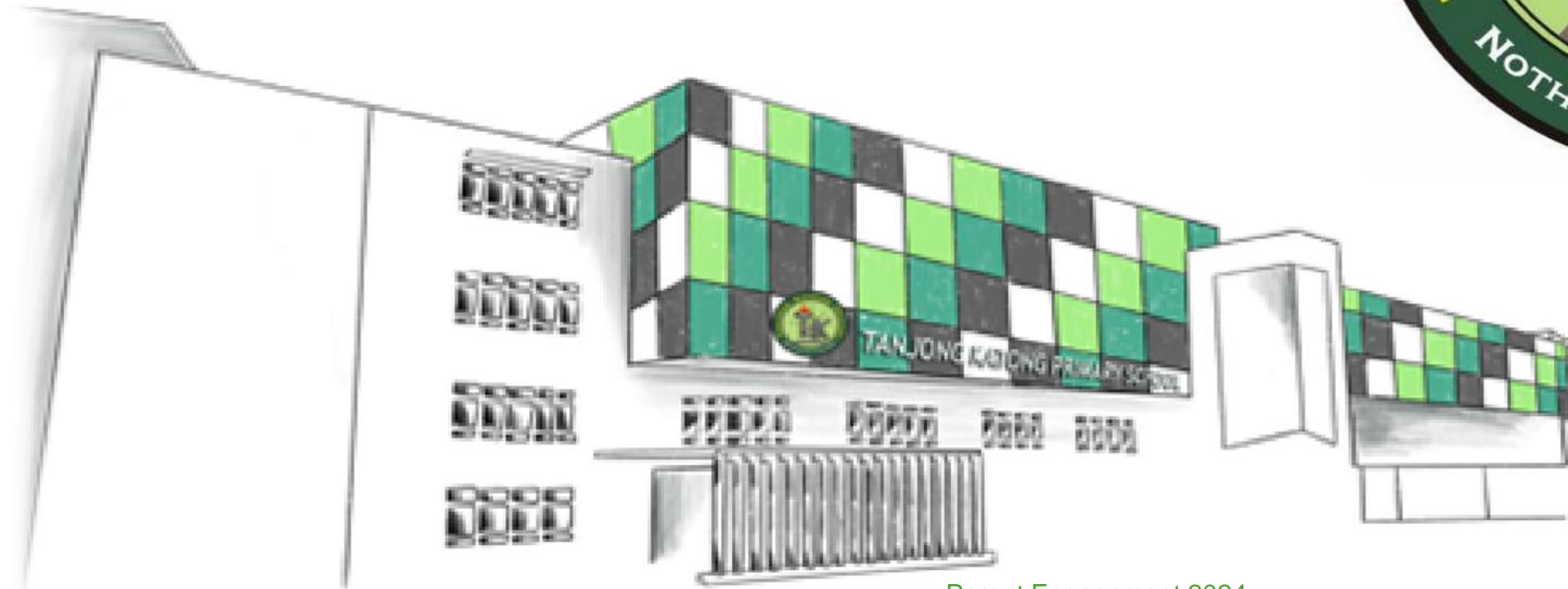


**PARENT ENGAGEMENT 2024**  
**DATE: 3 FEBRUARY 2024**  
**TIME: 10.00 a.m. - 10.45 a.m.**

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, 6 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.





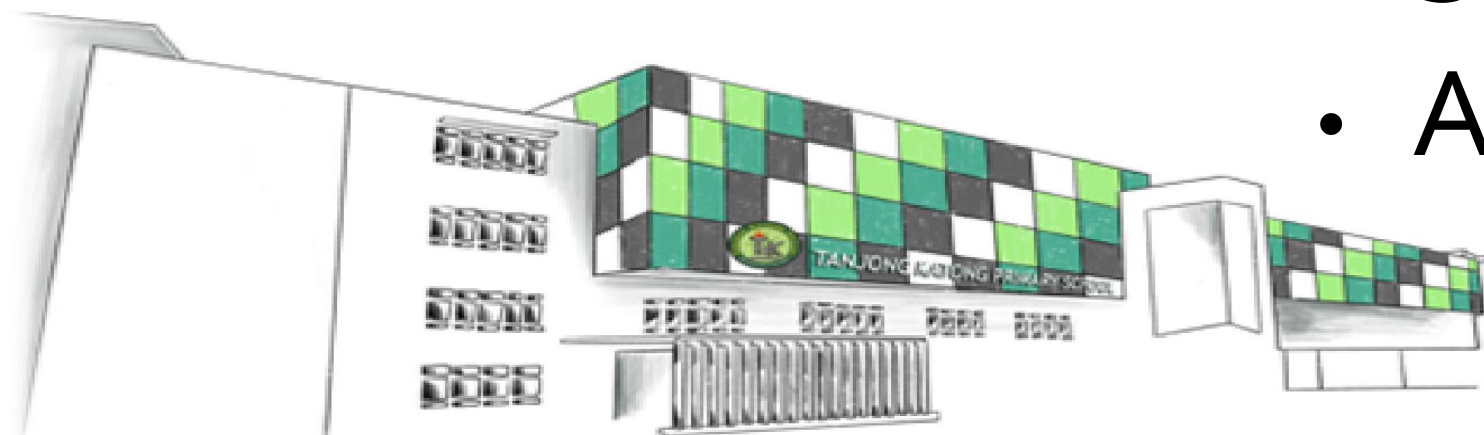
*Parent Engagement  
2024*

# Form Teacher's Briefing

Primary 5 Altruism

# AGENDA

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





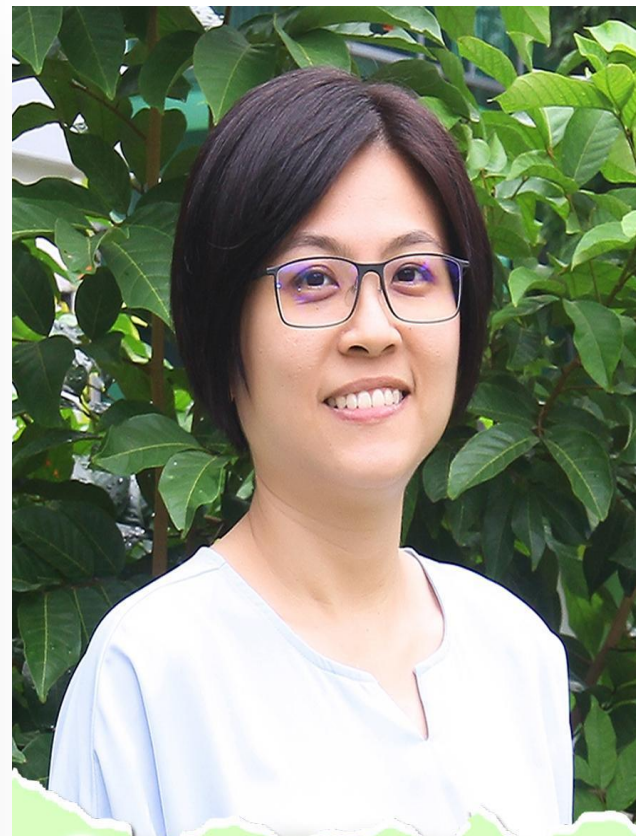
# SCHOOL LEADERS



**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 Upper Primary

Level Manager (Upper Primary)

