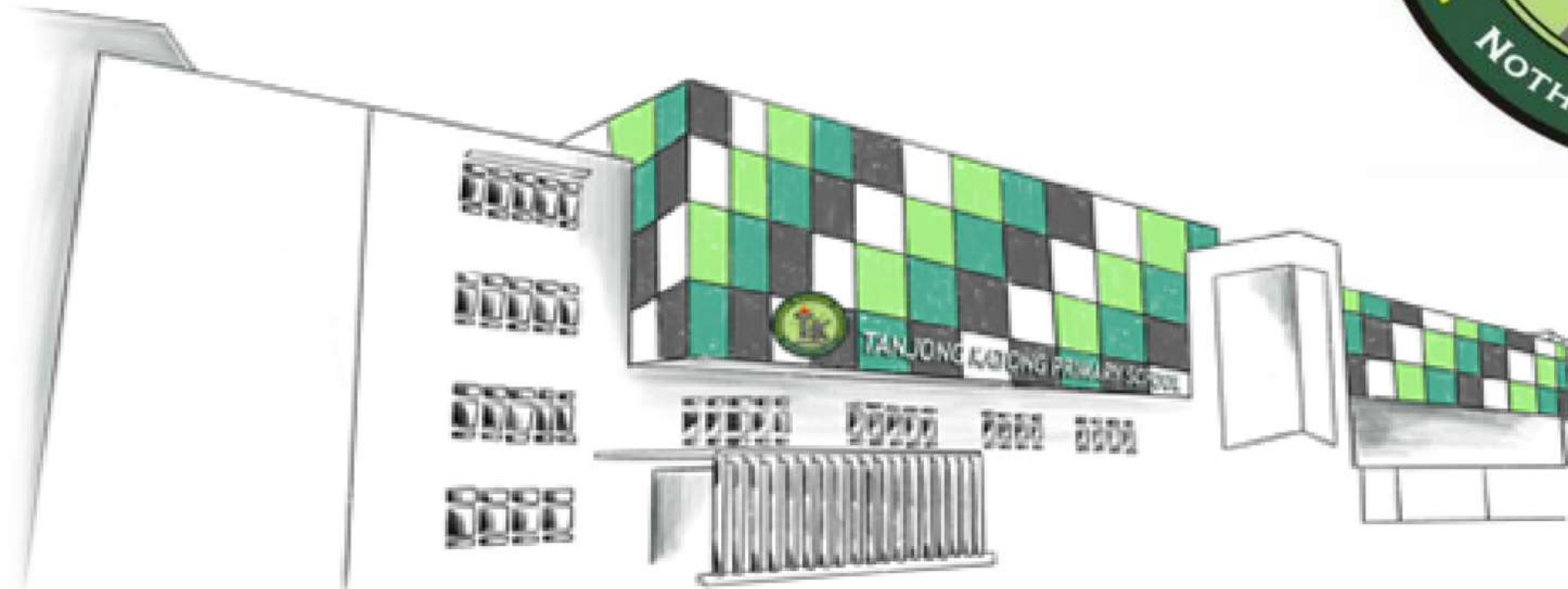


**PARENT ENGAGEMENT 2024**  
**DATE: 3 FEBRUARY 2024**  
**TIME: 9.00 a.m. to 9.45 a.m.**

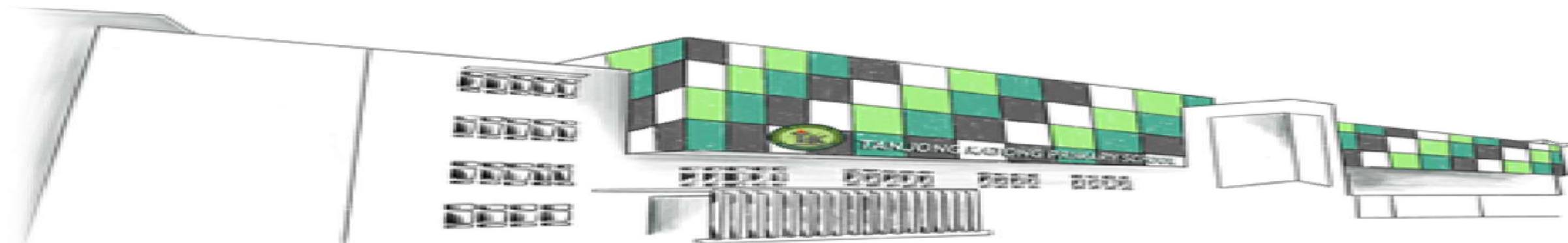
Dear Parents,  
This session will be recorded.  
Presentation slides will be  
available on the school website  
after today.

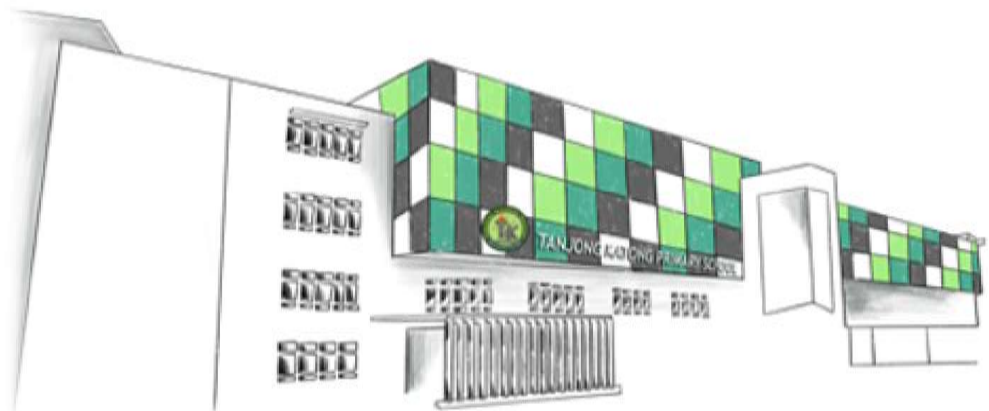




Kindly take note:

- One log in device per family.
- Log in with (**Child's name, Class**). E.g. (Tom, 4 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.





