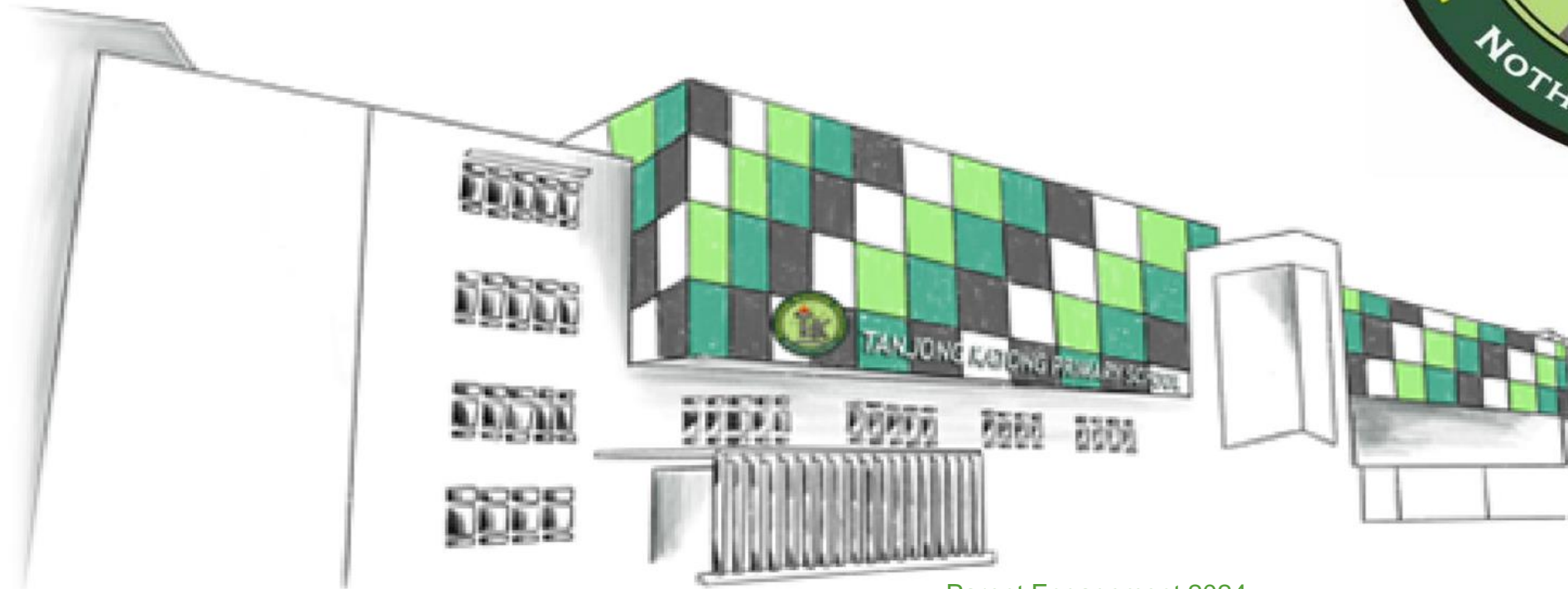


PARENT ENGAGEMENT 2024
DATE: 3 FEBRUARY 2024
TIME: 9.00 a.m. - 9.45 a.m.

Dear Parents,
This session will be recorded.
Presentation slides will be
available on the school website
after today.

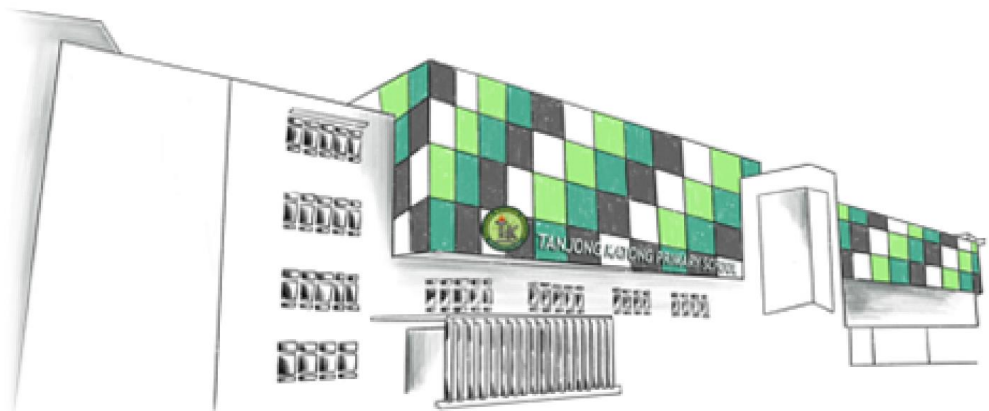




Kindly take note:

- One log in device per family.
- Log in with (**Child's name, Class**). E.g. (Tom, 1 Altruism)
- Turn on your video but turn off your mic during the sharing.
- You may ask questions at the end of the sharing. Do speak respectfully.
- Video or audio recording and photography of the Zoom sessions is strictly not permitted.