**Ms Drusilla Quek**

drusilla\_quek\_jia\_yin@moe.edu.sg

Year Head (Upper Primary)

**Mr Ashiq Hashim**

mohamed\_ashiq\_mohamed\_hashim@moe.edu.sg



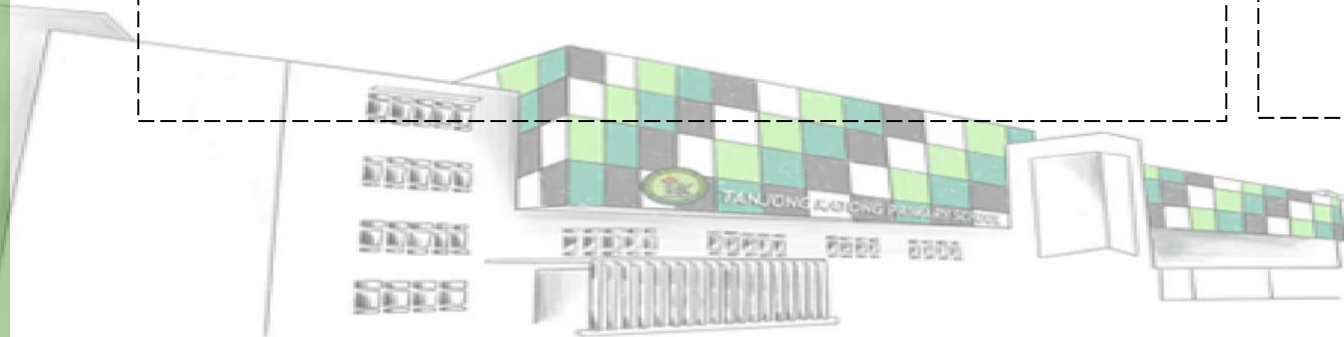
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# Form and Subject Teachers



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

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





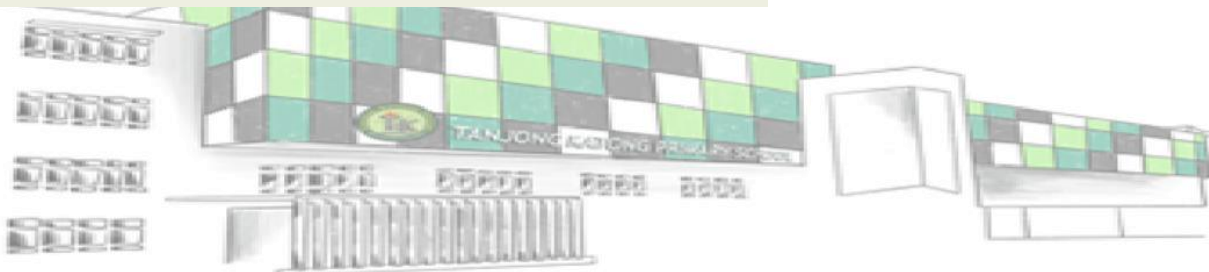
# Our Teaching Belief



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*

# 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** (May 2024 / Mode: To be confirmed)
- 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

- TK Spotlight!
- P5 Camp L.E.A.D 1

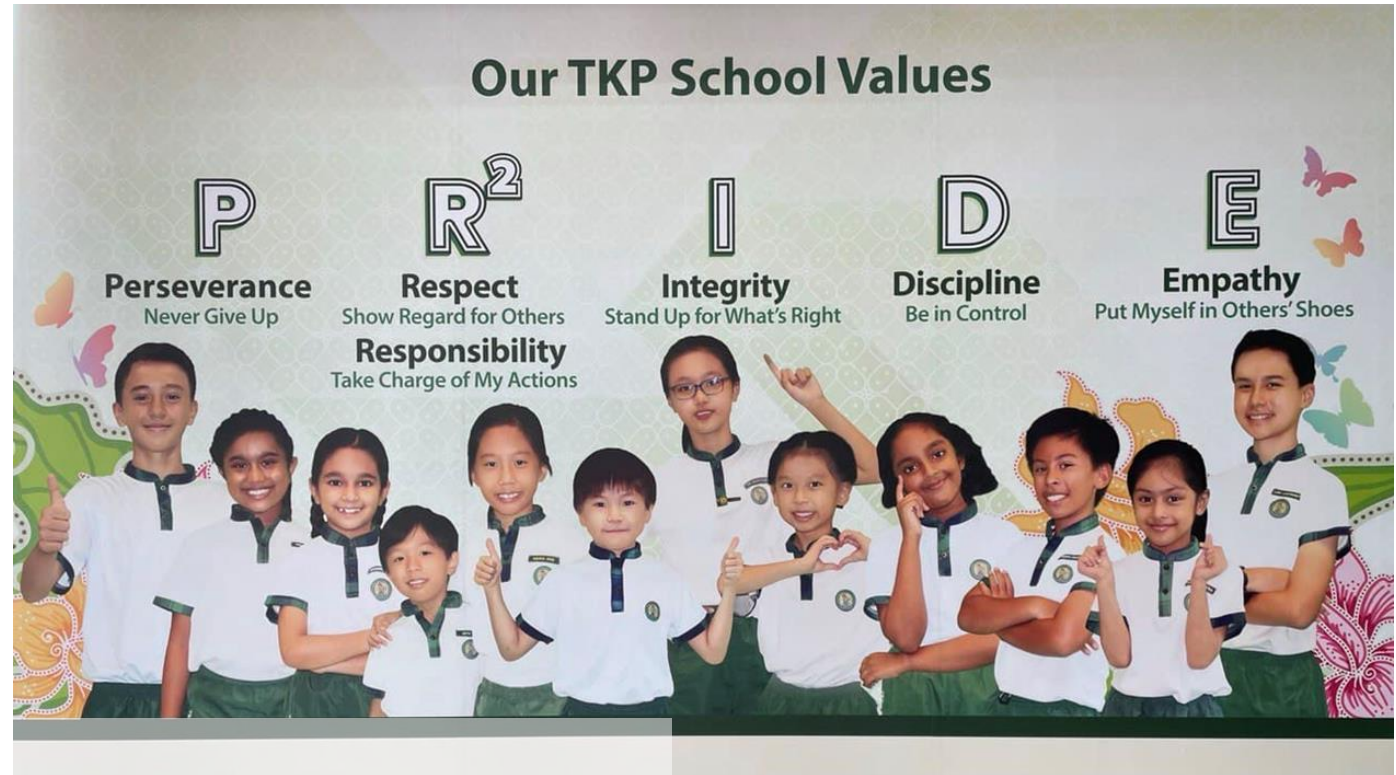
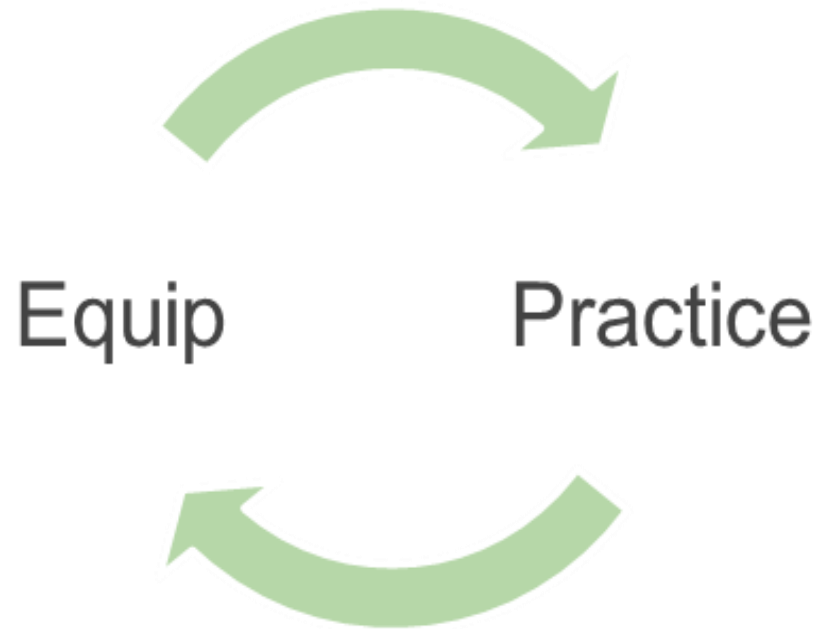
## Semester 2