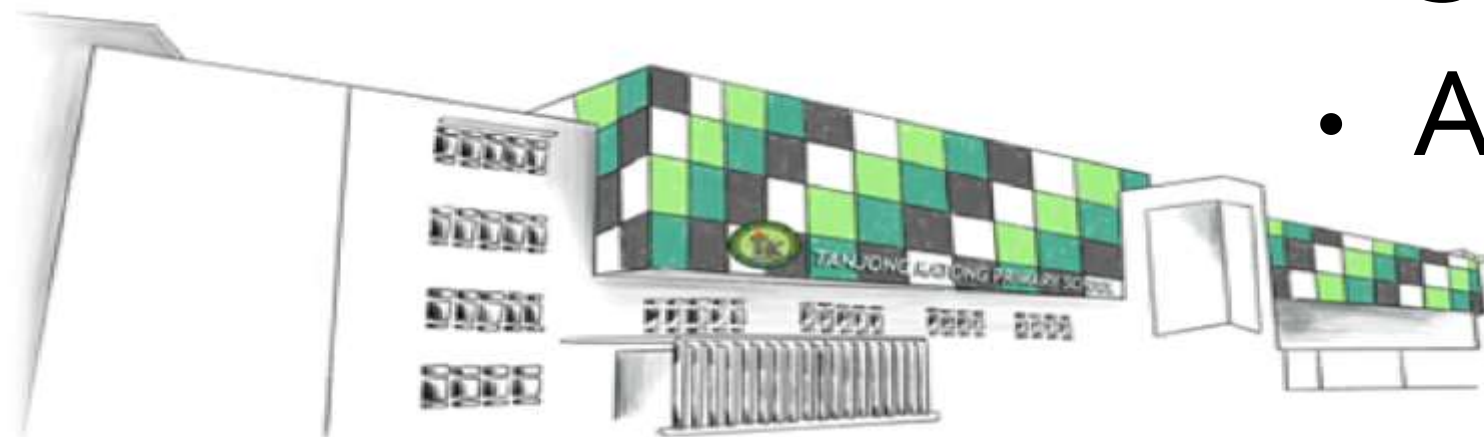
*Parent Engagement  
2024*

# Form Teacher's Briefing

Primary 4 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 Middle Primary



Assistant Year Head (Middle Primary)

**Mdm Aslinda Hamid**

aslinda\_hamid@moe.edu.sg



Level Manager P4

**Ms Kristel Seet**

kristel\_seet@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





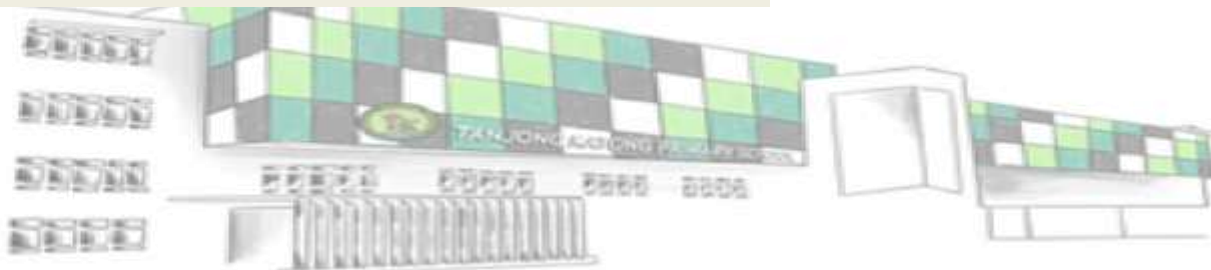
# Our Teaching Belief



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



Parent Engagement 2024

*Parent Engagement 2023*

# 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 Mid-Year Examination (MYE) in Semester 1. Formative Assessment (FA) is carried out to assess students' progress.		Preliminary Exam 100%	-





# Communication on Students' Progress

- **Parent-Teacher-Meeting**
- 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