*Parent Engagement
2024*

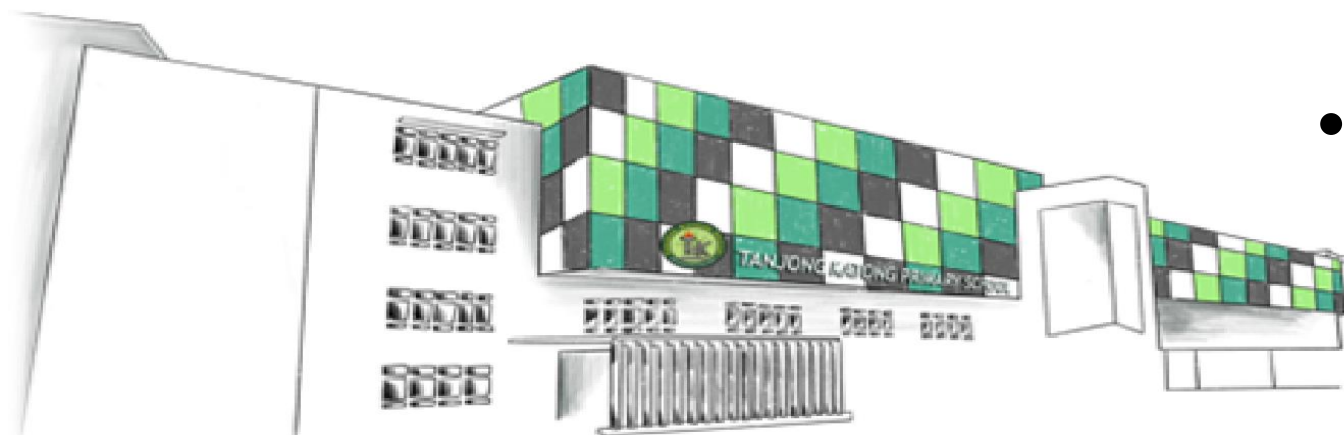
Form Teacher's Briefing

Primary 1 Altruism



AGENDA

- Introduction
- Communication
- School Rules
- Class Routines and Expectations
- Level Highlights
- Subject Matters
- Admin Matters



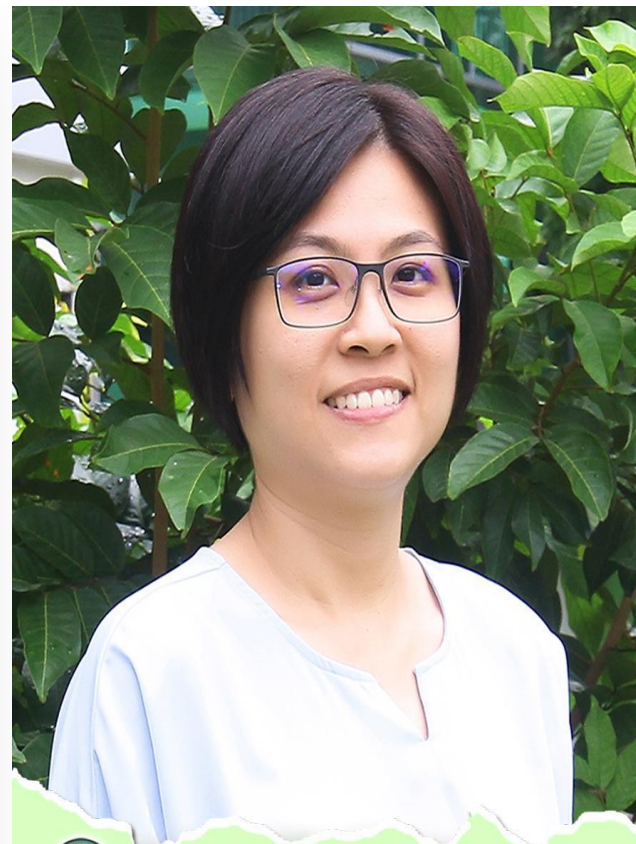
SCHOOL LEADERS



Mrs Seah Lay Tin
PRINCIPAL



Mdm Toh Leng Leng
VICE-PRINCIPAL



Miss Ong Chuxian
VICE-PRINCIPAL



Mrs Vijaya Ganesh
VICE-PRINCIPAL

(Admin)

Level Manager & Year Head for Lower Primary



Level Manager P1

Mdm Noormala Bte Ahmat

noormala_ahmat@moe.edu.sg

Year Head (Lower Primary)