- NE Show
- Games On!
- SS Learning Journey

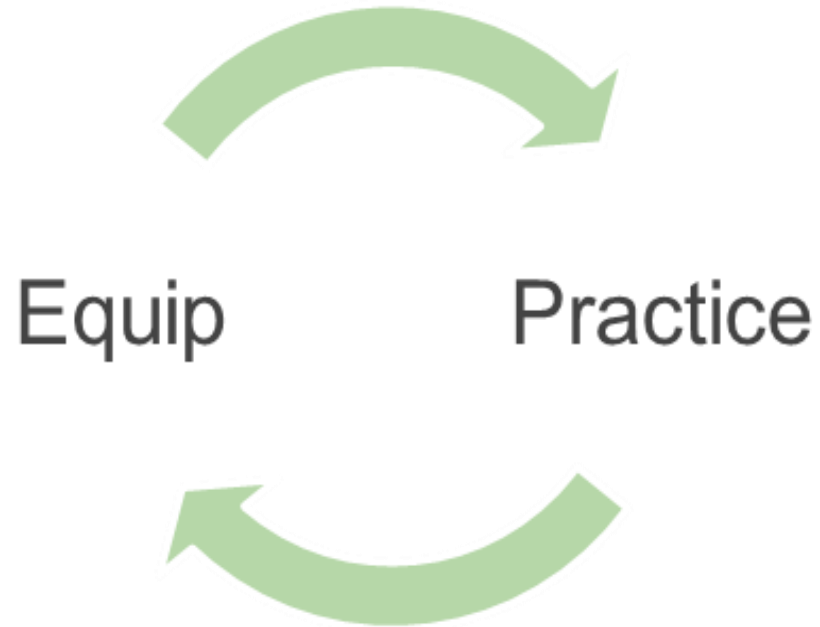




# Character and Citizenship



# 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





# 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



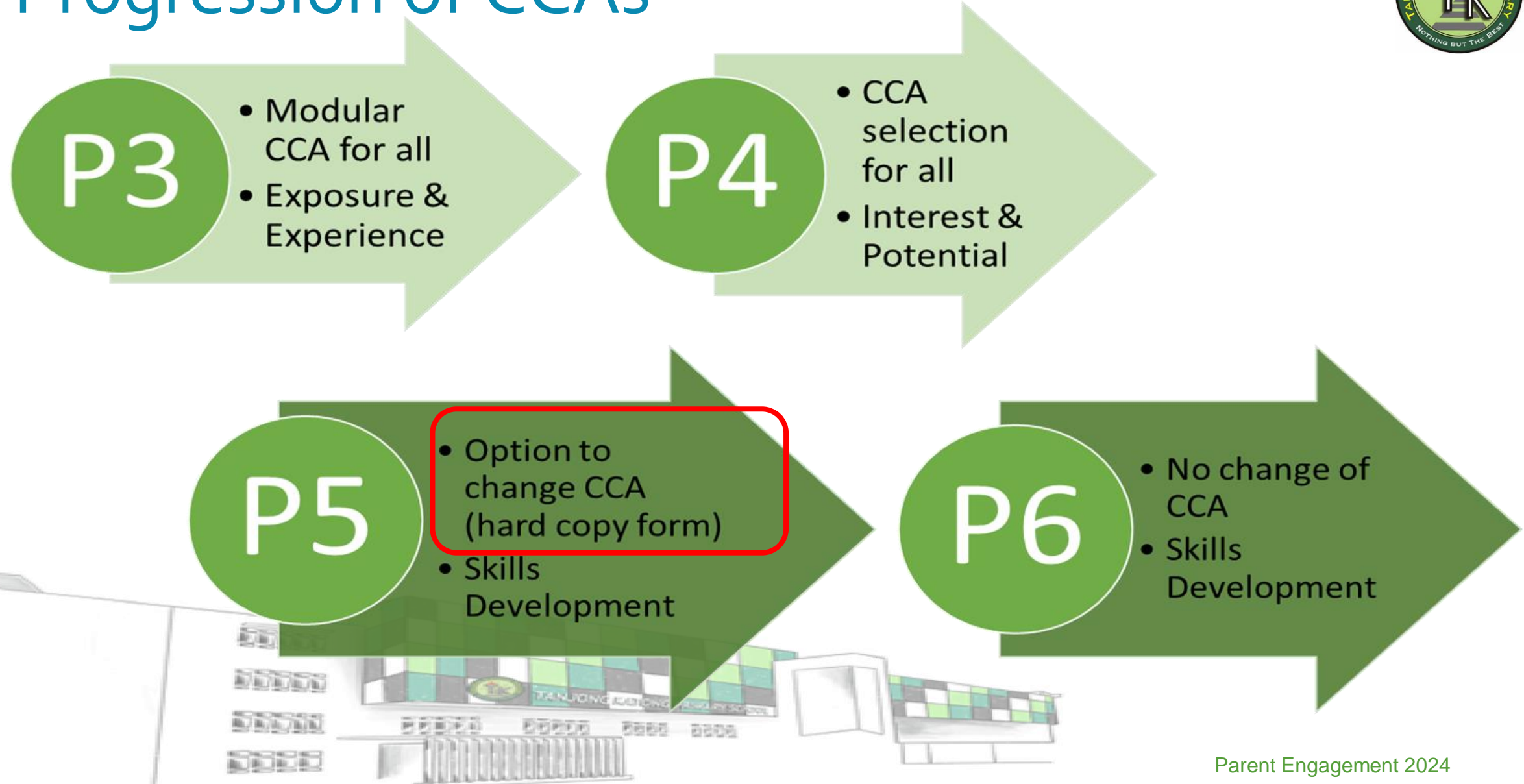
Performing Arts



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.**



# FULL SUBJECT-BASED BANDING (FULL SBB)

## Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

After PSLE

Start of Sec

End of Sec

Post Sec

From 2023:  
Entry to S1  
through 1 of 3  
Posting Groups

From 2027:  
Singapore-Cambridge  
Secondary Education  
Certificate (SEC)  
examination

Updated post-  
secondary admission  
criteria

# FULL SBB: S1 POSTING

## Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

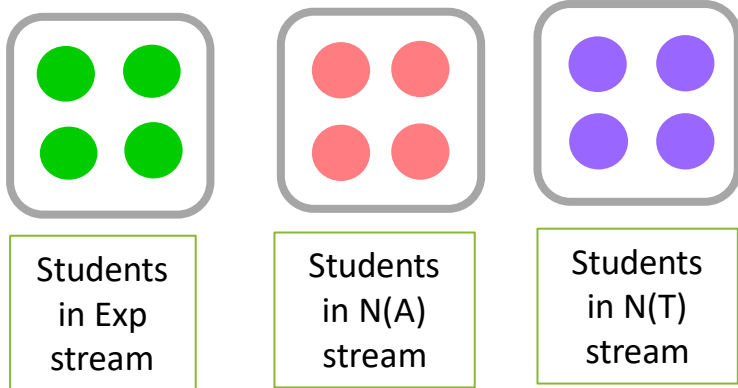
**Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.**

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

# FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

Form classes arranged by academic stream in schools yet to implement Full SBB



With Full SBB:  
Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
  - Provides students with **more opportunities** to interact with other students of different strengths and interests.
  - Enables students to **build meaningful friendships and learn to value different perspectives**.



Students posted through **PG3**



Students posted through **PG2**



Students posted through **PG1**

# FULL SBB: COMMON CURRICULUM

## Common Curriculum Subjects taken in mixed form classes (~ 1/3 curriculum time)

### Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

### Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
  - These subjects will be taught and assessed at a common level that is accessible to all students.
  - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.



# FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



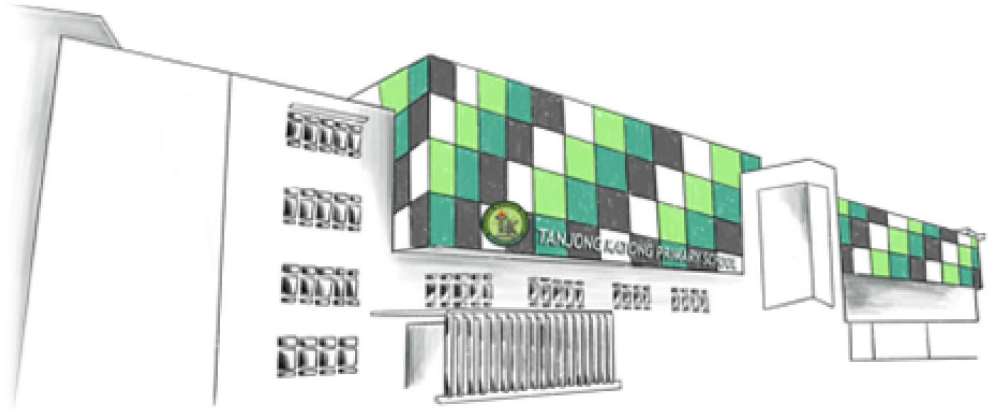
# Student Learning Space (SLS) and Student iCON account



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

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





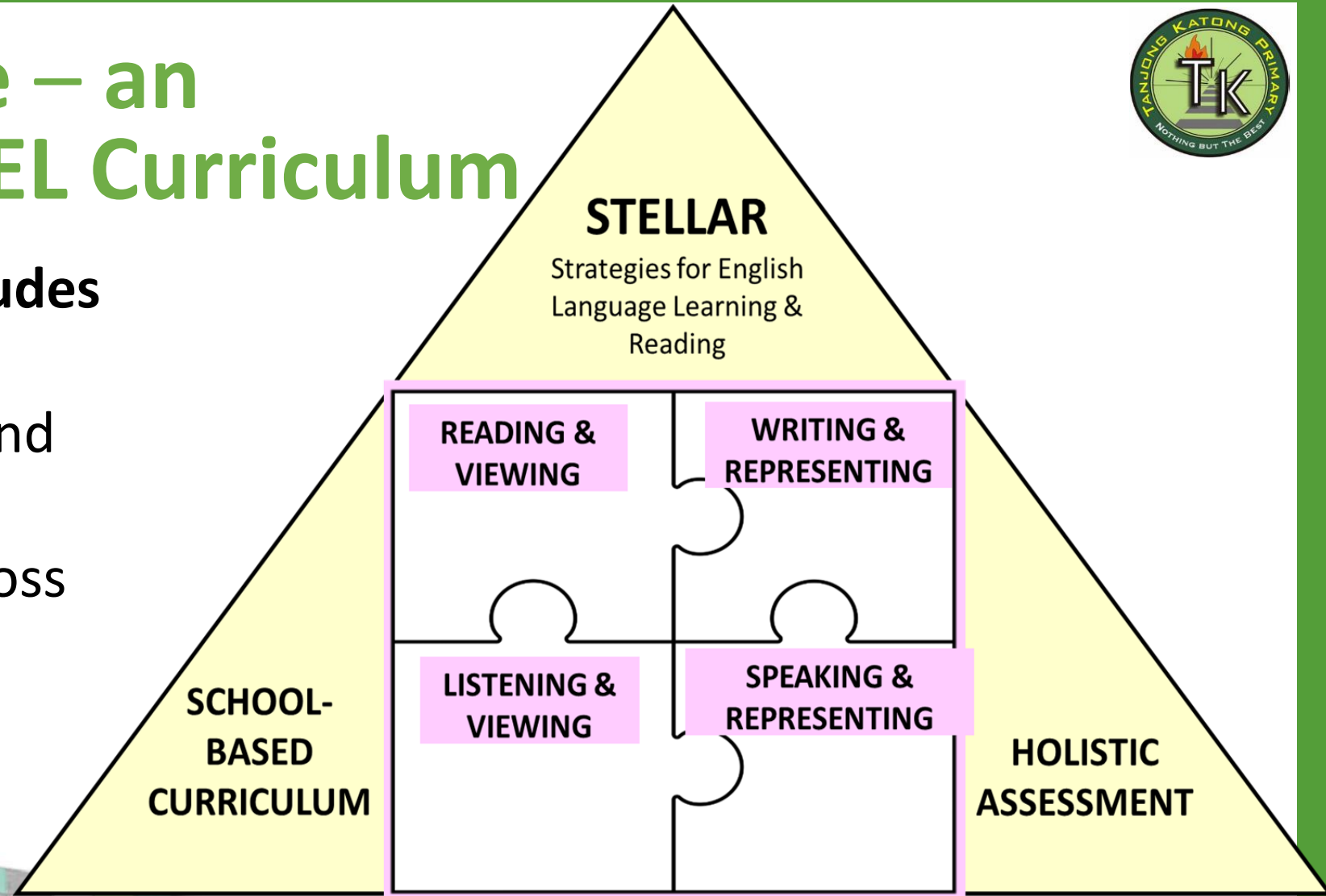
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2024*