### 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 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*



# 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**



# LEVEL HIGHLIGHTS

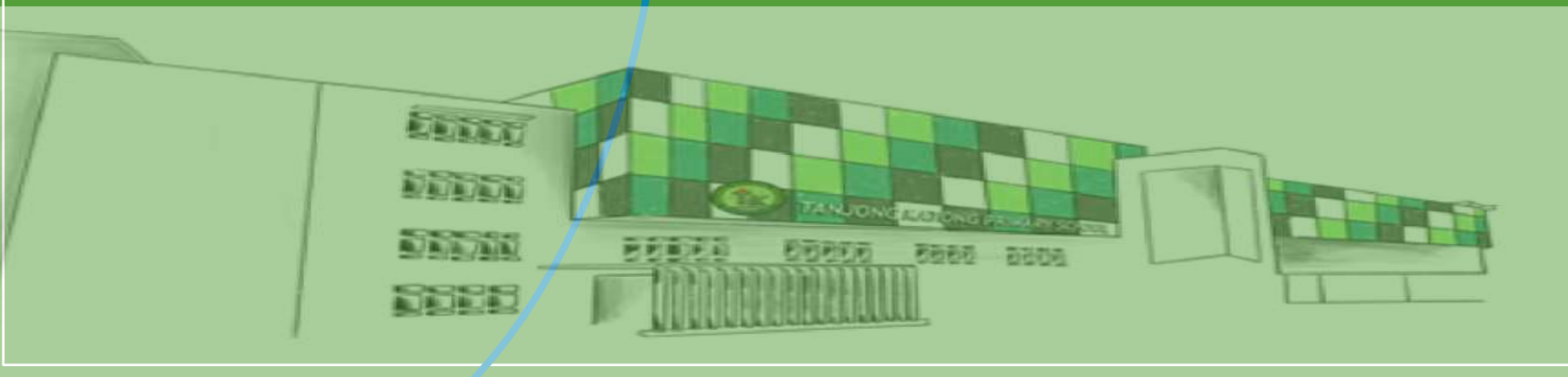
## Semester 1

1. CCA (Face to face)
2. TK Spotlight! (Arts Talent Competition: Optional)
3. Learning Journeys
4. PW/VIA



## Semester 2

1. Culture Camp
2. P4 Camp (2 day 1 night)
3. Subject-based Banding (SBB)



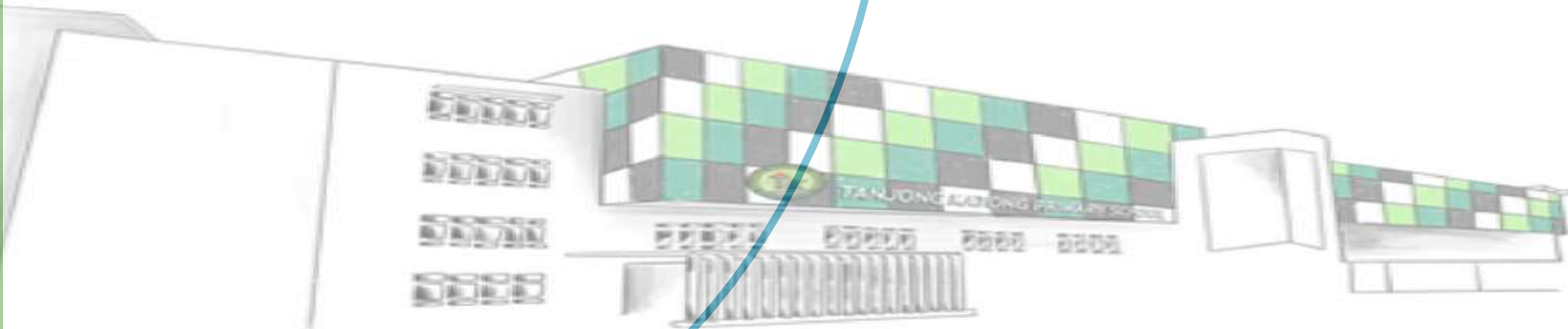




# Subject-Based Banding

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

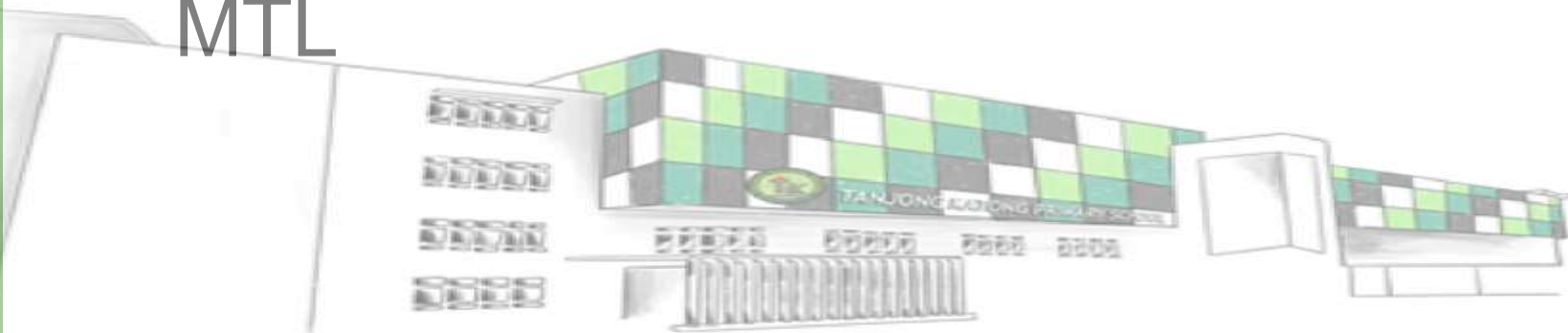
**Mr Tharman Shanmugaratnam  
Former Minister for Education 2007**