Mr Danny Koh

koh_puai_boon_danny@moe.edu.sg

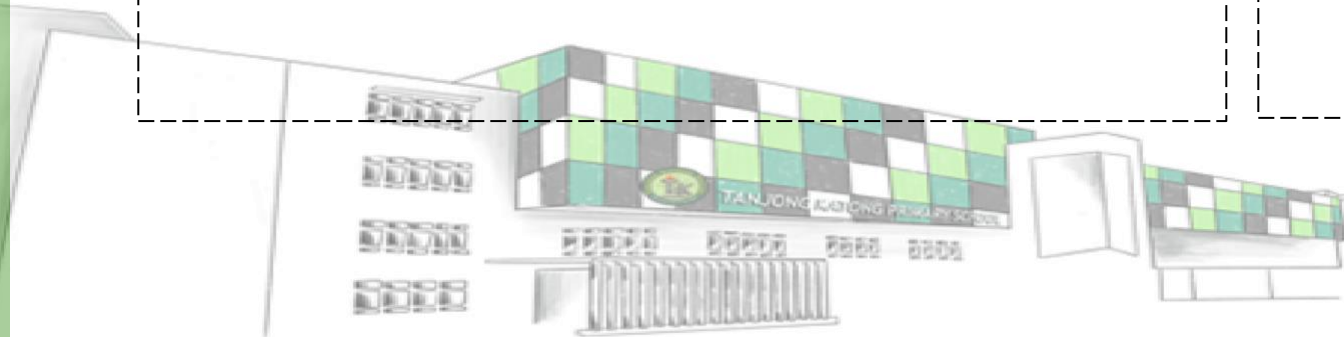


Form and Subject Teachers



You can find the photos in
UPBEAT Slides: Know Your School

You can find the photos in
UPBEAT Slides: Know Your School



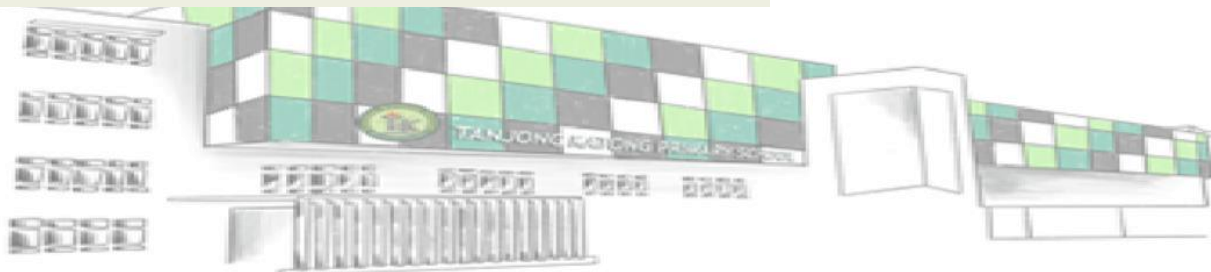
Our Teaching Belief



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.



Communication - Attendance



- **Punctuality**

- Report to school by 7.30 a.m.

- **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



Communication on Students' Progress ASSESSMENT STRUCTURE



| LEVEL | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|-----------|---|---------------------|--|-------------|
| | Weighted Assessment | Weighted Assessment | Weighted Assessment / Preliminary Exam | End-of-Year |
| PRIMARY 1 | No Weighted Assessment (WA) or Semestral Assessment (SA). Formative Assessment (FA) is carried out throughout the year to assess students' progress. | | | |
| PRIMARY 2 | | | | |
| PRIMARY 3 | 10% | 10% | 10% | 70% |
| PRIMARY 4 | 10% | 10% | 10% | 70% |
| PRIMARY 5 | 10% | 10% | 10% | 70% |
| PRIMARY 6 | No Weighted Assessment (WA) or Semestral Assessment (SA) in Semester 1. Formative Assessment (FA) is carried out to assess students' progress. | | Preliminary Exam 100% | - |



Communication on Students' Progress

- **Parent-Teacher-Meeting** (May 2024 / Mode: To be confirmed)
- **Report Books** returned semesterly
- For more details on assessment (e.g., pro-rating, achievement bands, etc), refer to **Kidz' Organiser** on Pages 15 to 17



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:

- take responsibility
- develop self-control
- take actions that are likely to result in effective learning and behavioural change

Punishments may result in students:

- focusing on how badly they are being treated
- having increased anger
- performing inappropriate behaviours behind your back

TKP ATTIRE (PG 13 - 14)

TK Attire

For Boys

T-SHIRT

T-shirt must be neatly tucked in

NAILS

Nails must be kept short

BERMUDAS

Bermudas should be well-fitting

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 at least 3cm above the upper lining of the shoes

EARS

Simple stud earrings 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



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 at least 3cm above the upper lining of the shoes

TK Attire

T-SHIRT

T-shirt must be neatly tucked in

SHORTS

Shorts should be well-fitting



Wear your uniform neatly.
It shows that you care!



EXAMPLES OF ACCEPTABLE HAIRCUT / STYLES





SCHOOL RULES

PG 8 - 11 OF
KIDZ ORGANISER



Our view on mobile devices (Pg 9)

- 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 without adhering to the rules, 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



Class Routines and Expectations

Class Rules?

Class Theme?

Class Focus?