# Subject Matters

Primary 5

# English Language – an overview of the EL Curriculum

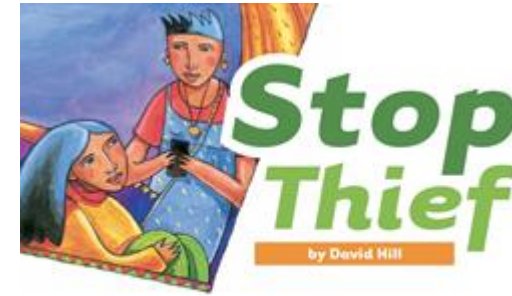
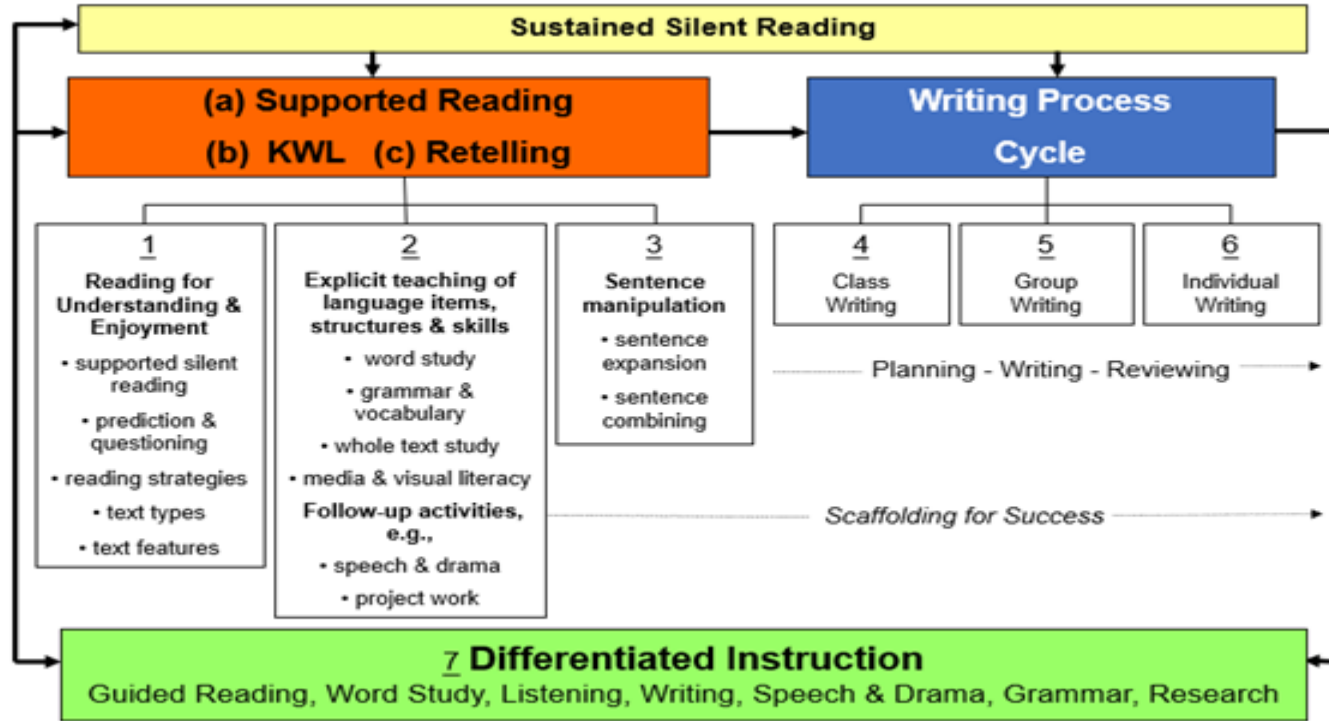
- **knowledge, skills, attitudes and behaviours**
- taught **systematically** and **explicitly**
- **integration of skills** across all areas of language learning
- explicit teaching of **grammar & vocabulary**





# English - STELLAR

## 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 look 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  
Sheets

