

Form Teacher's Briefing

Primary 4



(Official(Open)\Non-sensitive)

Agenda

- Introduction
- Communication
- Class Routines and Expectations
- Subject Matters
- Level Highlights (*including Subject-Based Banding*)
- CCA & DSA
- School Rules
- Alumni / PSG / Feedback



Tanjong Katong Primary School

Our Teaching Belief

You never teach a subject, you
always teach a child. You teach
children in a way that they will
learn, and then things will fall in
place for them.

—Dorothy Height

I am not teaching Math or
English

I am teaching the child,
your child

I am teaching them about what
is important in life,
to be the best that they can be,
to be what they have yet to be.



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Communication - Attendance

- **Punctuality**

- Report to school by 7.30am

- **Silent Reading**

- Mon to Wed: English story book

- Thurs and Fri: Mother Tongue book (students exempted from MT may read English story book)

- **Absence from School**

- Medical Certificate

- Any other official supporting document

- Parent's letter or email

**Wherever possible, inform the Form Teacher of child's absence beforehand*

Communication

Ways information is disseminated:

School or Level-Wide

- 1) Parents' Gateway (Letter of Introduction, Monthly Letters, Year Head Letters, Assessment Letters, etc)

Individual

- 1) Kidz Organiser
- 2) Email / Phone Call

Ways to Contact Us:

- 1) Email or
- 2) Call the school at 63444 728 and leave a message for us to call back



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Communication on Students' Progress

1. Assessment Structure

Level	Term 1	Term 2		Term 3	Term 4
	Weighted Assessment	Weighted Assessment (Pri 3 & 5)	Mid-Year Examination (Pri 4 & 6)	Weighted Assessment / Preliminary Examination (Pri 6)	Year-End Examination
Primary 1	For Pri 1 and Pri 2, there is no Weighted Assessment (WA) or Semestral Assessment (SA). Formative Assessments (FA) are carried out throughout the year to assess students' progress.				
Primary 2					
Primary 3	WA / 10%	WA / 10%	-	WA / 10%	SA / 70%
Primary 4	-	-	SA / 30%	-	SA / 70%
Primary 5	WA / 10%	WA / 10%	-	WA / 10%	SA / 70%
Primary 6	-	-	SA / 0%	Preliminary Examination / 100%	-

Communication on Students' Progress

- **Parent-Teacher-Meeting** (May 2022 / Mode: To be confirmed)
- **Report Books** returned after each assessment
- For more details on assessment (e.g., pro-rating, achievement bands, etc), refer to **Kidz' Organiser** on Pages 16 to 18

How Can Parents Help?

- **Organisation Skills**

- Get child to pack school bag according to class timetable
- Check homework file for letters and Kidz Organiser for assignments
- Label all belongings and teach your child to take good care of them

- **Close Monitoring of Work**

- Parents to sign and acknowledge letters, assignments, etc. and return them within 2 school days or according to the date stated.

- **Work Closely with Us**



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Lightening Students' School Bags

Guidelines

- Students to carry weight of no more than 15% of their body weight
- Weight of bags carried by P1 to P4 students should range not more than 3.5kg to 4.0kg



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How can Parents Help?

A. Choice of School Bags

- Select bags of lightweight material with few compartments and straps that are adjustable and cushioned
- Encourage children to carry personal items in a separate bag to distribute load

B. Advise children to:

- Pack according to the timetable
- Check that only relevant materials are brought (e.g. Workbook A or B, not both)
- Avoid bringing unnecessary items to school
- Fill **small water** bottles in school (unless students have health issues)

