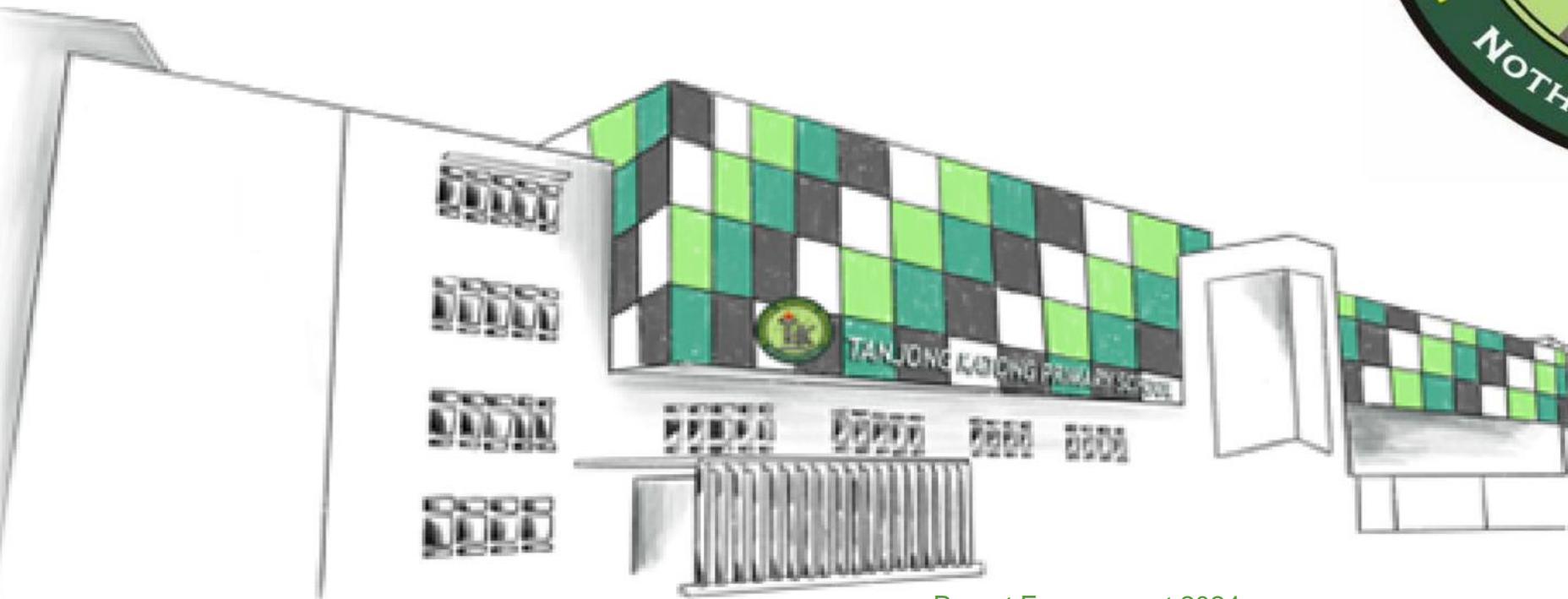


PARENT ENGAGEMENT 2024

DATE: 3 FEBRUARY 2024

TIME: 10.00 a.m. to 10.45 a.m.

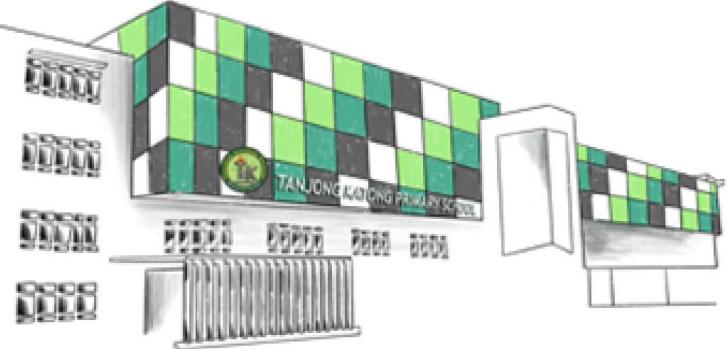
Dear Parents,
This session will be recorded.
Presentation slides will be
available on the school website
after today.