# 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



# 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





# 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

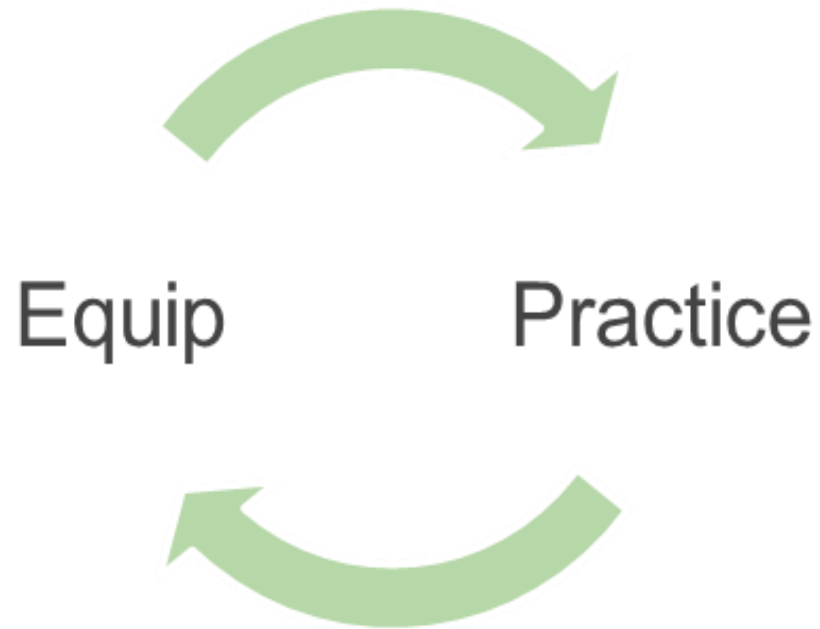




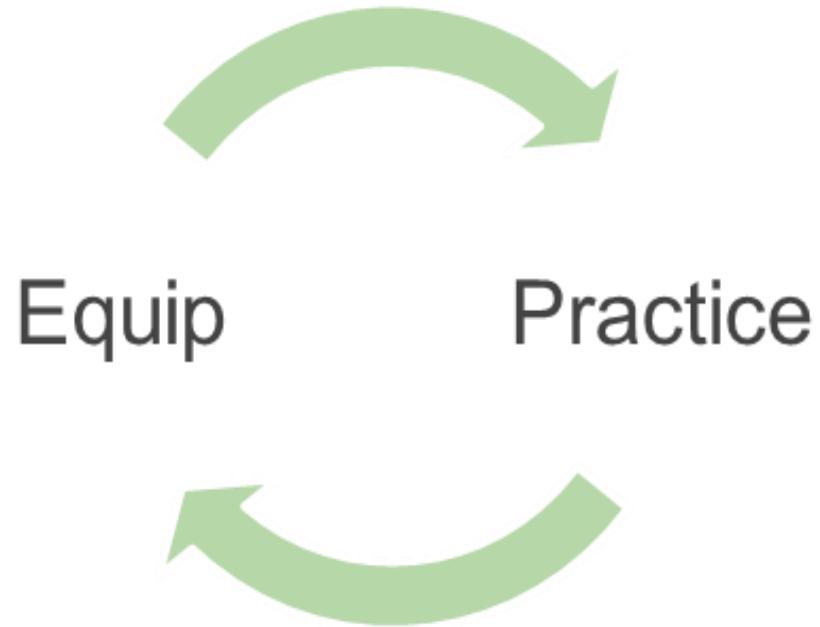
**PREPARE OUR CHILDREN FOR THE TEST  
OF LIFE AND NOT A LIFE OF TESTS.**

---

# 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



# Co-Curricular Activities

Start of CCAs	Term 1 Week 5 (except for NSG and SYF teams)
No of Days	1 day a week (except for SYF & NSG teams)



Clubs and Societies



Sports



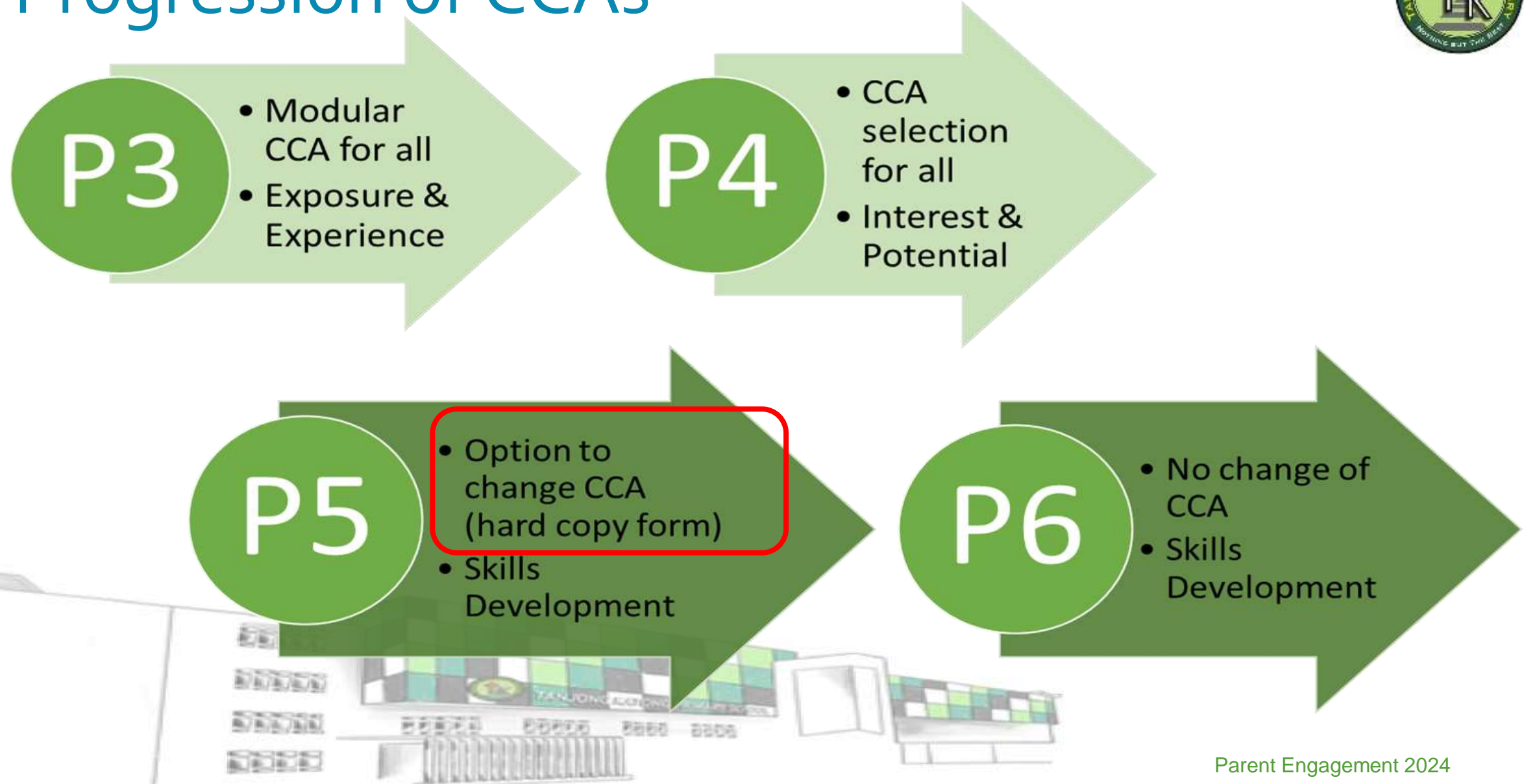
Performing Arts



Uniform Group

15 CCAs

# Progression of CCAs



# Objectives of CCA

Optional

## Direct School Admissions (DSA)

Primary 3  
Modular  
CCA

Primary 4 to 6  
CCAs

Secondary Schools

Exposure.  
Know their  
potential and  
strength.

**For CCA  
selection for  
P4.**

Passion and  
Talents

Meaningful  
Relationship.

Rich School  
Experience

Values.

Self-  
Management.

Leadership.

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.
- Dependent on the criteria decided by secondary school, based on their needs.