E.g. Teaching students to be independent, especially during recess in the canteen. Preparing them to recognise money, take change from stall holders, take care of their wallets etc



LEVEL HIGHLIGHTS

Semester 1

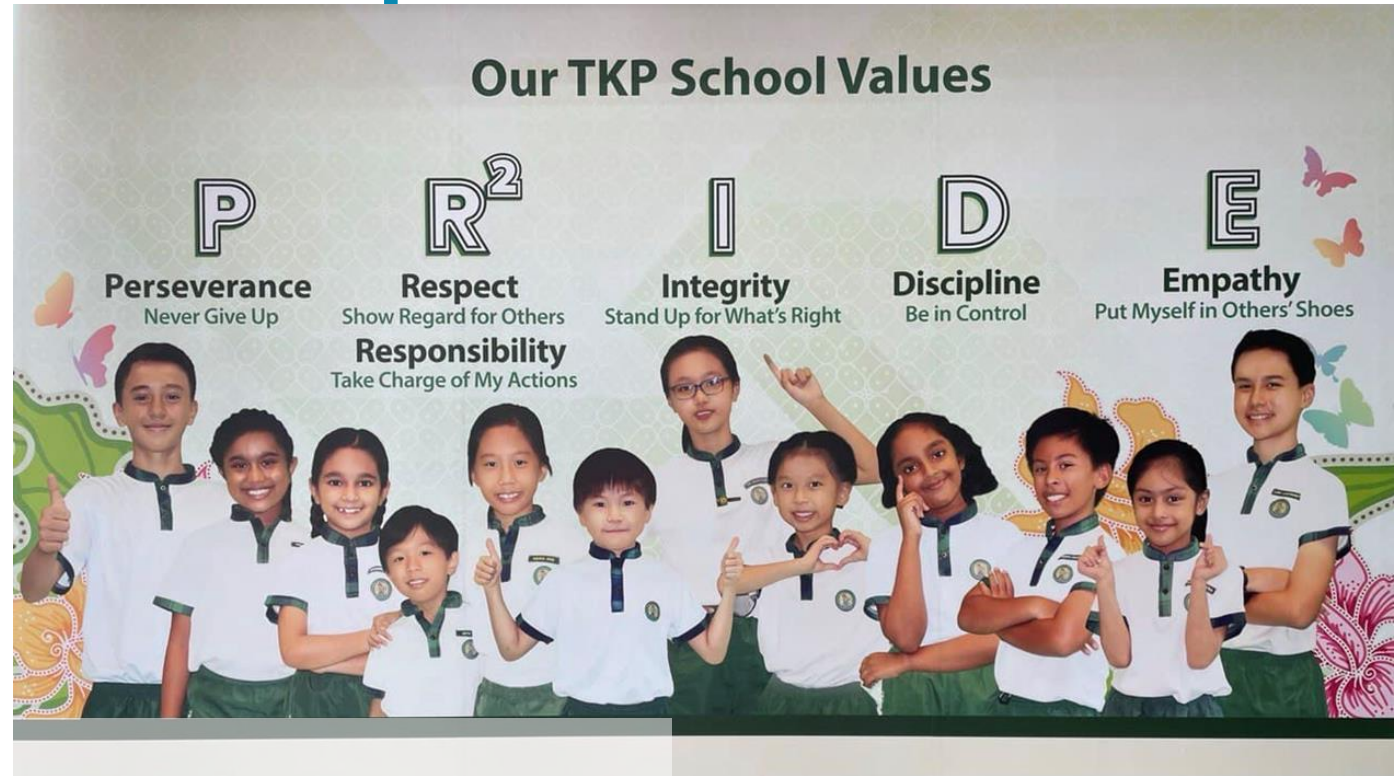
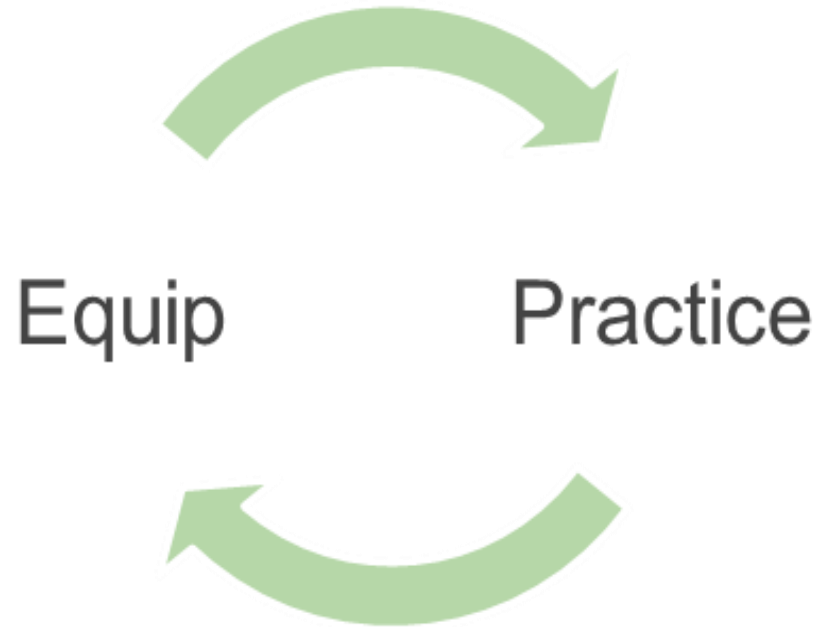
1. TK Spotlight! (Arts Talent Competition: Optional)
2. Neighbourhood Walk Learning Journey
3. P1 VIA Project - I Can Take Care of Myself
4. Speech and Drama