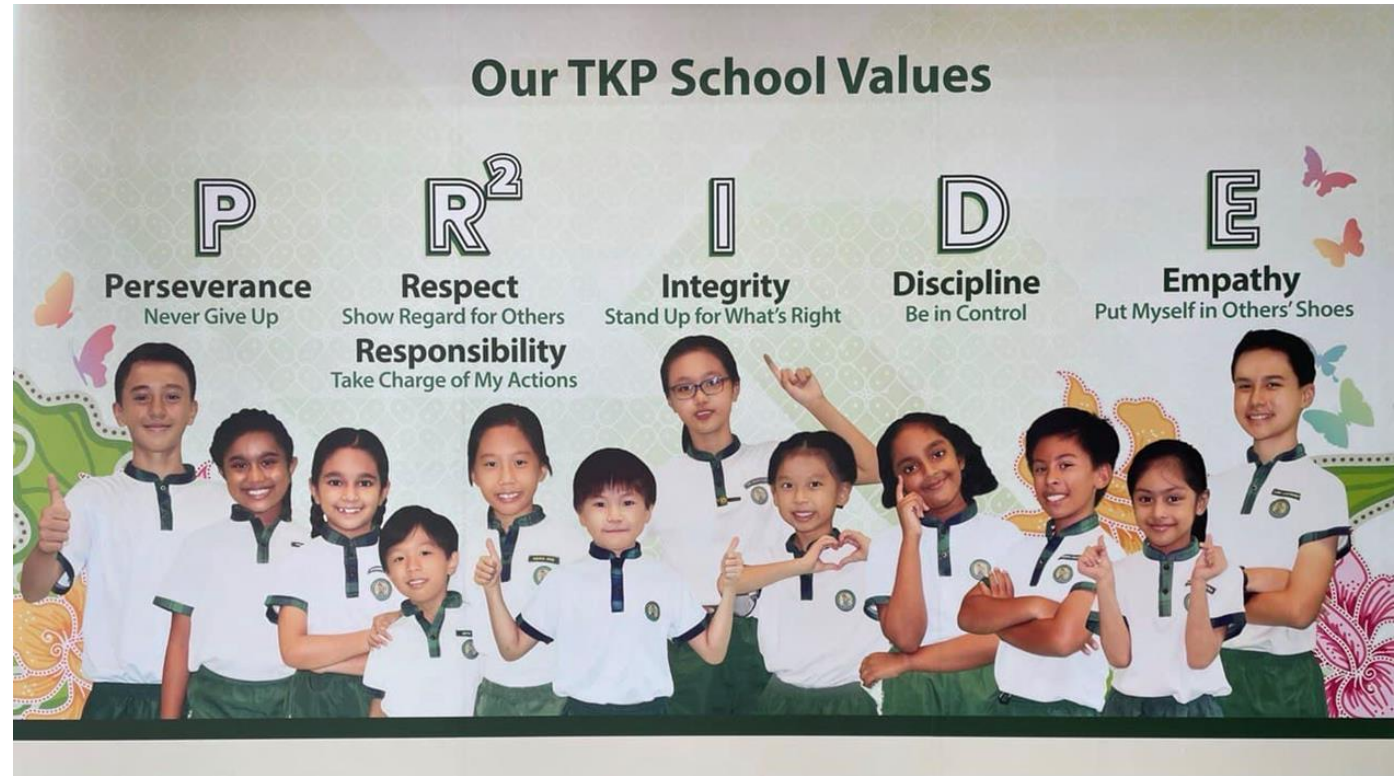
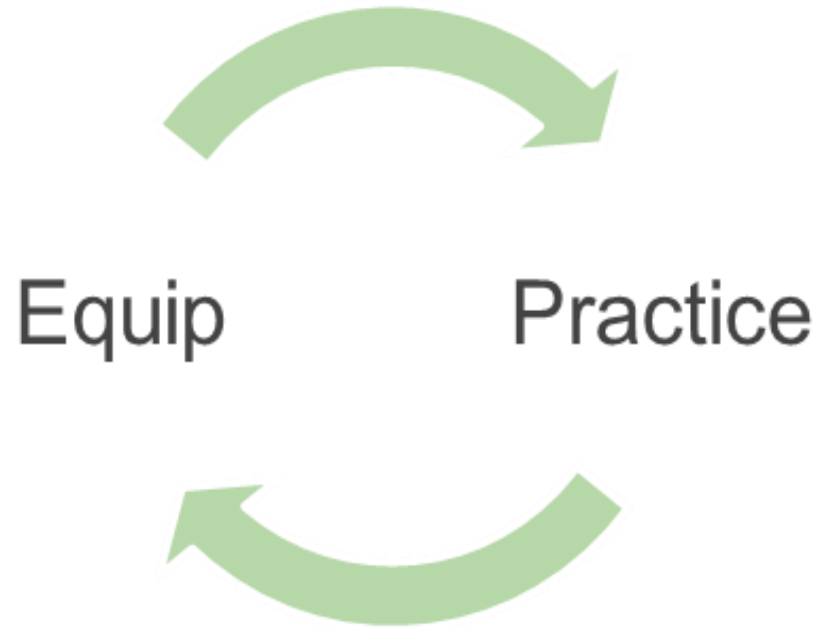


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Subject Matters

Character and Citizenship



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Home Periods

Objectives:

- ✓ To build teacher-student relationship
- ✓ To inculcate values and social and emotional competencies
- ✓ To gain global awareness through discussion of contemporary issues

Examples of programmes:

- Form Teacher Guidance Period (FTGP)
- Values-in-Action (VIA)
- Cyberwellness
- Sexuality Education (P5 & P6 only)
- Student Leadership
- Peer-Support (P3 - P6)
- Active Citizens Who Care and Take Action (A.C.T)
- One-To-One Chat



