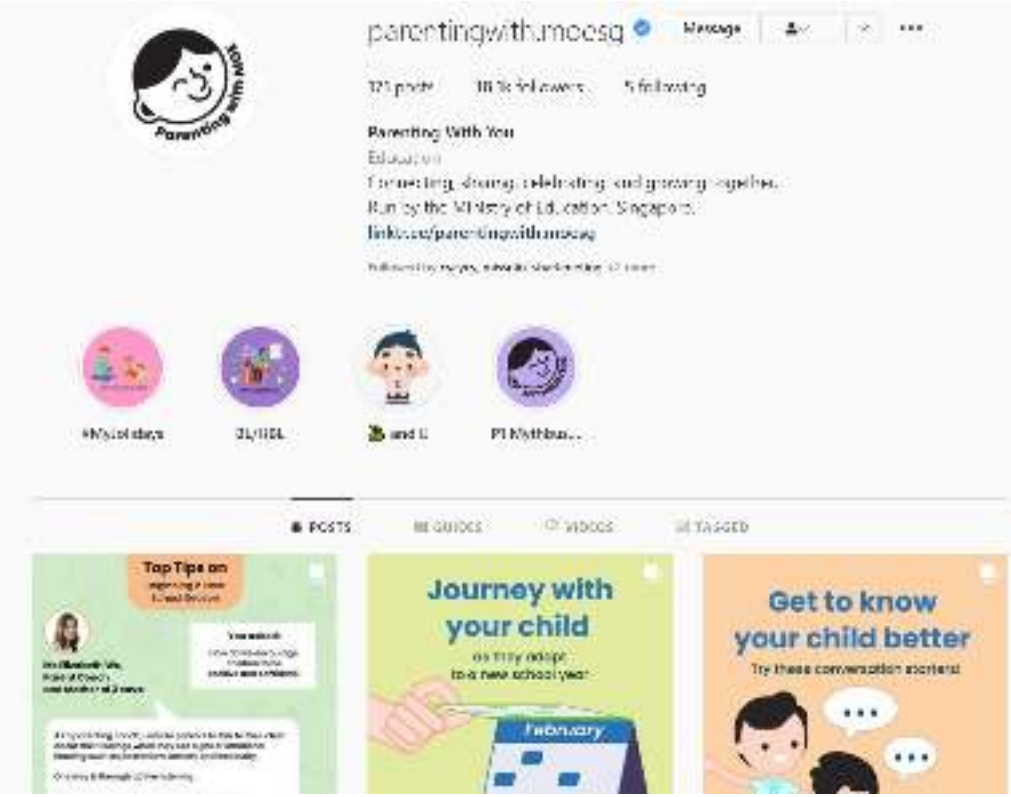
The PLDs provides opportunities for active learning and feedback. Teachers will design their learning programmes to ensure that the students' use of PLDs is balanced in relation to other activities and modes of learning.

All PLDs will be installed with a Device Management Application (DMA), which allows teachers to manage students' usage.

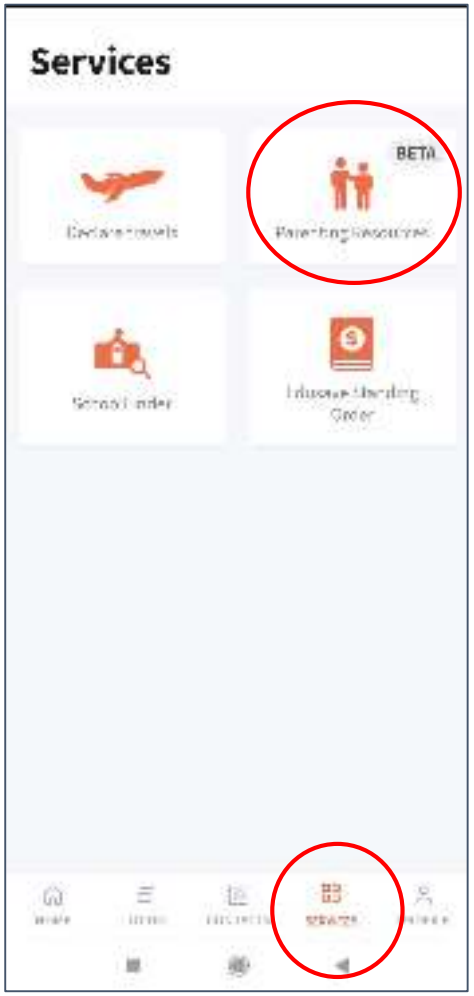
# Parenting Resources

https://www.instagram.com/parentingwith.moesg/

https://www.moe.gov.sg/parentkit



# Parenting Resources on Parents Gateway



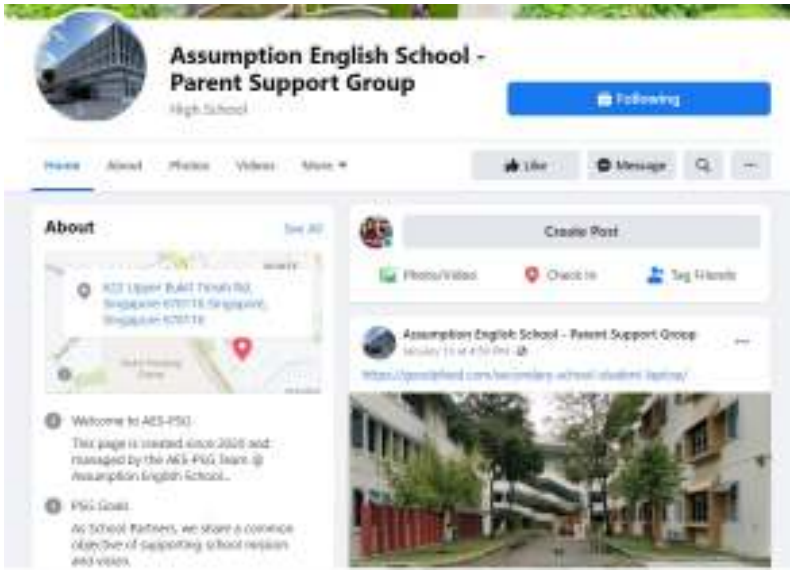
# Parenting Resources on Parents Gateway

# Find out what is happening in AES

https://www.instagram.com
/aes_manna/

# Parent Support Group

# Parent Support Group



Scan the QR code to join the facebook group

@assumption_english_school_psg

ASSUMPTION
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