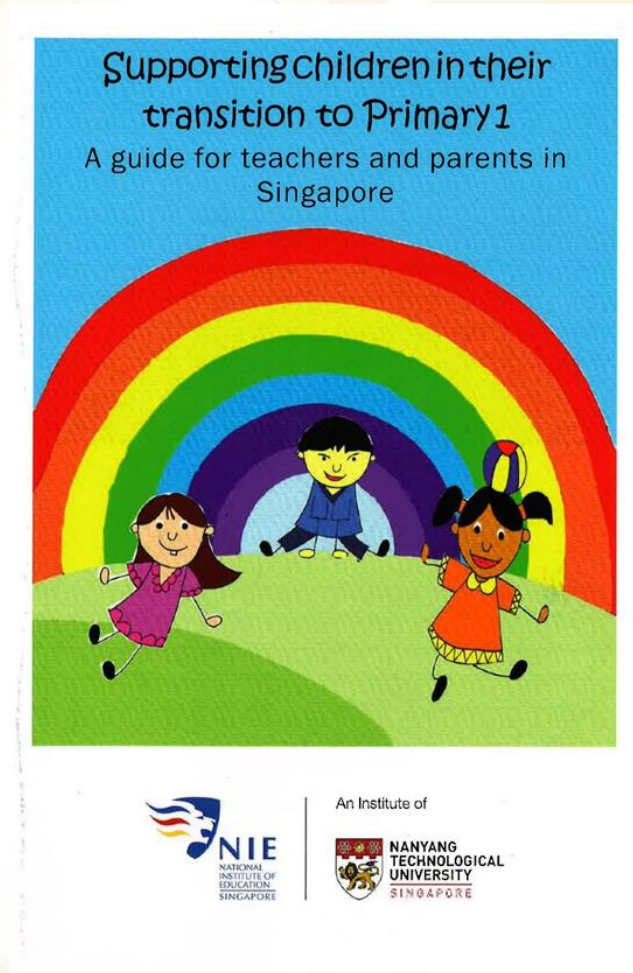


P1 Transition Programme 2023

Sharing by:
YH P1/P2 & ST Lower Primary
29 Dec 2022



Outline

1. Overview of Transition Programme
2. Day 1 to 4
3. P4 Recess Buddy
4. TRANSIT

P1 Transition Programme

The P1 Transition Programme aims to provide a **smoother transition** for our P1 students from pre-school to primary school.

- equip our students with the **knowledge, skills and dispositions**
- enable the P1 students to gain **confidence** and build a **strong foundation** to begin their life in the new school.