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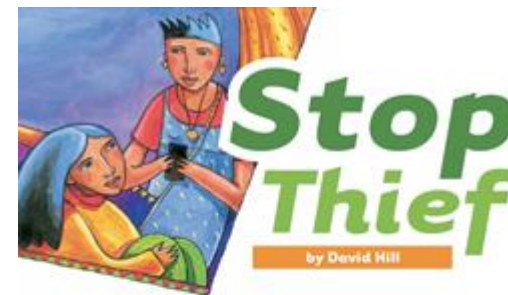
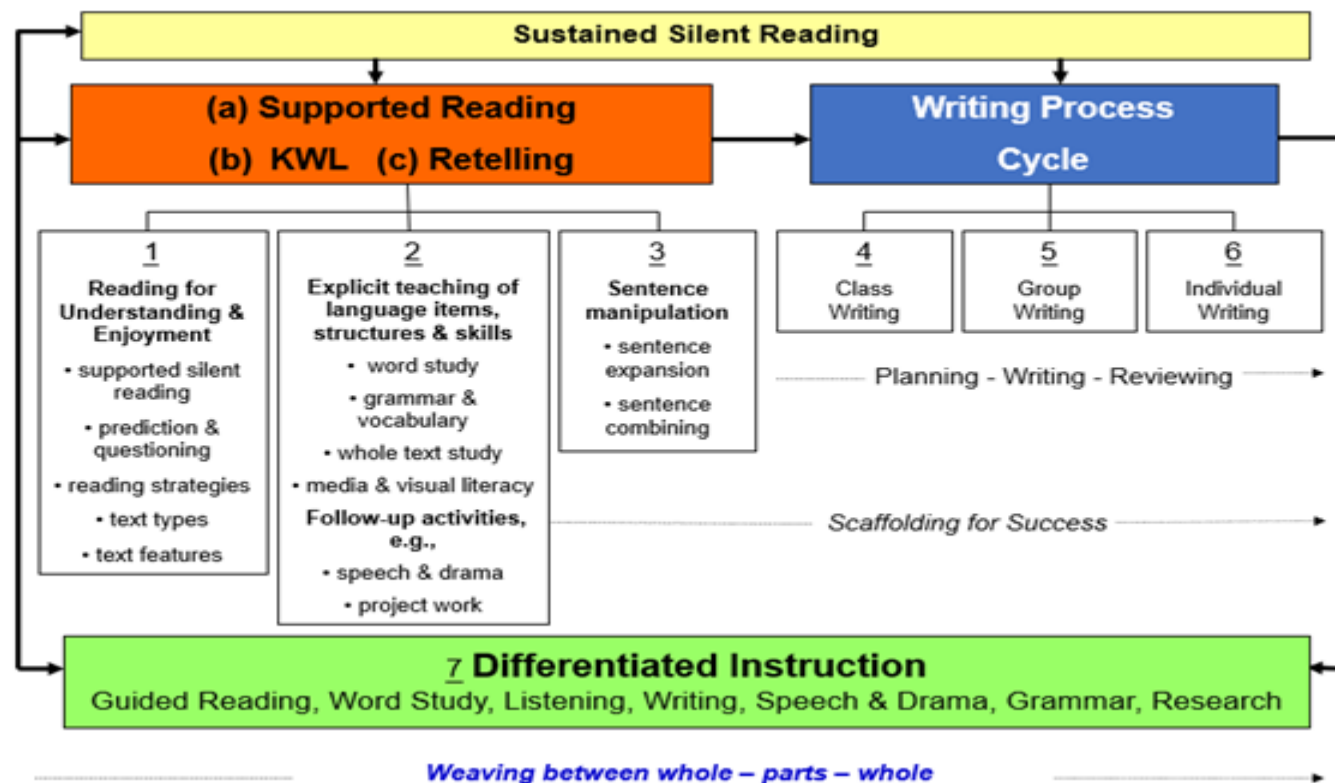
English - an overview of the EL Curriculum



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English - STELLAR

STELLAR Pedagogic Framework (P3b to P6)



STELLAR
Reader

"Seen our book list?" Jade asked Kayley. "Five 2B pencils, a mathematical set, refills, two ballpoint pens. Secondary school costs a lot!"

"I've got half my stuff," Kayley said. bag, Kayley took a new notebook, son pens and a shiny black calculator.

"Cool calculator!" Jade said. "Why buy it?"

Kayley grinned. "Didn't buy it. Swi Centre City Books. It's easy — everybo Anyway, shop prices are a rip-off!"

Next day after school, Jade headed City Books. There were shelves of new books, refills, calculators, and ballpoi Jade stared at them. When she looke woman at the shop counter smiled. Jade chose her exercise books. Sh the black calculators again.



Primary 5
STELLAR Booklet 2

Late But Not Last



Name: _____ ()

Class: _____

Parent's Signature / Date

Please complete your corrections

Page 1	Page 2	Page 3	Page 4	Page 5	Page 6
Page 7	Page 8	Page 9	Page 10	Page 11	

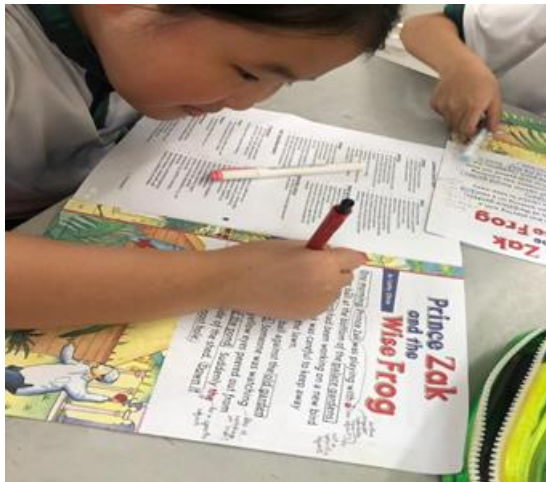
STELLAR
Activity
Booklet

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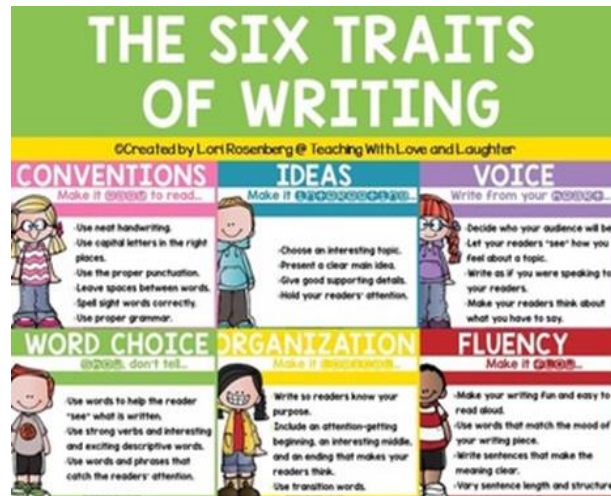
English - School-based Curriculum (SBC)

READING



Annotation Strategy in Reading Comprehension

WRITING



Using the 6 Traits of Writing & the STAR strategy in Process Writing



Drama Strategies in Idea Generation for Writing

VOCABULARY

Activity 2 Visual Vocabulary Day: Tuesday Date: 11 October 2019

Term: carapace

Word Class: noun

Sentence it appears in:
Leatherback turtles do not have a carapace like the others.