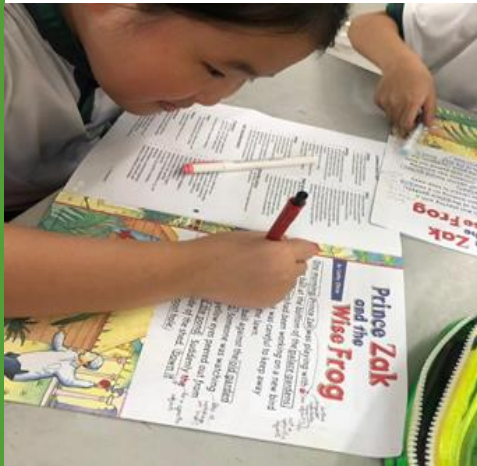


Parent Engagement 2024

# English - School-based Curriculum (SBC)



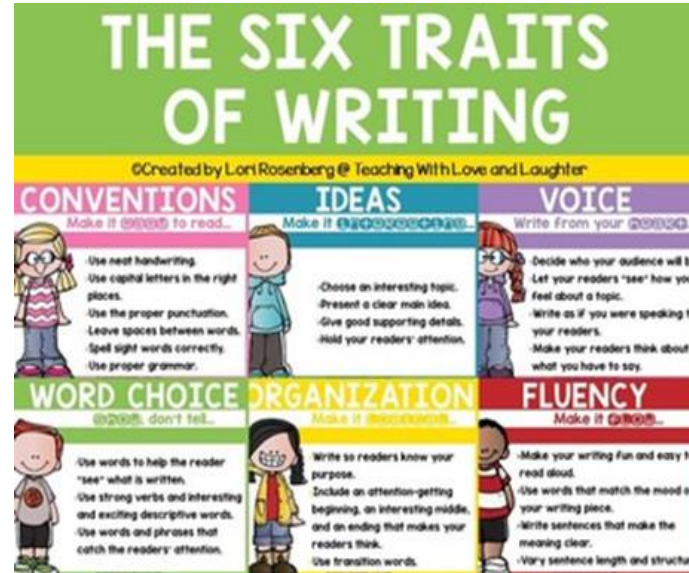
## READING



Annotation Strategy in Reading Comprehension

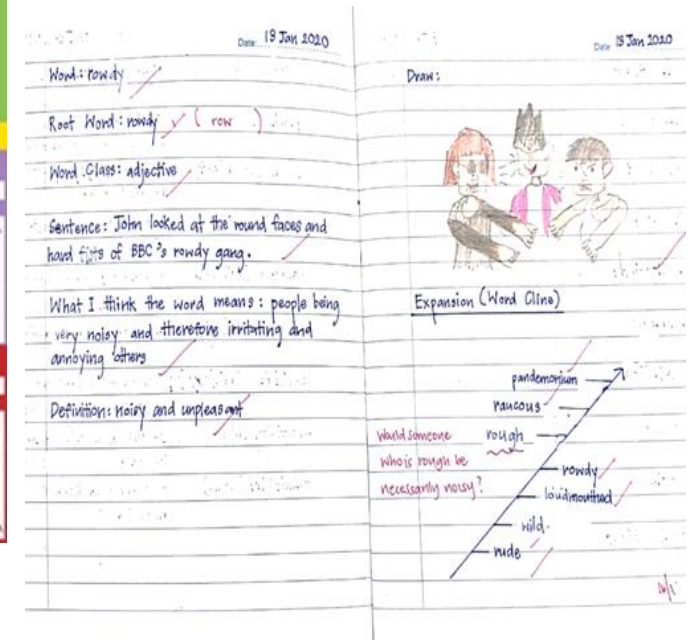


## WRITING



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

## VOCABULARY



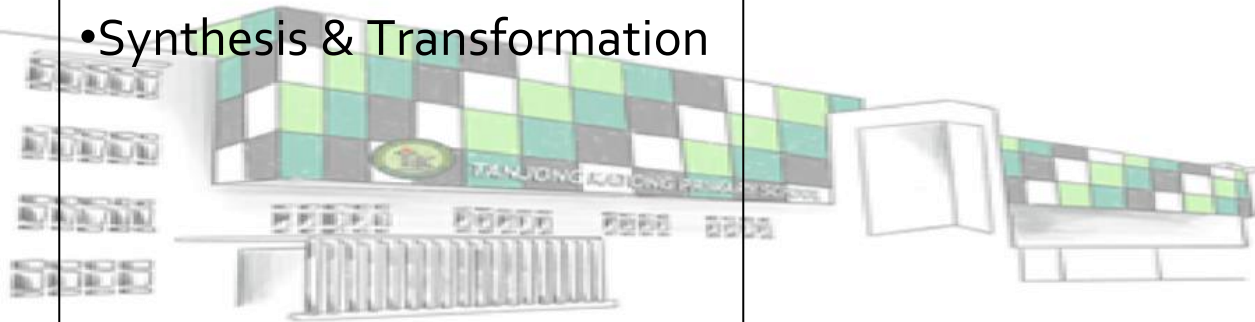
Visual Vocabulary in Word Study



# 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> (55 marks)</p> <ul style="list-style-type: none"> <li>•Grammar MCQ</li> <li>•Vocabulary MCQ</li> <li>•Visual Text Comprehension</li> <li>•Grammar Cloze</li> <li>•Editing</li> <li>•Synthesis &amp; Transformation</li> </ul>	<p><b>Situational Writing</b> (14 marks)</p>	<p><b>Paper 1 - Writing</b> (50 marks)</p> <p><b>Paper 2 - Language Use</b> (90 marks)</p> <p><b>Paper 3 - Listening Comprehension</b> (20 marks)</p> <p><b>Paper 4 - Oral</b> (40 marks)</p>