Semester 2

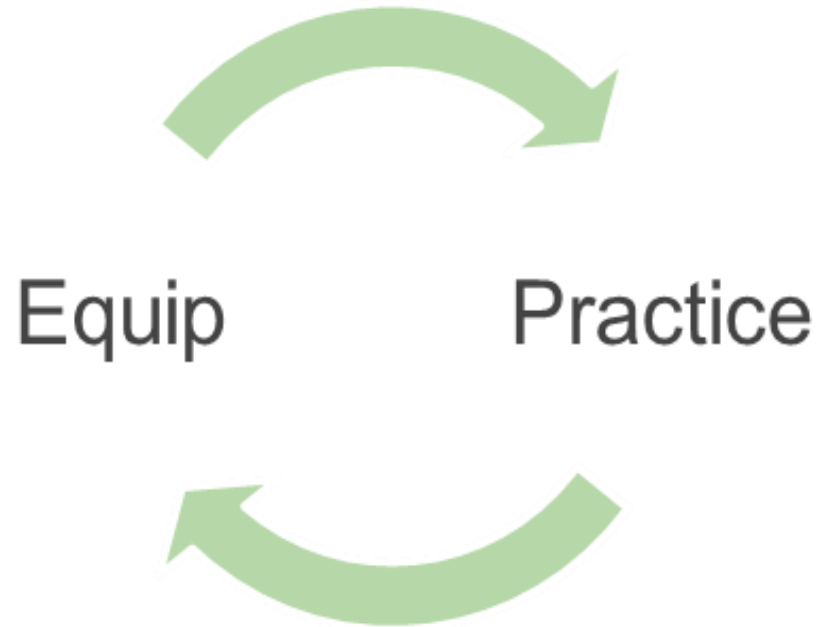
1. Lower Primary Games Day
2. Arts Learning Journey



Character and Citizenship



Character and Citizenship



CCE Curriculum comprises of:

- Mental Health
- Cyber Wellness
- Family Education
- Values Inculcation
- National Education
- Sexuality Education
- Education and Career Guidance



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





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
- UPBEAT Friday

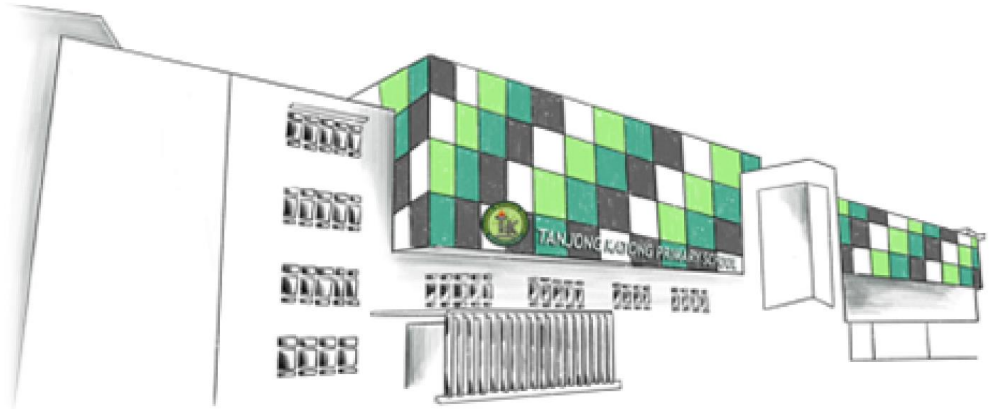




Students Learning Space

Primary 1 Activation package has been given out on 26 January 2024. Parents are encouraged to on board the students in SLS by **14 February 2024**.