Definition: the hard upper shell of a tortoise, crustacean or arachnid.

Draw:

Visual Vocabulary in Word Study

English - Assessment Structure

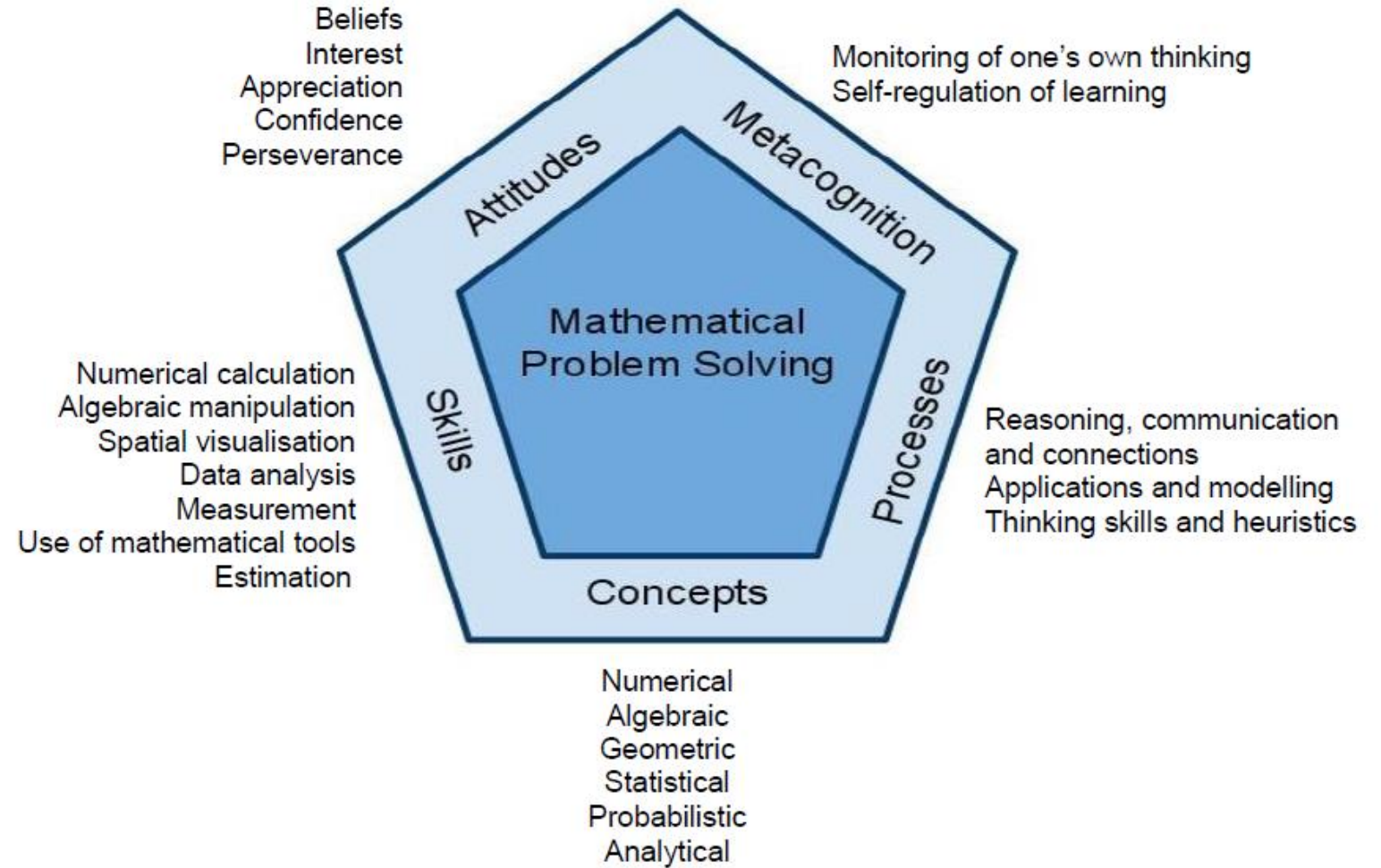
	P4 EL
TERM 2 (Semestral Assessment 1)	Paper 1 - Writing (20 marks) Paper 2 - Language Use (50 marks) Paper 3 - Oral (16 marks) Paper 4 - Listening Comprehension (14 marks)
TERM 4 (Semestral Assessment 2)	Paper 1 - Writing (20 marks) Paper 2 - Language Use (50 marks) Paper 3 - Oral (16 marks) Paper 4 - Listening Comprehension (14 marks)



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Mathematics - an overview of the MA Curriculum

The central focus of Mathematics curriculum is development of mathematical problem-solving competency.