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Outcomes

Joy of learning

- customised curriculum

Joy of quality relationship

- Peer interaction
- Teacher and student interaction

Joy of success in learning

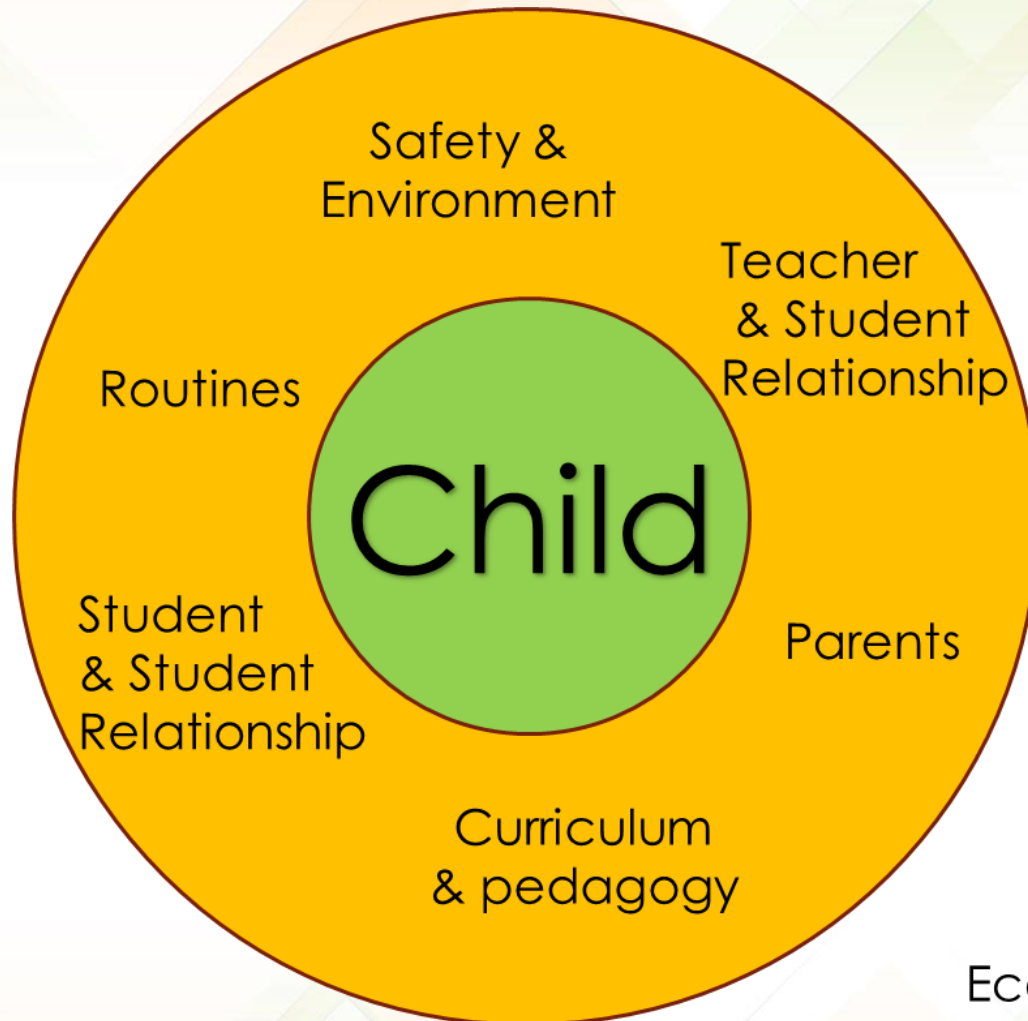
- Skills and knowledge



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Approach



Bronfenbrenner
Ecological Framework

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Overview of P1 Transition Programme

- First 4 days orientation programme
- Focus on building TSR and SSR
- 4 weeks – Until Graduation on 27 Jan 2023
- Transition programme will be integrated into the subjects
- School Tour – Subject teachers
- Collection of books – Coordinated by FT

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TSR	SSR	Environment & Safety	Curriculum & Pedagogy	Routines	Parental Involvement
<ul style="list-style-type: none"> Getting to know you: Games, bonding activities and ice-breakers for teachers and students to get to know each other Heart To Heart Talk during recess 	<ul style="list-style-type: none"> Friendship Focused: Games, bonding activities and ice-breakers for students to get to know each other Explicit teaching of relationship building skills 	<ul style="list-style-type: none"> Timetable changes: Start school later and end school earlier on the first 4 days School Tours by FTs as well as Subject Teachers Setting an inviting classroom environment suitable for a Primary 1 student Teaching the students about safety via assembly and PE lessons. 	<ul style="list-style-type: none"> Incorporate play and hands-on activities. Slower pace in delivery (Term1) Gradual Introduction of homework and Spelling (from end of Term 1 and beginning of Term 2) Leveraging on PAM to incorporate SSR elements in lesson 	<ul style="list-style-type: none"> Teaching of routines: <ul style="list-style-type: none"> - Classroom - Canteen - Dismissal - Lining up Incorporate School Values: Thumbs Up! VIA SMS curriculum using Term 1 PAL periods 	<ul style="list-style-type: none"> Parent Engagement <ul style="list-style-type: none"> - Transition Graduation (27 Jan)

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All resources can be found in:

I:\3. School Events\2023\5. P1 Transition Programme 2023

Day 1 to Day 4 Transition Programme

P1 Transition Programme 2023 Frontier Primary School

Day 1: 4 Jan 2023 (Tuesday)

Time	Programme	Remarks
0800	FTs to be in Classrooms	Take students attendance
0800-0830	P1 Arrival from 0800	Parents to drop students at Gate A, Gate B or Main Gate (Drive In)
0830-0900	National Anthem Recess Briefing for p1 students	S-eLFs will usher p1 students in Play the National Anthem at on timing (Do keep to the schedule)
0900-0930	Buddy Programme (S-eLF)	P1 students will wait in the classrooms. S-eLF will go to the classroom
0930-1000	RECESS	Parents will be allowed to enter the school and proceed to the canteen (watch at the side)
1000-1030	RECESS (up to 1015)	1015 – 1030: PPC Booth (Interaction)
1030-1100	Recess Debrief and routines Give out ODT	Parents go to the hall for Parent Engagement (1030 – 1230)
1100-1130	Give out Welcome Letter, List of Things to bring	
1130-1200	Getting to know you	
1200-1230	Snack Break Pack up	
1230-1300	Dismissal	Students to wait in class for parents to fetch them Confirm with parents again dismissal point and check that their lanyard