Kindly take note:

- One log in device per family.
- Log in with **(Child's name, Class)**. E.g. (Tom, 3 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
2023

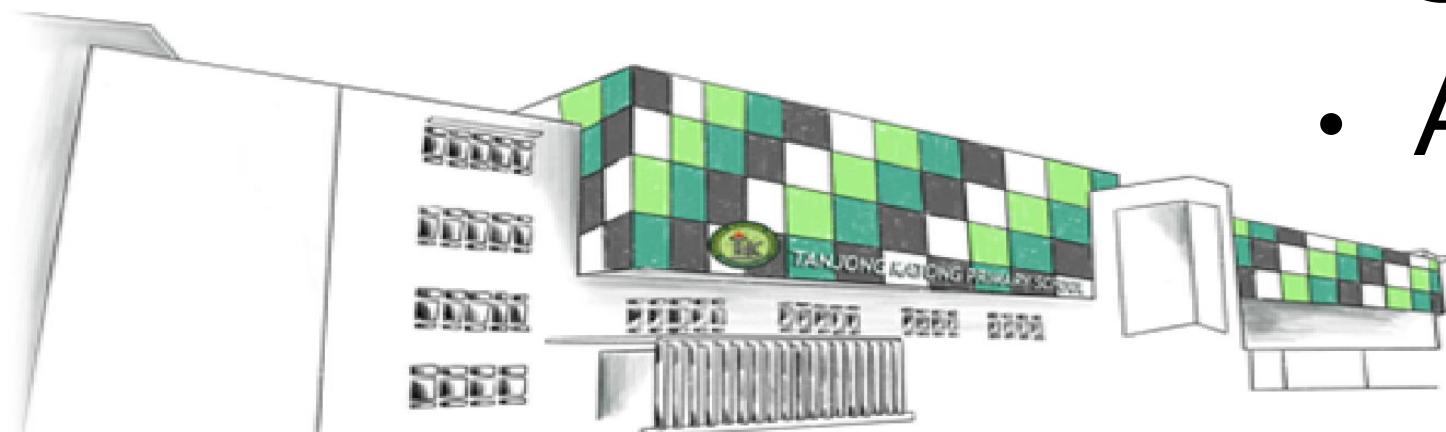
Form Teacher's Briefing

Primary 3 Altruism



AGENDA

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





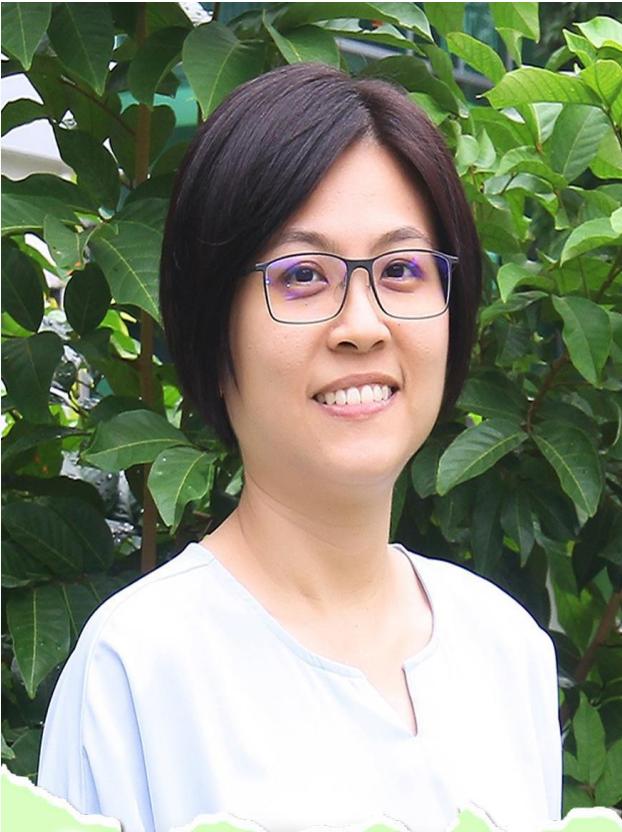
SCHOOL LEADERS



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



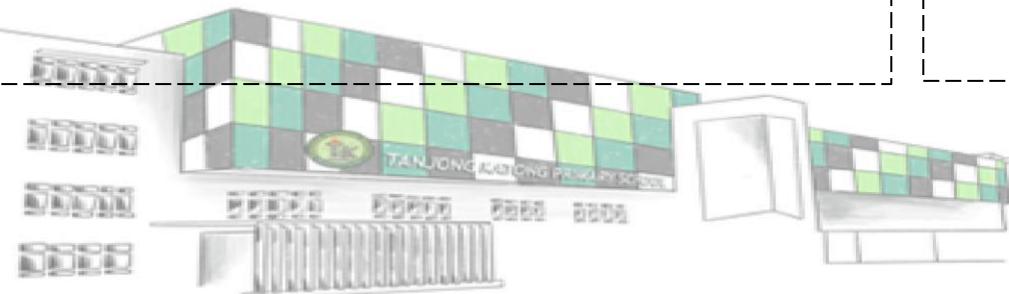
Parent Engagement 2024



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



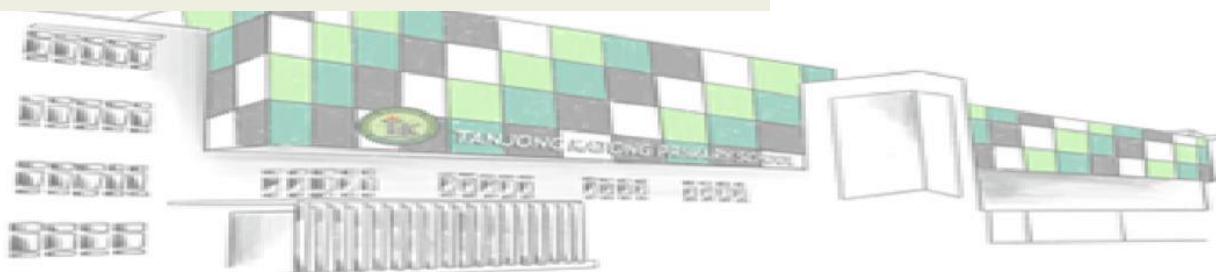


Our Teaching Belief

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

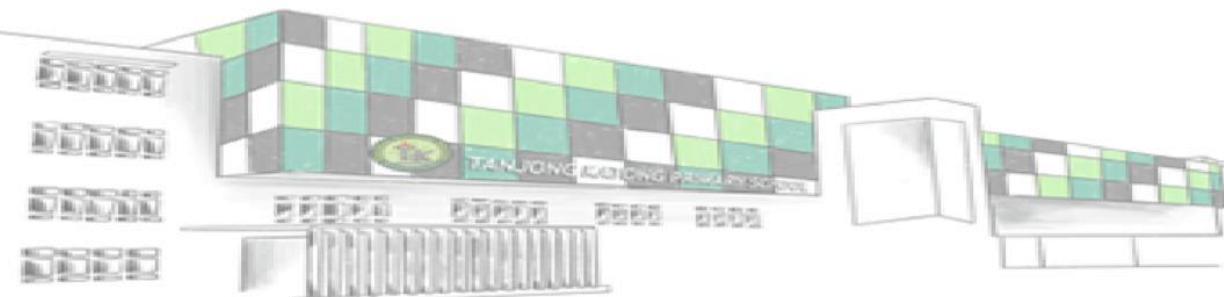
- 1) Parents' Gateway (Letter of Introduction, Monthly Letters, Year Head Letters, Assessment Letters, etc)

Individual

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

Ways to Contact Us:

- 1) Email or
- 2) Call the school at 6344 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).			
PRIMARY 2	Formative Assessment (FA) is carried out throughout the year to assess students' progress.			
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 (end 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



Parent Engagement 2024



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 13 - 14)

TK Attire

TK Attire

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

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 Boys



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

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

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. Modular CCA (Face to face)
2. TK Spotlight! (Arts Talent Competition: Optional)
3. Learning Journeys