*Parent Engagement
2024*

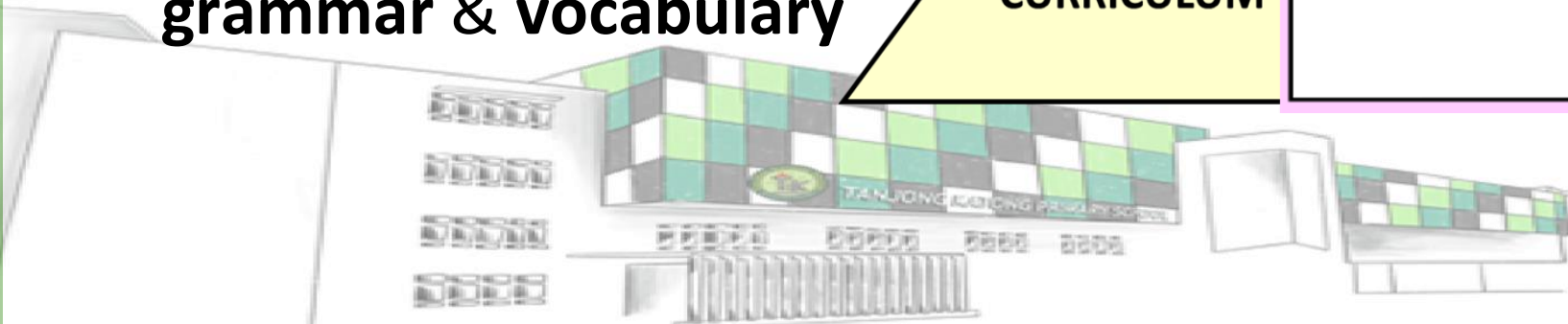
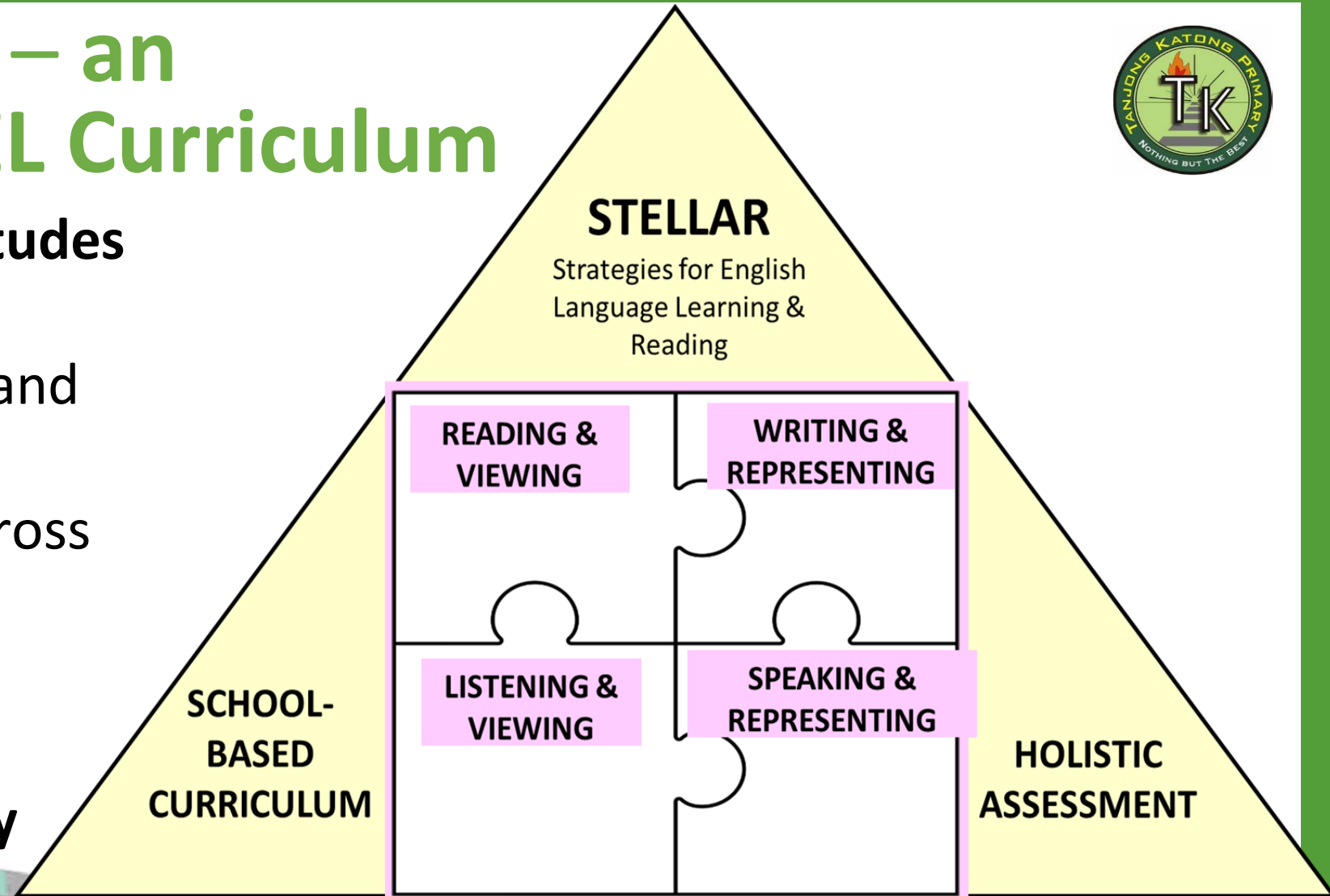
Subject Matters

Primary 1

English Language – an overview of the EL Curriculum

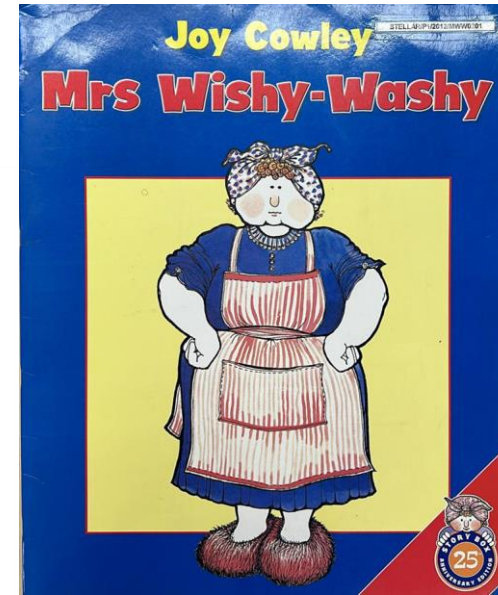


- knowledge, skills, attitudes and **behaviours**
- taught **systematically** and **explicitly**
- **integration of skills** across all areas of language learning
- explicit teaching of **grammar & vocabulary**