Deployment:

- 1) Periods (Blue): Form Teacher 1 to be with class
- 2) Periods (Green): Form Teacher 2 to be with class
- 3) Periods (Yellow): Both Form Teachers to be in class



["I:\3. School Events\2023\5. P1 Transition Programme 2023\P1 Transition Programme 2023 Overview.docx"](#)

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First Day of School

P1 Transition Programme T-shirt



P1 students will only need to wear this T-Shirt on

- First day of school (3 Jan)
- Transition Graduation Day (27 Jan)
- Learning Journeys
- National Day
- Lower Primary Games Day

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Day 1: Confirmation of Dismissal Point

- Indicate dismissal detail on the back of the lanyards
- Paste the stickers in front

Rectangular stickers

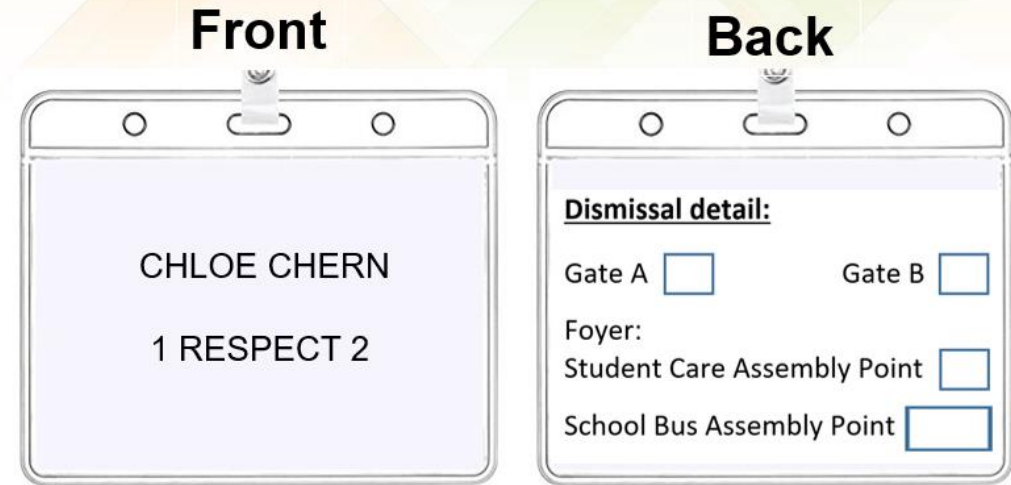
Blue (A) : Gate A

Green (B) : Gate B

Red (F) : Foyer

Gold (C) : Concourse

- Distribute lanyards to students



Primary 1 students must wear their lanyards for the first month of school

Day 1: Confirmation of Dismissal Point

First day of school:

- Confirm with parents the dismissal point
- Students under Raffles SC, please indicate the dismissal point for day 1 under remarks

Sr No	Student's Name (Pr 1 - 1)	Gate A	Gate B	Raffles SC	External SC	School Bus	Remarks
1	BONG PENG XUAN						
2	CHEN LI YING						
3	ELLIE CHAN LI HAN						
4	FU YU XUAN						
5	NURALYSSA AUDRIN BINTE MOHAMMED NAZRIN						
6	KOONG JIAYI SHERYLENE						
7	LOH XINLIN						
8	HANNAH BINTE ABDUL JALIL						
9	NG WEN LIN JANELLE						
10	RAMONA YE XILE						
11	TAN ZI YU						
12	TRAN NGUYEN VIEN AN						
13	ZHENG BING'EN						
14	ADRYEL SHAUQI BIN ADNAN						
15	AW BOON HAO KAYDEN						
16	CHENG RUI YANG GEORGE						
17	ISAAC THEN CHEE KEAT						
18	DING RUIHAN						
19	HSUEH TENG-YUAN						
20	JAYDEN YONG YUZHE						
21	TAN KAI FENG ZACHARY						
22	LEE REN ZHE						
23	LIU JINGHENG						
24	MU'ADZ OWEIN BIN NOR AZRUL						
25	NG JUN KAI						
26	LIEW JUN ZE						

Hardcopy will be printed with names of students going to Raffles SC highlighted

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TRANsition Support for InTegration (TRANSIT)



By YH, P1 & P2

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE



OVERVIEW OF TRANSIT

MOS Speech in Parliament



Background

Schools sought assistance to support students with social and behavioural difficulties

- Based on feedback from schools as well as reported numbers of Special Educational Needs (SEN), we are seeing an increasing trend in the number of students who do not have the behavioural skills to engage in large group learning. These students are frequently off-task and off-seat. If not managed, their behaviours quickly escalates to become a meltdown or cause disruptions in the classrooms. It was shown that often these students could have Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD)¹, but many may be undiagnosed.
- For schools, the support required is resource intensive and they find it difficult to provide that extra support. Moreover, as some students do not have any diagnoses, schools are unable to identify them for early intervention.