Semester 2

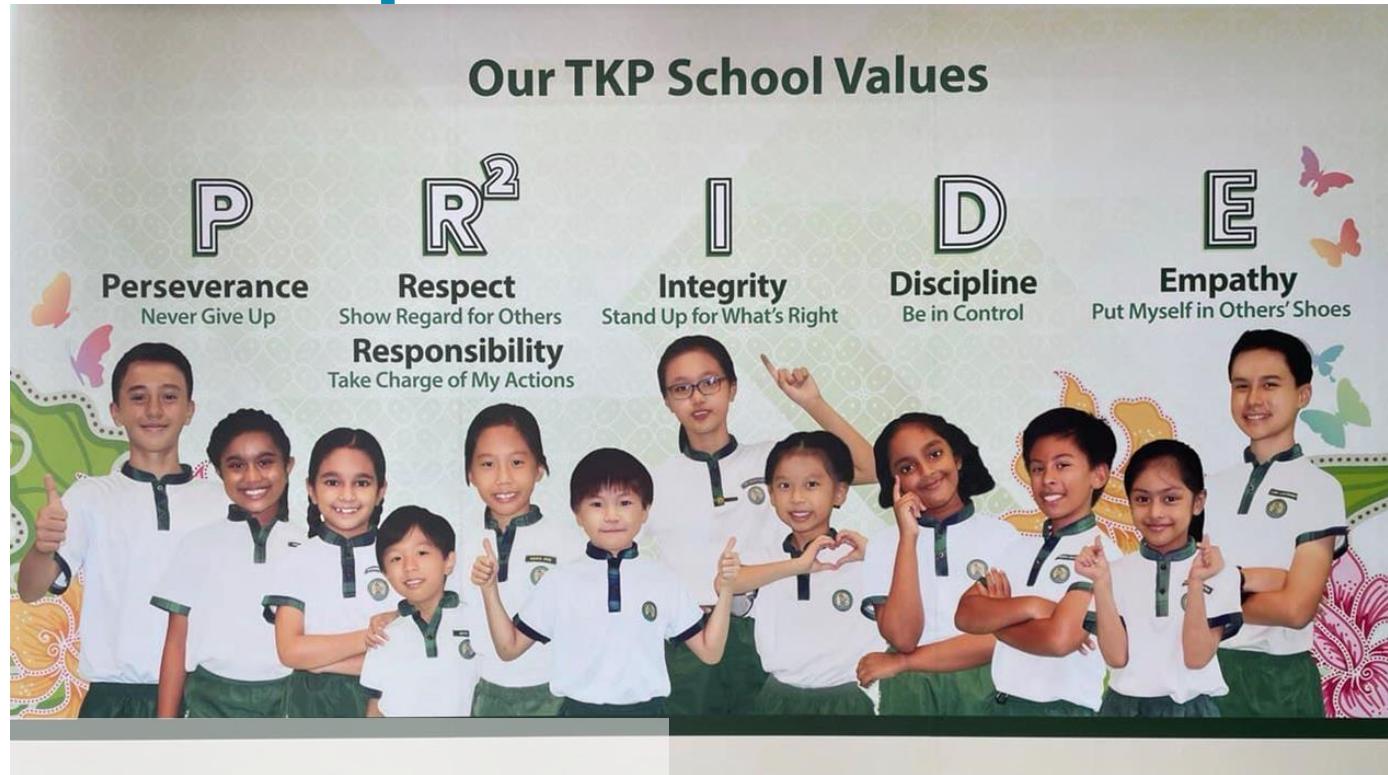
1. MTL Learning Journey
2. PW/VIA
3. Gifted Education Programme Screening Exercise
– August 2024 (Optional)
4. Swimsafer (Term 3)