# English – End-of-Year Exam Components / Format

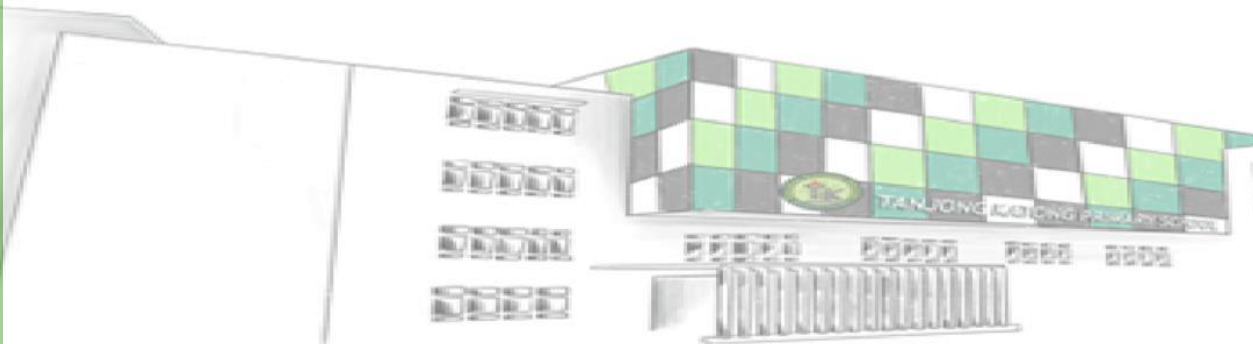
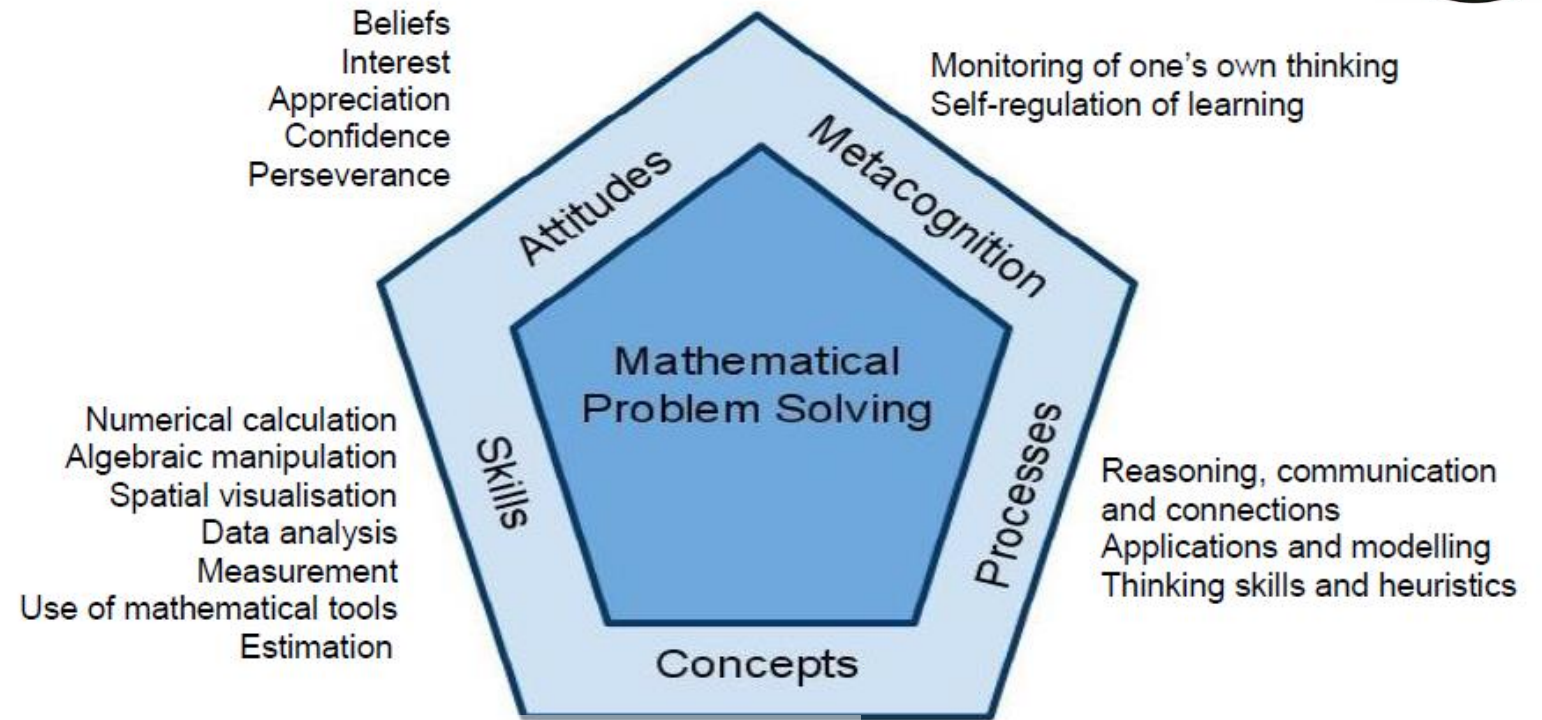


	P5 EL	P5 FEL
<b>PAPER 1 WRITING</b>	<ul style="list-style-type: none"> <li>● Situational Writing (14 marks)</li> <li>● Continuous Writing (36 marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Situational Writing (9 marks)</li> <li>● Continuous Writing (16 marks)</li> </ul>
<b>PAPER 2 LANGUAGE USE &amp; COMPREHENSION</b>	<ul style="list-style-type: none"> <li>● Booklet A - MCQ (25 marks)</li> <li>● Booklet B - Open-ended (65 marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Booklet A - MCQ (15 marks)</li> <li>● Booklet B - Open-ended (25 marks)</li> </ul>
<b>PAPER 3 LISTENING COMPREHENSION</b>	Multiple-Choice Questions (MCQ) based on 7 to 8 audio texts (20 marks)	Multiple-Choice Questions (MCQ) based on 7 to 8 audio texts (15 marks)
<b>PAPER 4 ORAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>● Reading Aloud (15 marks)</li> <li>● Stimulus-based Conversation (25 marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Aloud (8 marks)</li> <li>● Stimulus-based Conversation (12 marks)</li> </ul>

# Mathematics - an overview of the MA Curriculum



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

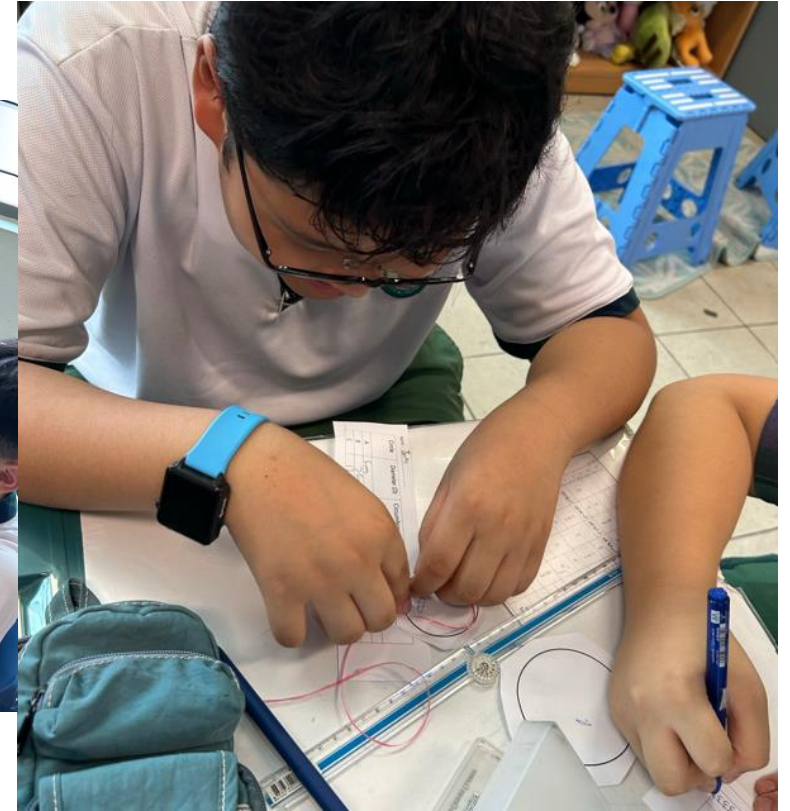




# Mathematical Learning Experiences



- Application of Mathematical processes and heuristics
- Collaborative learning



# Standard Mathematics Exam Paper Format



Paper	Booklet	Item Type	Number of questions	Number of marks per question	Number of marks	Duration
1	A	Multiple-choice	10	1	10	1h
			5	2	10	
	B	Short-answer	5	1	5	
			10	2	20	
2		Short-answer	5	2	10	1h 30 min
		Structured/ Long-answer	12	3,4,5	45	
Total			47	-	100	2h 30 min