DSA is NOT:

- for students who merely want to enter the Secondary School but have 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.**



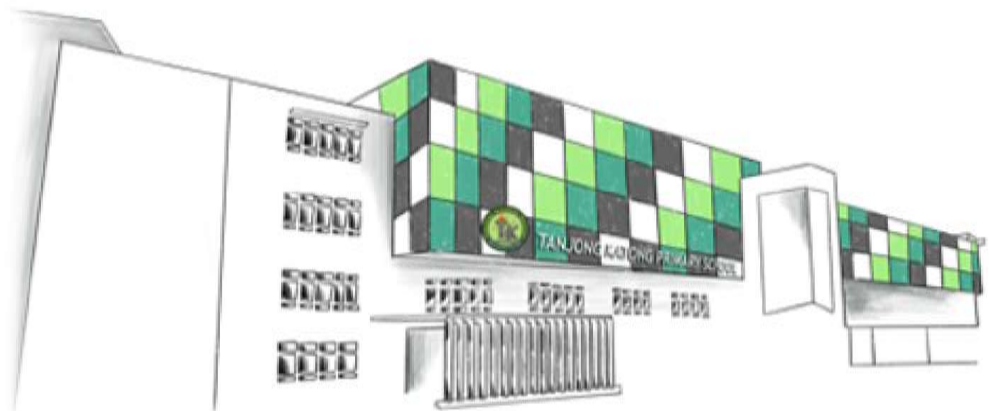
# Student Learning Space (SLS) and Student iCON account



Parents can refer to school website or Form Teachers for issues concerning SLS.

For Student iCON account, please inform Form Teachers for password reset.





*Parent Engagement  
2024*

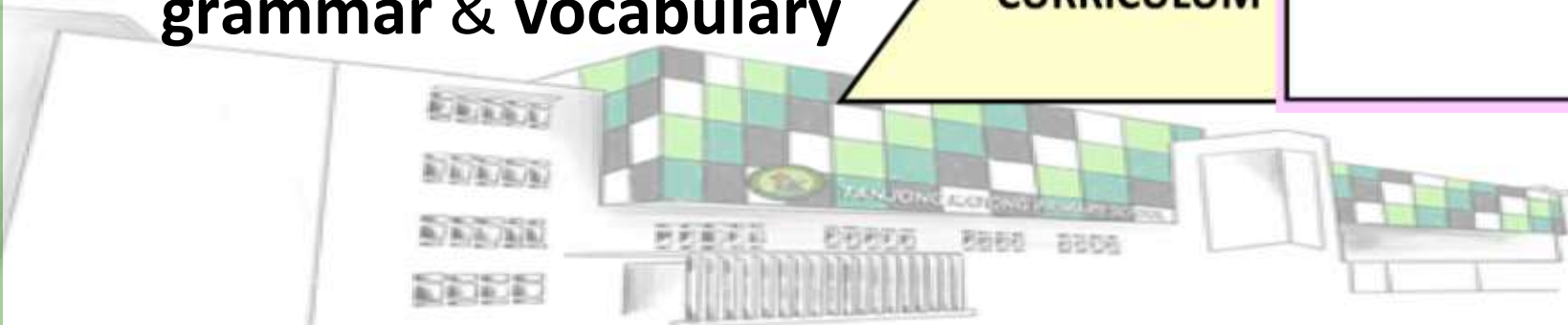
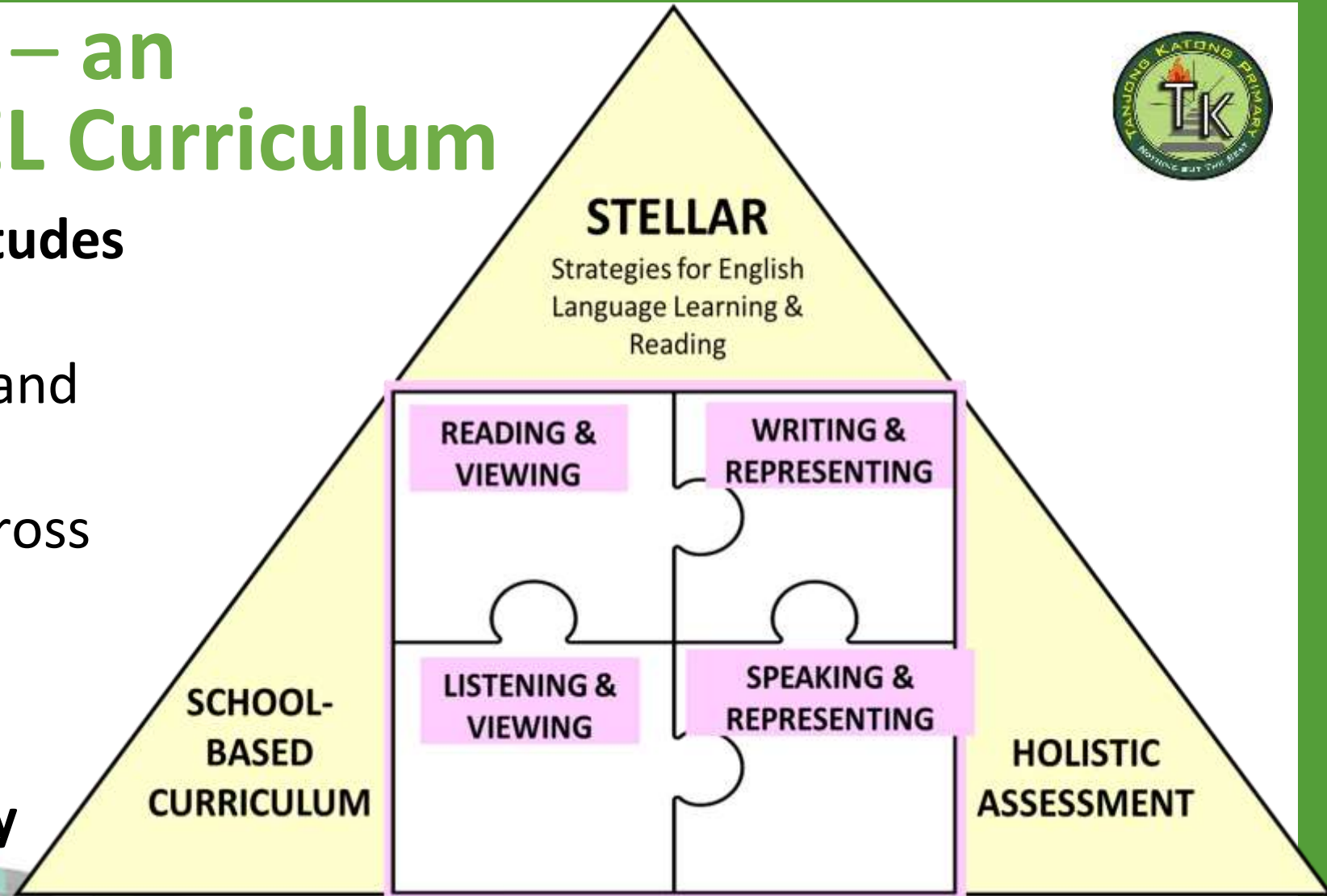
# Subject Matters