Character and Citizenship

Equip Practice





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



Modular CCA for Primary 3



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

**2 weeks per
CCA**

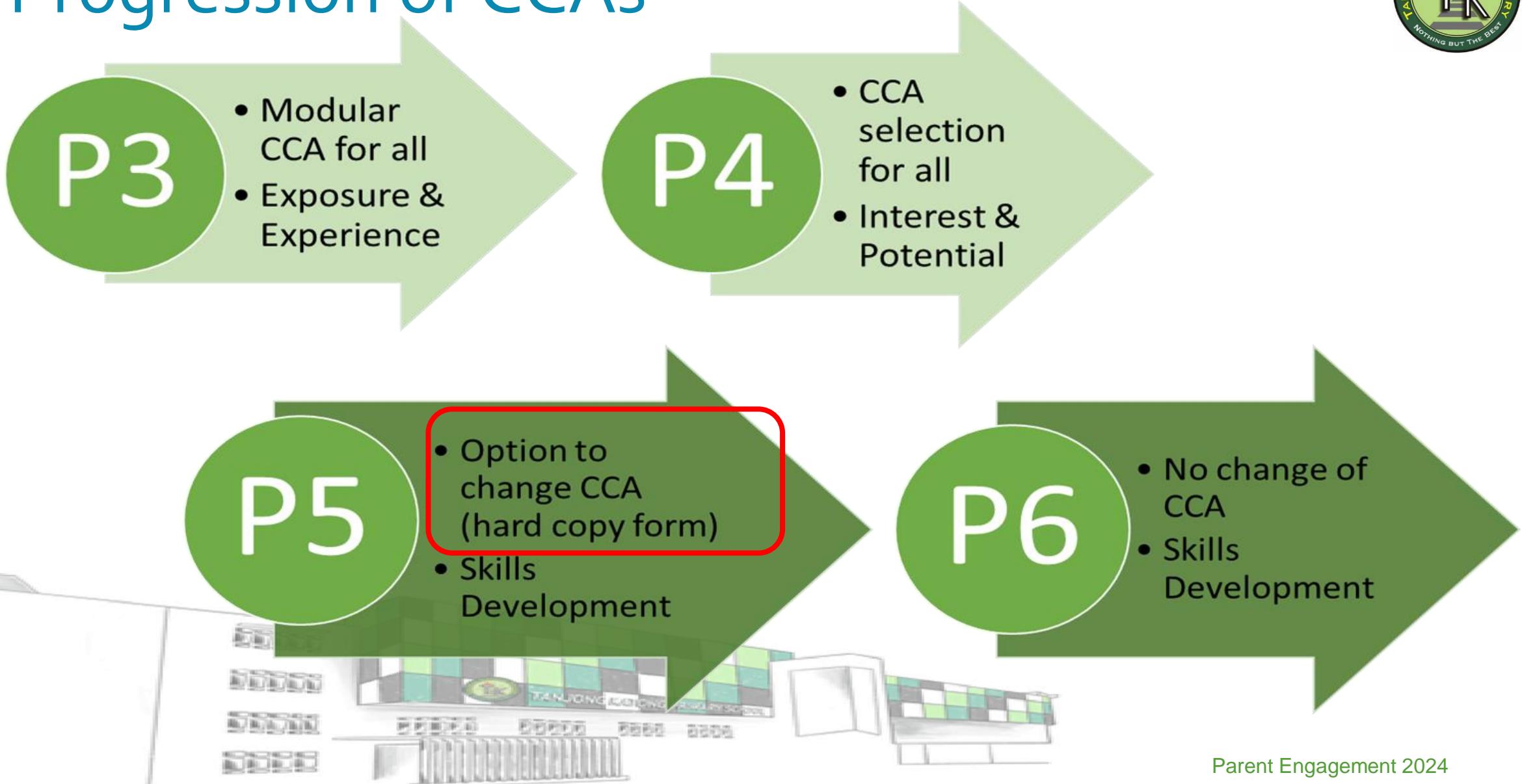
**Starting on 30
January**

**Art Club
Basketball
Malay Dance
Sports Recreation Club
(during curriculum)**

Class	1st Round (4 weeks)		2nd Round (4 weeks)		3rd Round (4 weeks)		4th Round (4 weeks)		5th Round (4 weeks)	
	30/1, 6/2 Week 1 and 2	27/2, 19/3 Week 3 and 4	26/3, 2/4 Week 1 and 2	9/4, 16/4 Week 3 and 4	23/4, 30/4 Week 1 and 2	14/5, 21/5 Week 3 and 4	2/7, 9/7 Week 1 and 2	16/7, 23/7 Week 3 and 4	6/8, 20/8 Week 1 and 2	27/8, 10/9 Week 3 and 4
3A Group 1	Floorball	ELDDC	Football	Guitar	Cub Scouts	Modern	Infocomm	Chinese	Netball	Choir
3B Group 1	ELDDC	Floorball	Guitar	Football	Modern	Cub Scouts	Chinese	Infocomm	Choir	Netball
3C Group 1	Netball	Choir	Floorball	ELDDC	Football	Guitar	Cub Scouts	Modern	Infocomm	Chinese
3C Group 2	Choir	Netball	ELDDC	Floorball	Guitar	Football	Modern	Cub Scouts	Chinese	Infocomm