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Mathematical Approaches

- Concrete-Pictorial-Abstract Approach
- Activity-based learning
- Collaborative learning



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Mathematics Assessment Structure

Overall Weighting (100%)	
Term 2	Term 4
SA1 Written Paper 100 marks (30%)	SA2 Written Paper 100 marks (70%)



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P4 Science Curriculum

Learning through inquiry

- experiments
- class based activities (e.g., model- making, concept mapping and more)

Science Innovation Programme

- Using Design Thinking to design and make an ice-cream box



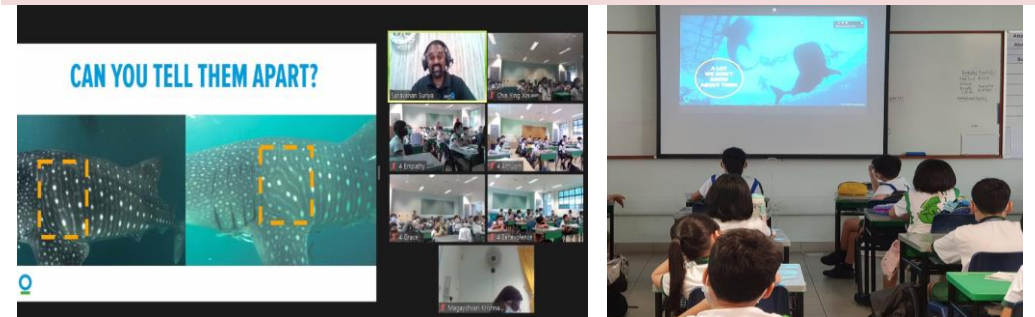
Hydroponics Programme

- Growing of vegetables using nutrient based solution



Use of ICT

- Virtual Learning Journey



Environmental Education

- Recycling, HP lessons and activities, talks and events like Earth Week



P4 Science Topics

Term 1	Term 2	Term 3	Term 4
<u>Cycles</u> 1. Matter	<u>Energy</u> 1. Heat & Temperature	<u>Energy</u> 1. Light & Shadows	<u>Cycles</u> 1. Life Cycle of Plants
<u>Energy</u> 1. Heat and Temperature			2. Life Cycle of Animals

P4 Science Assessment

	Booklet	Item type	Number of questions	Number of marks per question	Marks	Total marks
SA1 (1h 30min)	A	Multiple-choice	24	2	48	80
	B	Open-ended	11	2-4	32	
SA2 (1h 45min)	A	Multiple-choice	28	2	56	100
	B	Open-ended	12-13	2-4	44	



Growing a mealworm at home

Hands-on activity: making a model to show the life-cycle of animals



Planning an experiment

Carrying out an investigation



How to support your child in the learning of Science?



- Carry out fun experiments together to develop interest in Science. (*Refer to Google search: simple Science experiments for parents and kids*)
- Play simple games to test their knowledge of Science concepts. (*Quiz, Snap, Crossword etc*)
- Use Science vocabulary in your conversation. (Instead of saying the paper clip sticks to the magnet, use the scientific terms- the **paper clip is attracted to the magnet**)
- Link Science concepts to real life context. (e.g., the window pane is made of a **transparent glass**, allowing light to pass through so I can **see** the view outside my house.)
- Revise Science topics in P3 and P4. (*Refer to activity books, textbooks and Sci files*)
- Reading of Science articles/literature. (*Refer to Science Magazines- Young Scientist, Discovery Box, Straits Times, non-fiction library books*)

Level Highlights

Semester 1

1. CCA (F2F)
2. TK Spotlight! (Arts Talent Competition: Optional)

Semester 2

1. Subject Based Banding



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Subject-Based Banding

“We recognise different abilities... and help each student to proceed at a pace that he can manage.”

**Mr Tharman Shanmugaratnam
Former Minister for Education 2007**



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PREVIOUS SYSTEM (BEFORE 2008)

- Students who did not perform well in the Primary 4 examinations would be
 - Streamed into EM3 classes in P5 and P6
 - Took all subjects at the foundation level
 - Might be offered Mother Tongue Language (MTL) (ML / CL / TL) at the standard level if they were strong in the MTL



WHY INTRODUCE SBB?

- Recognise the different abilities of students
 - Provide more flexibility in subject combinations for students with strengths and abilities that vary across subjects
 - Offer stronger subjects at standard level and weaker subjects at foundation level
- Removal of Merged and EM3 streams in Primary 5 and 6



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WHAT DOES SBB MEAN FOR YOUR CHILD?

- There will be greater flexibility in subject combinations
- Your child has the choice to take a combination of standard and foundation subjects, depending on his strengths



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HOW DOES SBB WORK?

[At P4]

School recommends subject combination, based on P4 Exam results.

Parents indicate preferred combination.

[At P5]

School assesses child's ability to cope.

Adjustments to subject levels made if necessary



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**Prepare our children for
the test of life and not a
life of tests.**



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Co-Curricular Activities

**Starting from 4
Feb onwards**

**Fridays,
Mondays,
Thursdays**

**2 - 4 pm (F2F)
3.30 - 5.30pm (eCCA)**

**eCCA for Choir*
(SMM)**

15 CCAs



Sports



Performing Arts



Clubs and Societies



Uniform Group

CCA Registration will close on Sunday, 23 January 2022.

**Primary 4 can choose to remain in their CCA or select a new one.
They will be allocated to the new CCA based on availability.**

Objectives of CCA

Primary 3 to 6
CCAs

Passion and
Talents

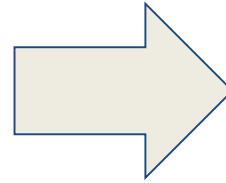
Meaningful
Relationship

Rich School
Experience

Values

Self-
Management

Leadership



Direct School Admissions (DSA)

Secondary Schools

Your child
is

Highly
passionate and has
good CCA
records.