Primary 4

# 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**



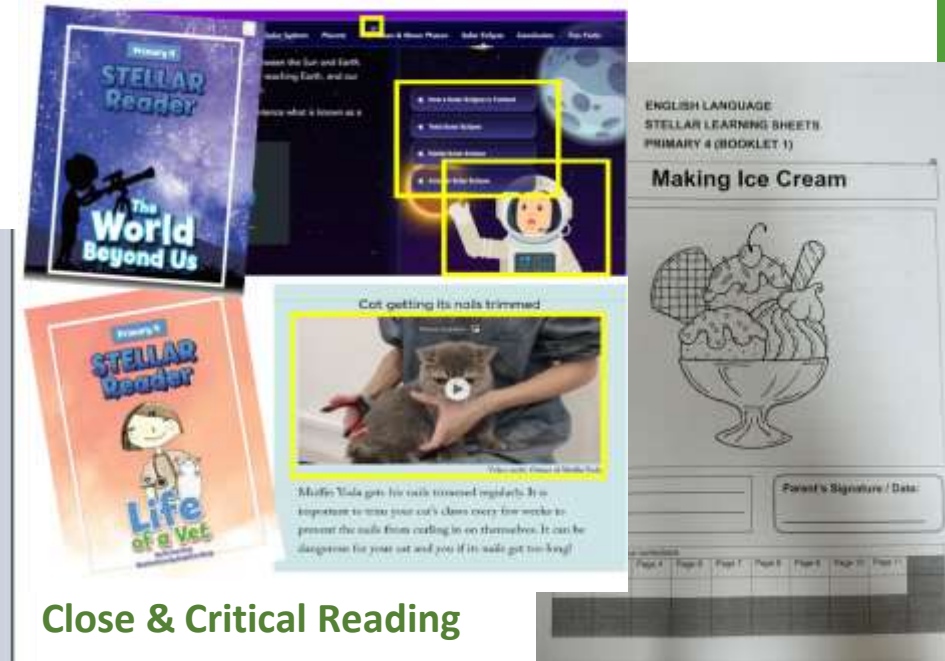
# English STELLAR<sup>®</sup> 2.0

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

\*strategies emphasized in STELLAR 2.0

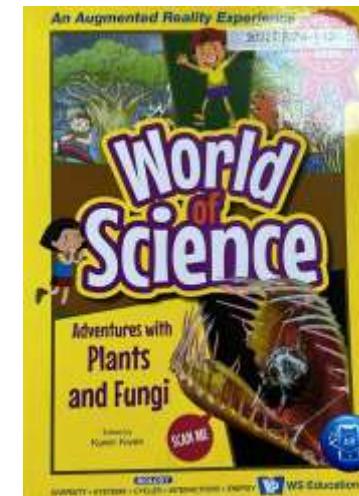


Parent Engagement 2024



Close & Critical Reading

STELLAR 2.0  
Learning Sheets



Extensive Reading  
books

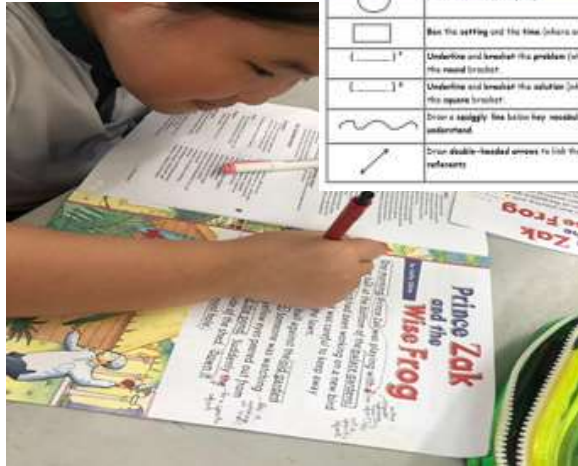




# English - School-based Curriculum (SBC)

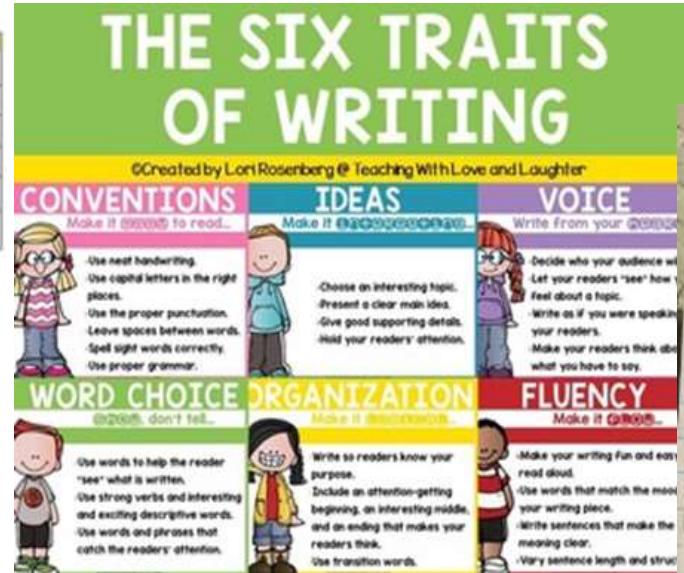


## READING



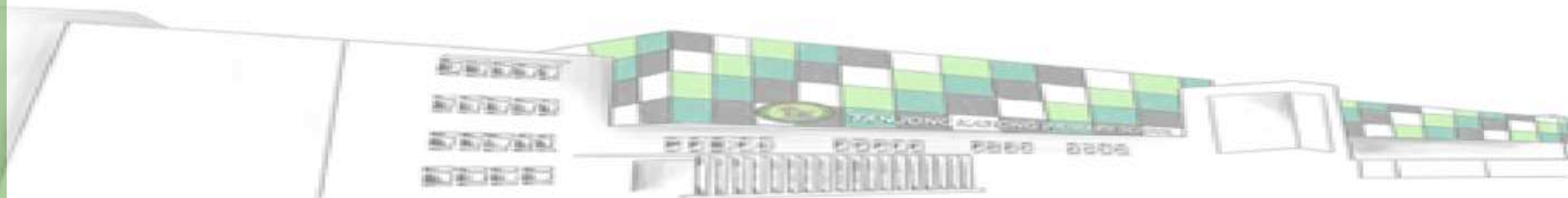
## Annotation Strategy in Reading Comprehension

## WRITING



## Using the 6 Traits of Writing and Writer's Notebook

# VISUAL VOCABULARY

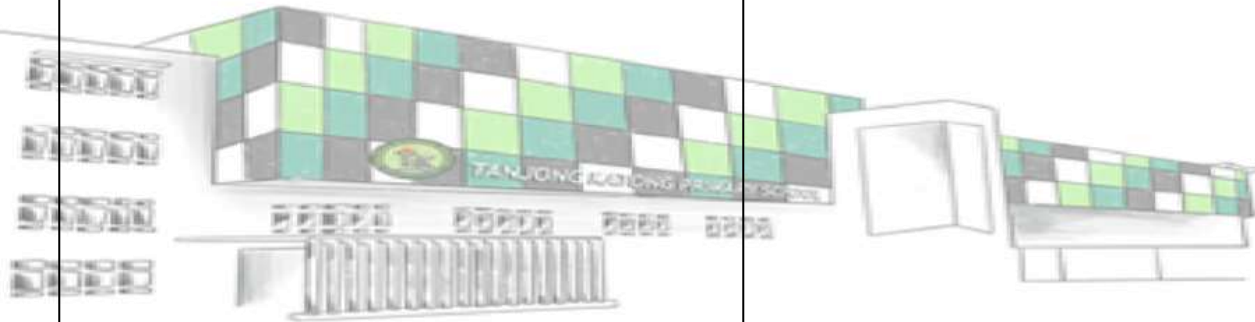




# English – Assessment Structure



<b>TERM 1</b> <b>10%</b>	<b>TERM 2</b> <b>10%</b>	<b>TERM 3</b> <b>10%</b>	<b>TERM 4</b> <b>70%</b>