3D Group 1	Infocomm	Chinese	Netball	Choir	Floorball	ELDDC	Football	Guitar	Cub Scouts	Modern
3D Group 2	Chinese	Infocomm	Choir	Netball	ELDDC	Floorball	Guitar	Football	Modern	Cub Scouts
3E Group 1	Cub Scouts	Modern	Infocomm	Chinese	Netball	Choir	Floorball	ELDDC	Football	Guitar
3E Group 2	Modern	Cub Scouts	Chinese	Infocomm	Choir	Netball	ELDDC	Floorball	Guitar	Football
3F Group 1	Football	Guitar	Cub Scouts	Modern	Infocomm	Chinese	Netball	Choir	Floorball	ELDDC
3F Group 2	Guitar	Football	Modern	Cub Scouts	Chinese	Infocomm	Choir	Netball	ELDDC	Floorball



Progression of CCAs



Objectives of CCA

Primary 3
Modular
CCA

Optional

Direct School Admissions (DSA)

Primary 4 to 6
CCAs

Exposure.
Know their potential and strength.

For CCA selection for P4.

Passion and Talents

Meaningful Relationship.
Rich School Experience

Values.
Self-Management.
Leadership.

Secondary Schools

An option for Sec School Selection.

Commitment for 4 years

Your child is
Highly passionate and has good CCA records.