An option for
Sec School
Selection.

Commitment
for 4 years

To continue the
development of
child's passion
and strength

Key points to note for DSA



DSA is:

- An option for the child and parent, it is not a must.
- Very competitive.
- Dependent on the criteria decided by secondary school, based on their needs.



DSA is NOT:

- for students who merely wants to enter the Secondary School but has no interest in the area.
- a guaranteed entry. There is a minimum score to meet.

The best way to prepare your child for DSA is to know your child's area of talent and passion, and to spend time to grow in it. It requires commitment. Do encourage your child to stay and grow in their CCA.

Guide for CCA Registration

1. Click on the link provided on Parents Gateway (<https://forms.moe.edu.sg/forms/ZJ7xlo>) or scan the QR code below to access the registration portal.



2. Click on 'STUDENTS'.



3. Fill in your child's/ward's details. Please refer to the table below for the class name.



Class	Class Name
4A	P4-4ALTRUISM
4B	P4-4BENEVOLENCE
4C	P4-4CHARITY
4D	P4-4DILIGENCE
4E	P4-4EMPATHY
4F	P4-4FAITH
4G	P4-4GRACE

Reminder



To complete CCA
registration by 23
January 2022.

Disciplinary Approach



Promote & Prevent

- Students **learn well** when there is **order and discipline**. At the same time, they need care, encouragement, and space to learn from mistakes and improve.

Address & Correct

- Discipline is an **educative process**, and the goal is to instill self-discipline and good character in students.

Replace & Restore

- Disciplinary measures serve as a **proxy for consequences** of the poor choices made. They are **not punishments**, and must be meted out fairly, firmly, and appropriately.
- Besides applying the consequence, **allow restoration through restitution, resolution, and reconciliation**.

Disciplinary Approach



- All students are held to the same disciplinary standards in school.
- Discipline ≠ punishment
- Students with SEN are not free from the consequences of their actions, but may require differentiated consequences.

What is considered logical or meaningful (i.e. makes sense to the student)?

Logical Consequences help students to:	Punishments may result in students:
<ul style="list-style-type: none">• take responsibility• develop self-control• take actions that are likely to result in effective learning and behavioural change	<ul style="list-style-type: none">• focusing on how badly they are being treated• having increased anger• performing inappropriate behaviours behind your back

TKP Attire (Pg 14 - 15)

TK ATTIRE

For Boys

T-SHIRT

T-shirt must be neatly tucked in

NAILS

Nails must be kept short

SHORTS

Shorts should not be baggy or loose

SHOES

Black shoes properly laced with black shoelaces



HAIR

Hair must not cover the ears or touch the collar, with short sideburns and a short fringe

No dyeing / highlighting of hair

SOCKS

Black socks worn must be visible and not be lower than the upper linings of the shoes

EARS

Simple ear studs may be worn

T-SHIRT

T-shirt must be neatly tucked in

CULOTTES

Culottes should be knee length

SHOES

Black shoes properly laced with black shoelaces



For Girls

HAIR

Hair must be neat and tidy with a short fringe; long fringe should be secured with dark-green / black hair accessories

No dyeing / highlighting of hair

NAILS

Nails must be kept short

SOCKS

Black socks worn must be visible and not be lower than the upper linings of the shoes

TK PE ATTIRE



T-SHIRT

T-shirt must be neatly tucked in

SHORTS

Shorts should not be baggy or loose

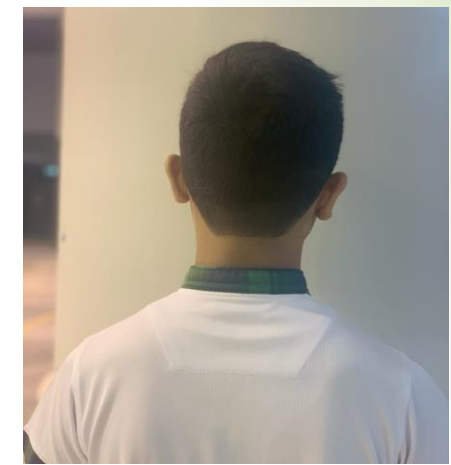


Wear your uniform neatly.

It shows that you care!



Examples of acceptable Haircut / Styles



School Rules

Pg 9 - 12 of Kidz Organiser



Our view on mobile devices (Pg 10)

- No electronic devices, mobile phones, smart watches and toys should be brought to school by students without permission from the teacher.
- If a student is caught using his / her mobile phone within the school premises, the phone will be taken away by the teacher and given to the General Office for collection by parents.

Regulate responsible mobile device use

- discuss and agree on mobile phone rules with your child
- rules about what your child can use their phone for, where and when they can use it
- how much they can spend on usage

Behaviour & Consequences (Pg 12)



Our Philosophy: Discipline with Care

- achieving a higher standard of discipline will lead to :
 - **enhanced learning** throughout the school
 - **greater safety** for all students in the school
- with misbehaviour managed effectively, the number of offences committed will inevitably reduce in the long term
- students respond better to a **fair yet firm approach** and accept disciplinary measures that are logical, appropriate, and preserves their dignity
- goal of discipline is to instill **self-discipline** in every student

Students Learning Space (SLS)

Parents can refer to the school website or Form teachers for issues concerning SLS



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Be Part of the Parent Support Group