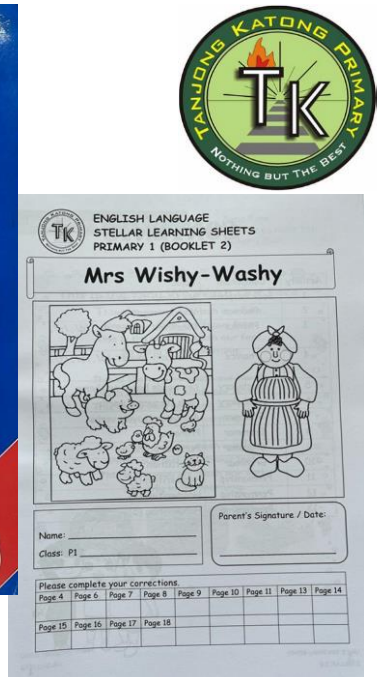


| | Lower Primary | P3 | Think- Aloud* |
|------------------------|---|---|------------------|
| Reading & Viewing | Shared Book Approach (SBA) up to P3A | | |
| | | <ul style="list-style-type: none">• Explicit instruction of Reading Comprehension*<ul style="list-style-type: none">• Annotation*• Supported Reading• KWL | |
| | Reading for Pleasure (through Extensive Reading) | | |
| Writing & Representing | <ul style="list-style-type: none">• Modified Language Experience Approach (MLEA)<ul style="list-style-type: none">• Guided Writing* | Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC) | |
| Oracy | <ul style="list-style-type: none">• Weaved in areas of language learning• Explicit Instruction | | |
| Vocabulary | <ul style="list-style-type: none">• Taught in context | | |
| Grammar | Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)* | | |

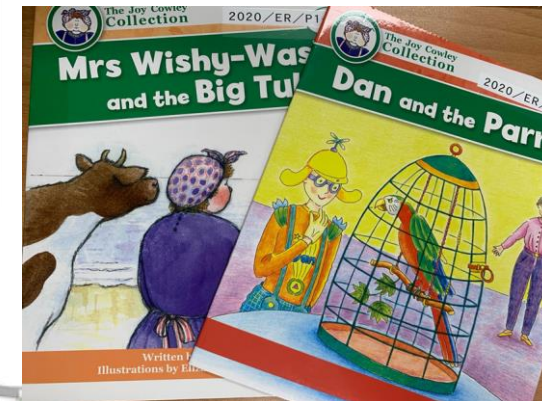
*strategies emphasized in STELLAR 2.0



Shared Book Approach



STELLAR 2.0
Learning Sheets



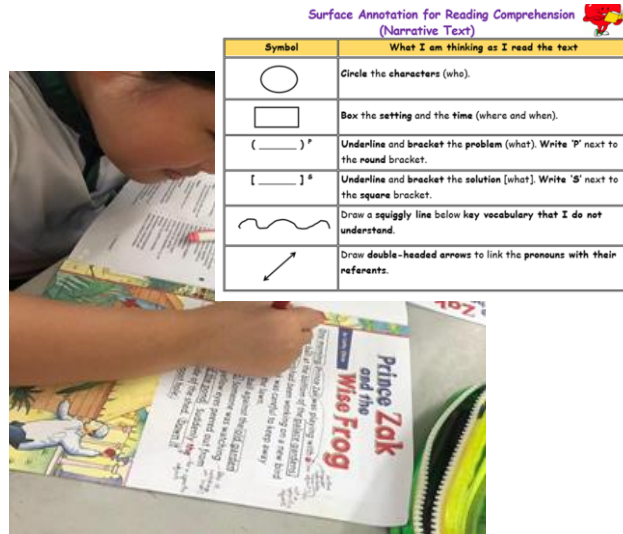
Extensive Reading books



English - School-based Curriculum (SBC)