To continue the development of child's passion and strength



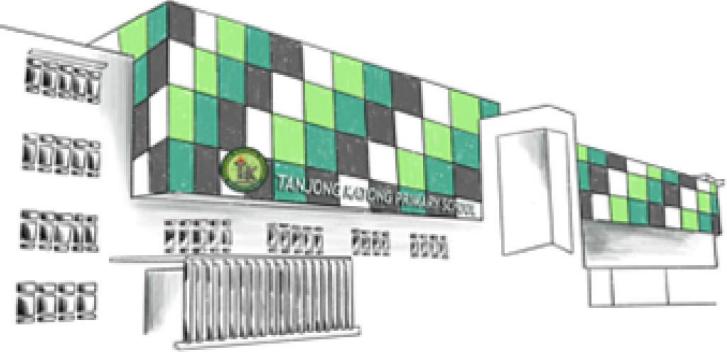


Student Learning Space (SLS) and Student iCON account

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

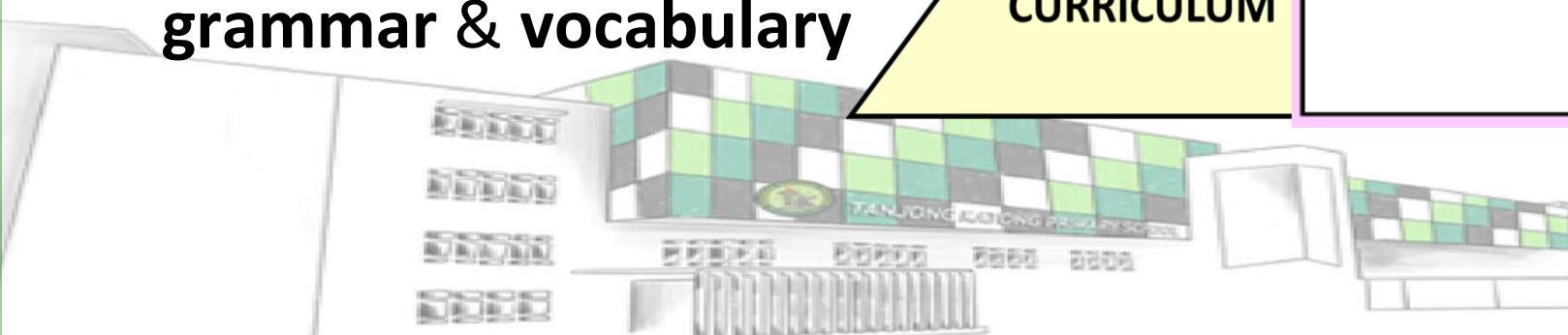
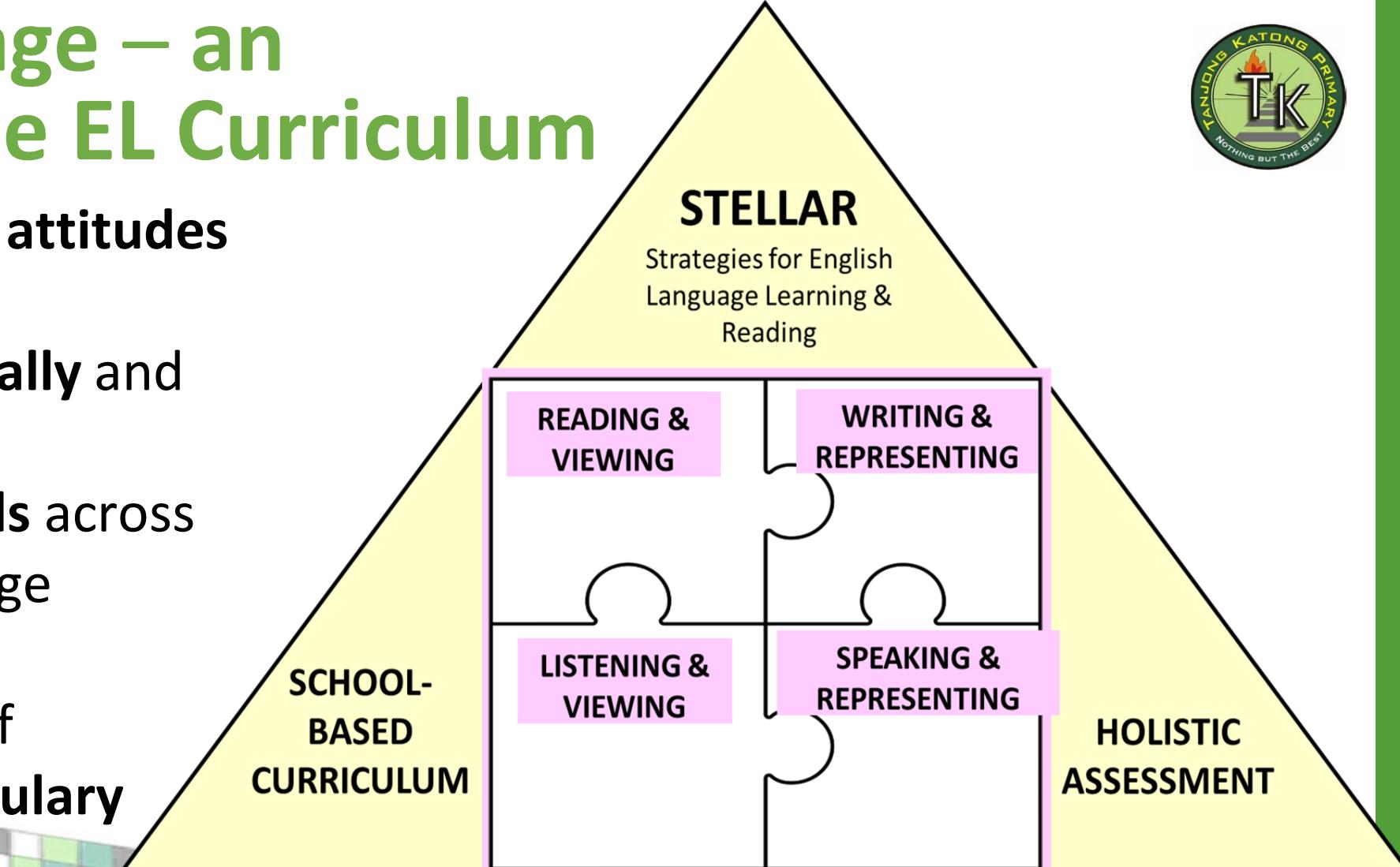
Subject Matters