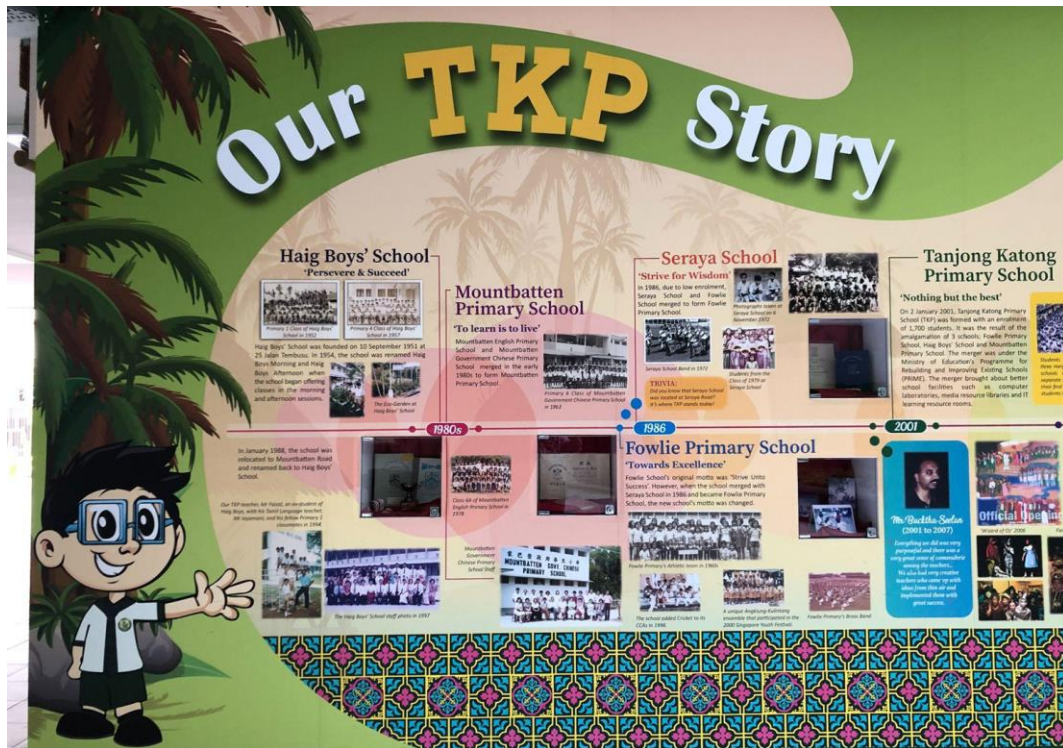
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Join TKP Alumni

Stay connected with TKP!

Look out for alumni gatherings!



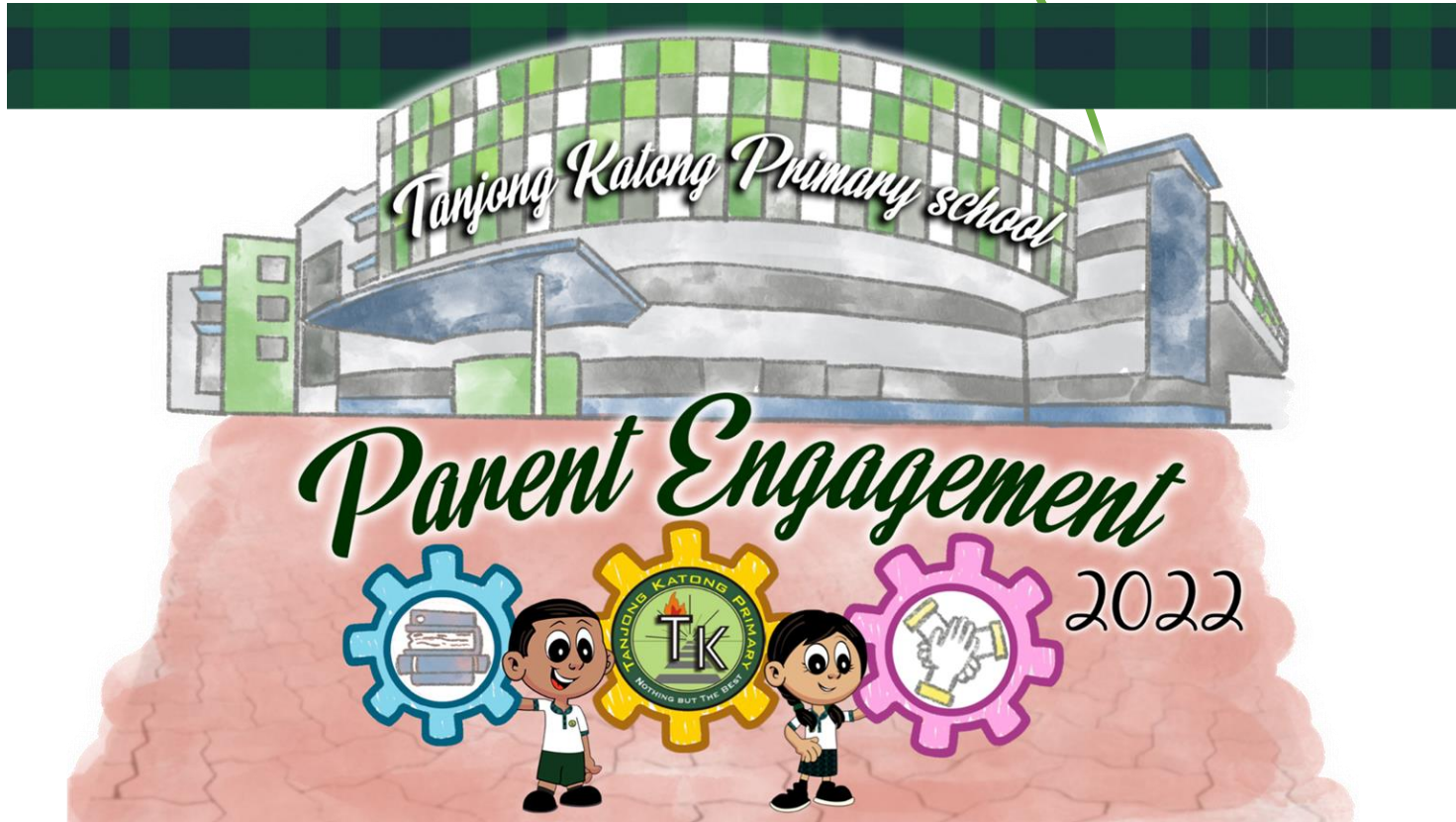
Join us if you have graduated from:

- **TKP**
- **Fowlie Primary School**
(Merger of Seraya School and Fowlie School)
- **Haig Boys' School**
- **Mountbatten Primary School**

Feedback

Thank you for attending today's Parent Engagement. Please take some time to give us your feedback via the QR Code or the link above.

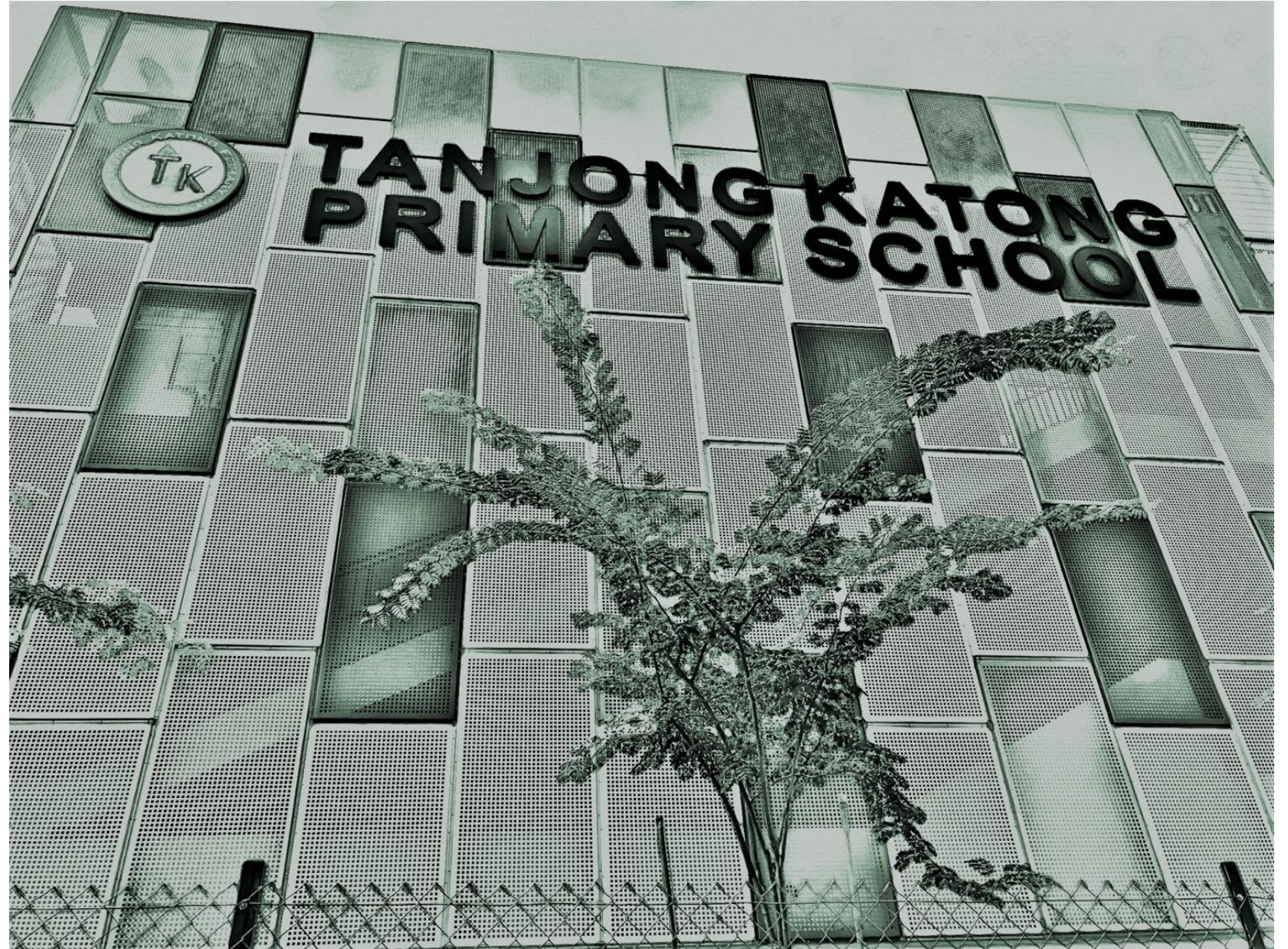
<https://bit.ly/Tkps2022>



Parent Engagement 2022

Nothing But the Best

Thank You



(Official(Open)\Non-sensitive)