<p><b>Listening Comprehension</b> (14 marks)</p>	<p><b>Language Review</b> (25 marks)</p> <ul style="list-style-type: none"> <li>•Grammar MCQ</li> <li>•Vocabulary MCQ</li> <li>•Grammar Cloze</li> <li>•Sentence Combining</li> </ul>	<p><b>Language Review</b> (20 marks)</p> <ul style="list-style-type: none"> <li>•Visual Text Comprehension</li> <li>•Grammar Cloze</li> <li>•Comprehension OE</li> <li>•Editing</li> </ul>	<p><b>Paper 1 - Writing</b> (20 marks)</p> <p><b>Paper 2 - Language Use</b> (50 marks)</p> <p><b>Paper 3 - Listening Comprehension</b> (14 marks)</p> <p><b>Paper 4 - Oral</b> (16 marks)</p>



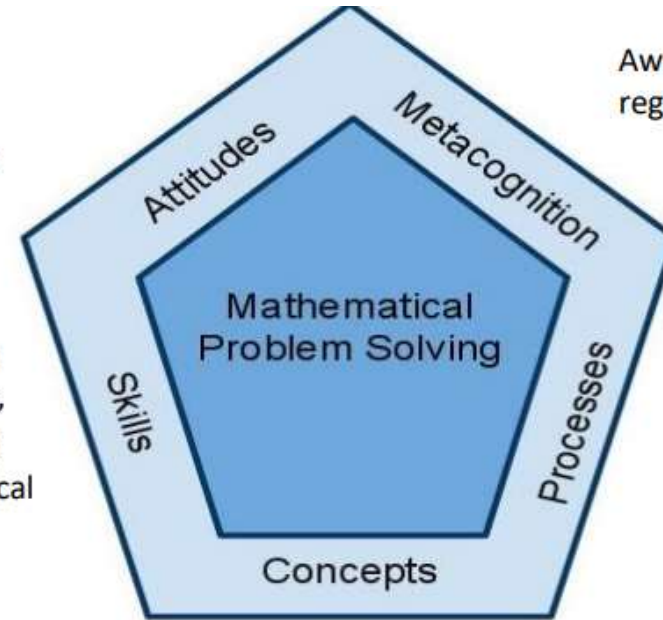
# Mathematics - an overview of the MA Curriculum



**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

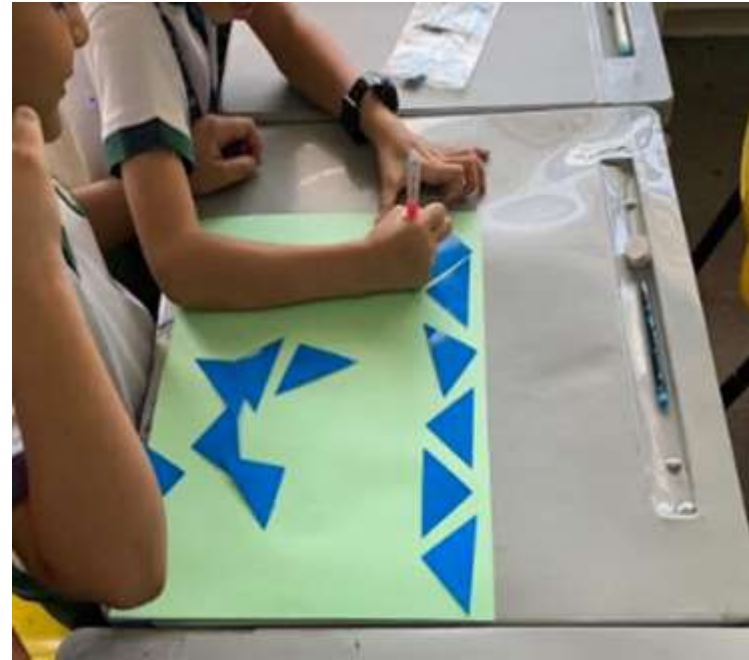
Understanding of the properties and relationships, operations and algorithms