**Note: The use of an approved calculator is allowed in Paper 2.**

# Foundation Mathematics Exam Paper Format

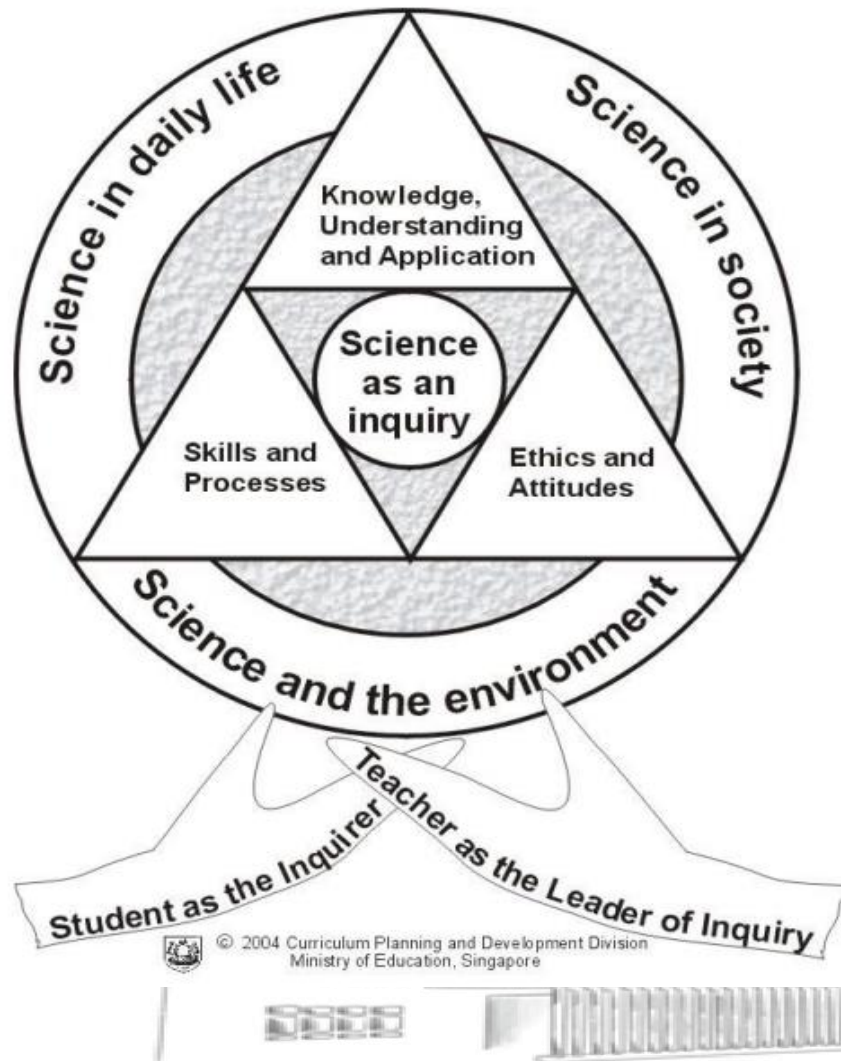


Paper	Booklet	Item Type	Number of questions	Number of marks per question	Number of marks	Duration
1	A	Multiple-choice	10	1	10	1h
			10	2	20	
	B	Short-answer	10	2	20	
2		Short-answer	10	2	20	1h
		Structured	6	3,4	20	
Total			46	-	90	2h

**Note: The use of an approved calculator is only allowed in Paper 2.**



# P5 Science Curriculum





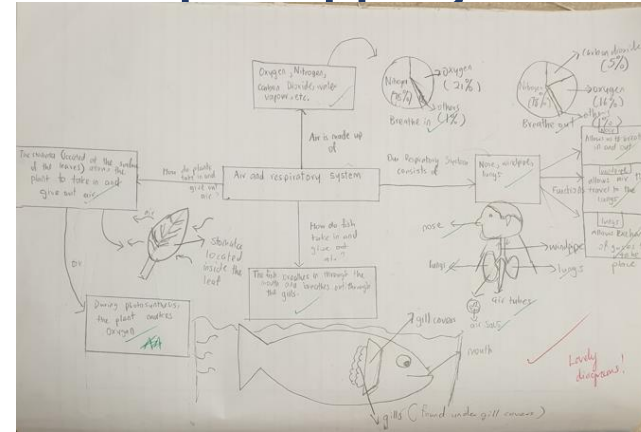
# P5 Science Curriculum



- Investigations



- Concept Mapping



- Science Innovation



- Environmental Education



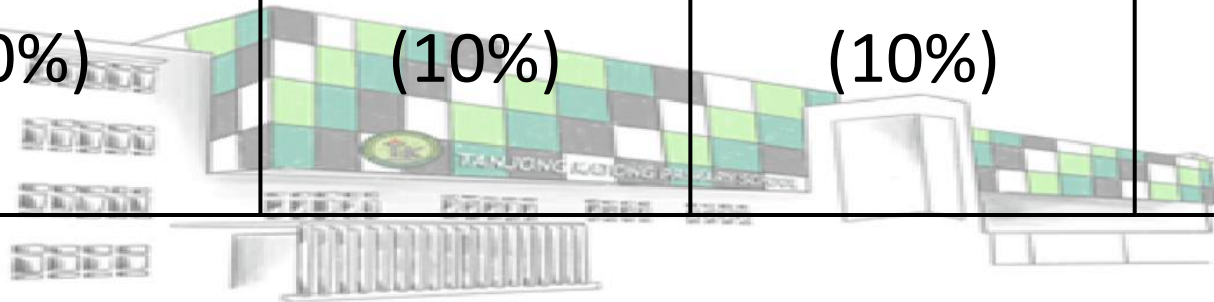




# P5 Science Assessment Structure

## Overall Weighting (100%)

Term 1	Term 2	Term 3	Term 4
Weighted Assessment 20 marks (10%)	Weighted Assessment 50 marks (10%)	Weighted Assessment 50 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)*
- Use Science vocabulary in your conversation.
- Link Science concepts to real life context.
- Revise Science topics in P<sub>3</sub> to P<sub>5</sub>. *(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)*
- Watch Science documentaries on television.



# 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