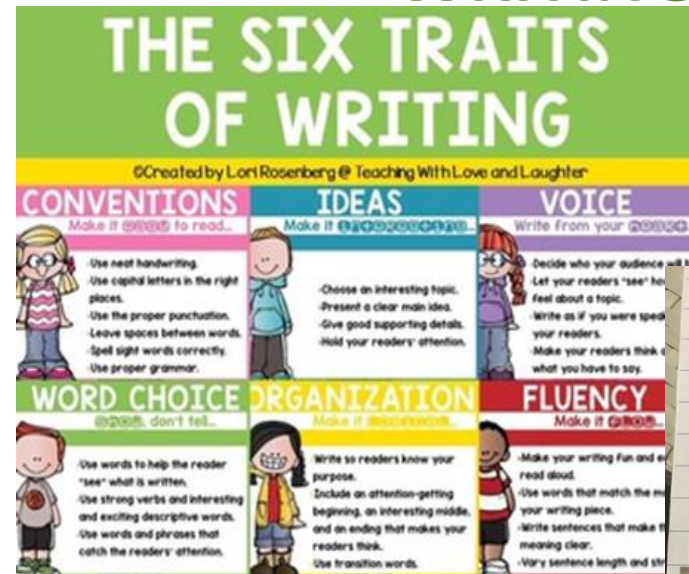


READING



Annotation Strategy in Reading Comprehension

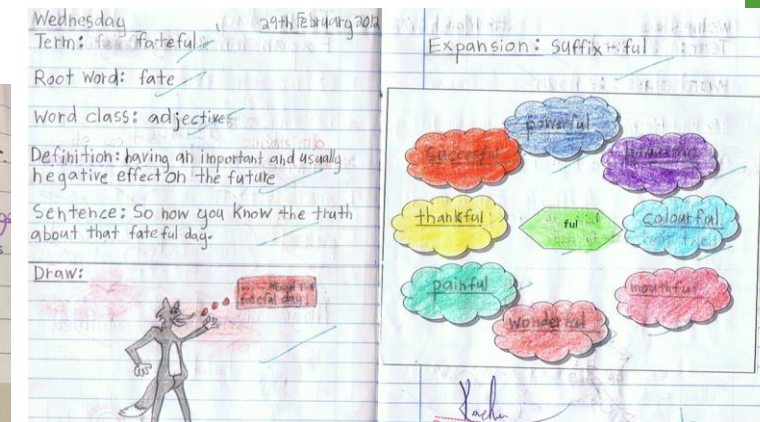
WRITING



Using the 6 Traits of Writing and Writer's Notebook



VISUAL VOCABULARY



English - Formative Assessment



| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|--|--|---|------------------------------|
| Picture Matching and Sound Discrimination | | | |
| Penmanship Creative Writing (Writer's Notebook, Book Response) Guided/ Group/ Individual Writing | | | |
| | Spelling | | |
| Reading Aloud Oracy Tasks | Speech and Drama Reading Aloud Oracy Tasks | Reading Aloud Stimulus-Based Conversation | Reading Aloud Oracy Tasks |
| Mini Language Review (Grammar and Vocabulary) | | Mini Language Review (Grammar, Vocabulary and Comprehension) | |



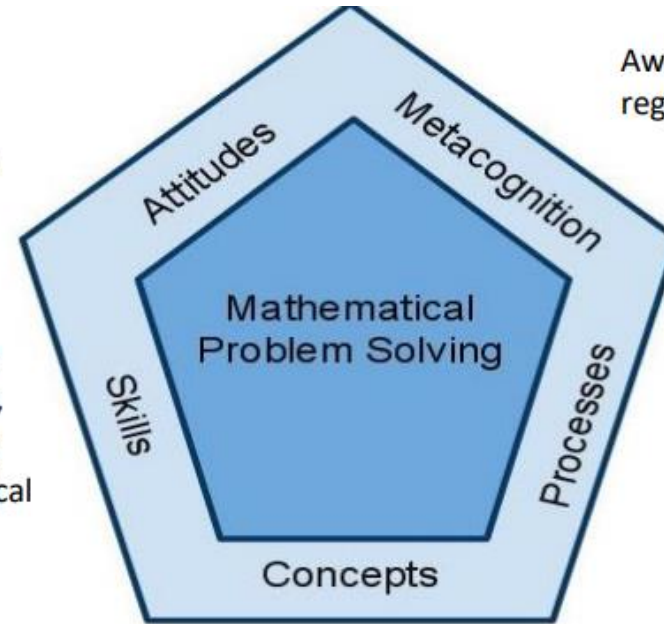
Mathematics - an overview of the MA Curriculum



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

Belief, appreciation, confidence, motivation, interest and perseverance

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



Awareness, monitoring and regulation of thought processes

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms



Mathematical Learning Experiences

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



Mathematics Formative Assessment Structure



| Term 1 | Term 2 | Term 3 | Term 4 |
|-----------------------------------|--------------------|--------------------|--------------------|
| Only Formative Assessments | | | |
| Only performance-based assignment | Performance task 1 | Performance task 2 | Written Practice 3 |
| | Written Practice 1 | Written Practice 2 | |



Mathematics Performance Task





PARENT SUPPORT GROUP

@ TKP

Sign up now!

Be a Parent Volunteer @ TKP PSG



<https://go.gov.sg/fs1ava>

Email: tkpspsg@gmail.com



Join TKP Alumni

Stay connected with TKP!

Look out for alumni gatherings!



<https://go.gov.sg/pccs1u>

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 the Parent Engagement session today. Please take some time to give us your feedback via the QR Code or the link on the right.



<https://go.gov.sg/2024pefeedback>



Parent Engagement 2024

Nothing But the Best
Thank You