¹ Based on the Support for Special Needs (SSN) Review conducted by Psychological Services Branch (PSB) in 2012, these two diagnoses were the most common areas of concern characterised by a wide range of challenging social and behavioural needs.

What is TRANsition Support for Integration (TRANSIT)?

TRANSIT provides early targeted intervention required through explicit teaching of self-management skills to Primary One students with social and behavioural needs.

**School-based
intervention** for P1
students with social
and behavioural
needs

**Students acquiring
Self-Management
Skills** for engaged
classroom learning,
encapsulated in the
Self-Management
Skills (SMS²)
Curriculum

**Systematic
identification** through
gathering information
from teachers and
parents

**Individualised
support** for each
student in TRANSIT

² The SMS Curriculum covers classroom work habits, social skills, and emotional regulation skills, with guiding principles and sample lesson activities for explicit teaching of skills to students with SEN.

What is TRANSition Support for Integration (TRANSIT)?



Aim

- **Identify** students' needs early
- **Explicitly teach** and guide practice of social and behavioral skills
- **Facilitate and scaffold integration** of students into their form classes
 - Provision of appropriate environmental support
 - Building staff capacity to support

Key Features of TRANSIT Classroom

- TRANSIT Classroom: **Pull-out** small group learning, using an intensive and customised approach to frontload students with essential skills to be able to function independently for the rest of their schooling years. It aims to integrate P1 students with social and behavioural needs into their Form Classes after addressing their skill deficits in pull-out groups **up to 12 students**.
- In TRANSIT Classroom, the **TRANSIT AED(LBS)** will teach **Self-Management Skills (SMS)**.
- **TRANSIT Teacher** teaches EL and Math lesson and infuses SMS to the students who have been pulled out for intervention in TRANSIT Classroom.
- These students will remain in their respective Form Classes for other subjects.

Key Features of TRANSIT Classroom

- **TRANSIT AED(LBS) and Teacher** works closely with P1 Teachers right from the beginning to ensure familiarity of effective strategies and skills learned, to engage with parents for skills practice, and to facilitate eventual full reintegration to Form Classes.
- With intensive support, these students are expected to full reintegration to Form Classes after about six months to a year when their skill deficits have been addressed.

Timetabling Guidelines

1

- Students should attend **English and Mathematics** lessons in the TRANSIT Classrooms. Self-Management Skills (SMS) lessons are part of their curriculum hours in TRANSIT Classrooms.

2

- Specific arrangements should be made if identified students for TRANSIT are also identified for LSP or LSM.

3

- Students should have at least **2 periods** of Self-Management Skills (SMS) lessons per day, preferably at the start of the day or after recess.

4

- Students should have Physical Education, Art, and Music (PAM) periods with form class.

5

- The timetable of TRANSIT Classroom should match the timetable of student's form class, especially when transition begins.

6

- Balance distribution of students identified for TRANSIT Classroom across all classes.

TRANSIT Classroom in FPS

- Mdm Hannaria, ST/LP & Ms Ng Hui Shin, AED/LBS will support the P1 TRANSIT class for 2022.
- Identified students would be channelled to 1RT5, 1RT6 & 1RT7. Timetable of TRANSIT class will mirror the timetable of these 3 classes.
- TRANSIT students who are also being identified for LSP will still attend the LSP lessons as scheduled. They will be with the TRANSIT class during normal EL lessons.
- TRANSIT students who are also being identified for LSM will stay with the TRANSIT teacher during LSM lessons.
- Early identification has already started. Identification will end by week 4 and TRANSIT class will begin in week 5.

Identification

- All P1 subject teachers are to observe the P1 students who could possibly fall into this category
- Students who displayed social and behavioural difficulties, eg off task easily, off seat, unable to socialise and work in a group settings, etc.
- Surface the names to the FTs for further discussion.
- Refer to TRANSIT observation checklist.

Thank You