# Mathematical Learning Experiences



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





# Mathematics Assessment Structure

Overall Weighting (100%)			
Term 1	Term 2	Term 3	Term 4
Weighted Assessment 1 25 marks (10%)	Weighted Assessment 2 25 marks (10%)	Weighted Assessment 3 25 marks (10%)	EYE Written Paper 100 marks (70%)





# Update to Word Problems

- The students are no longer required to write final word statements.
- In the last step that shows the final answer, indicate with "**(Ans)**".
- The standard practice of showing equations and workings to remain.

21. Mr. Tan made thrice as many pies as Mr. Jaffar.  
He made 124 more pies than Mr. Jaffar.  
(How many pies did Mr. Tan make?)

R✓  
I✓  
G✓  
H✓  
T✓

Mr Tan

Mr Jaffar

124

?

2 units = 124  
1 unit =  $124 \div 2$   
= 62

Mr Tan  $\rightarrow$  3 units =  $62 \times 3$   
= 186 (Ans)

06  
2) 12  
- 0  
12  
- 12  
04  
- 4  
0

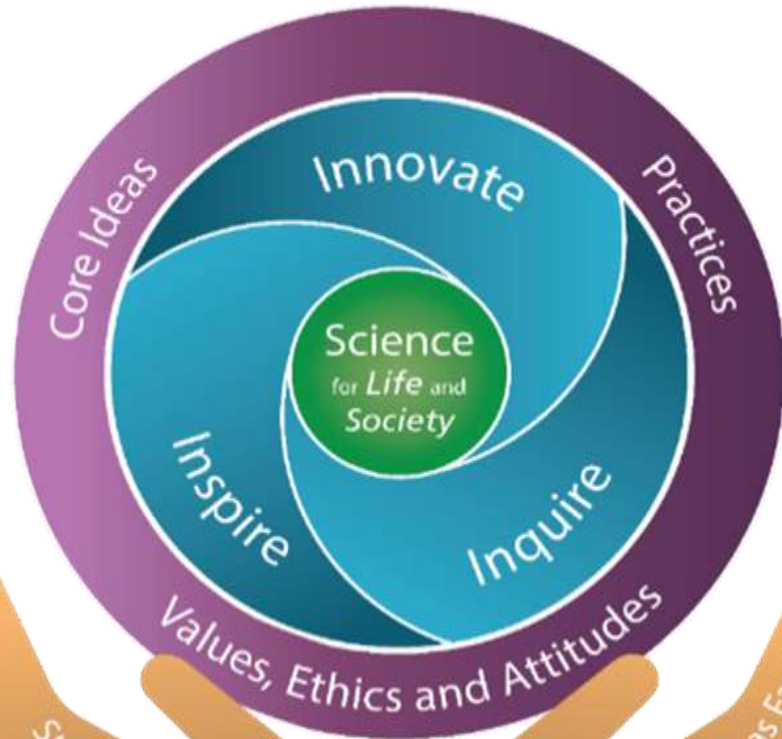
62  
x 3  
186

Ans: 186 pies [3]

~ The End ~



# P4 Science Curriculum





# P4 Science Curriculum

- Hydroponics



- Concept Mapping



- Innovation Programme



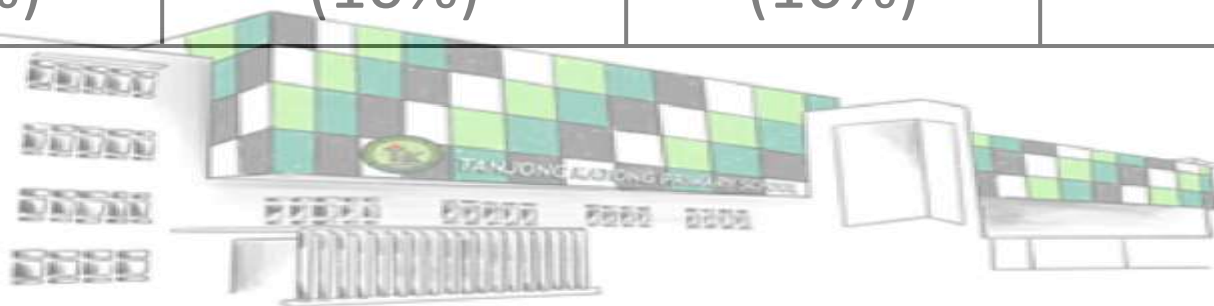
- Environmental Education





# P4 Science Assessment Structure

Overall Weighting (100%)			
Term 1	Term 2	Term 3	Term 4
Weighted Assessment 30 marks (10%)	Weighted Assessment 30 marks (10%)	Weighted Assessment 30 marks (10%)	EYE Written Paper 100 marks (70%)



# How to support your child in the learning of Science?



Science Syllabus



Science Activities



Science Resources

- 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.
- Link Science concepts to real life context.
- 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)*







# 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





<b>Primary 4 Mother Tongue Zoom Details</b>	<b>10am - 10.45am</b>	
<b>Teacher</b>	<b>Meeting ID</b>	<b>Passcode</b>
Lim Pei Yee (Mdm) and	872 8251 9884	CLLPY2024
Zhang Ying (Miss)		
Law Kim Hwee (Miss) and	878 5496 4295	CLLKH2024
Ren Yanjie (Miss)		
Meng Yuqi (Miss)	853 3897 8474	CLMY2024
Laila Sari / Shikin	867 8509 9498	P4ML2024
Mdm.Magaysh	838 2155 5670	2024PEP4TL