Primary 3

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



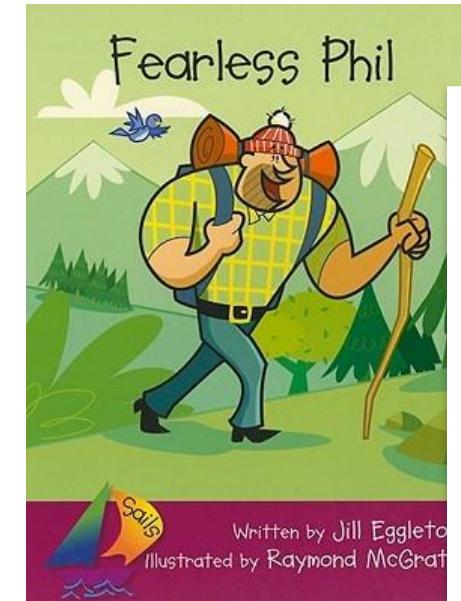
English STELLAR[®] 2.0

	Lower Primary	P3	
Reading & Viewing		Shared Book Approach (SBA) up to P3A	Think-Aloud*
		<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 <ul style="list-style-type: none"> Explicit Instruction 	
Vocabulary		<ul style="list-style-type: none"> Taught in context 	
Grammar	Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)*		

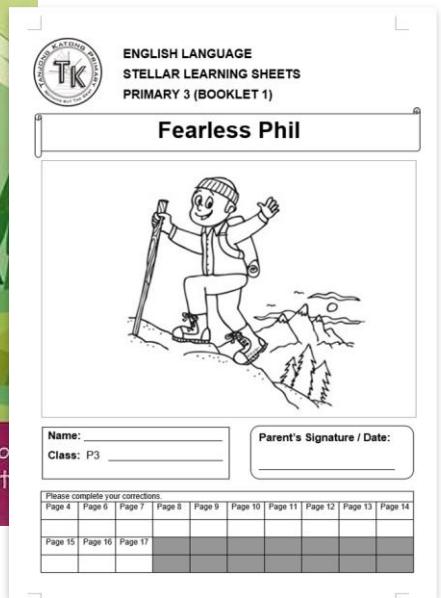
*strategies emphasized in STELLAR 2.0



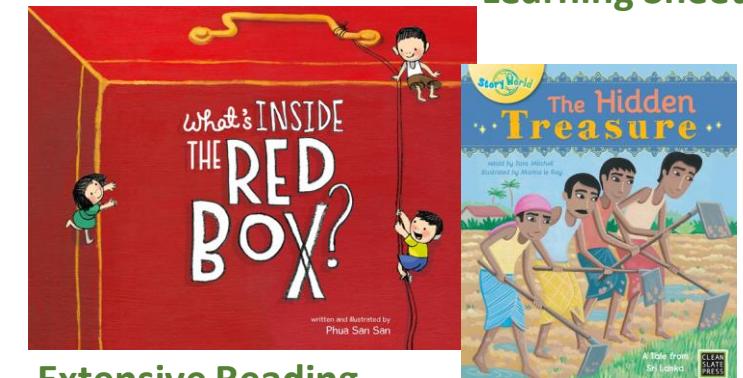
Parent Engagement 2024



Shared Book Approach



STELLAR 2.0 Learning Sheets



Extensive Reading books

English - School-based Curriculum (SBC)

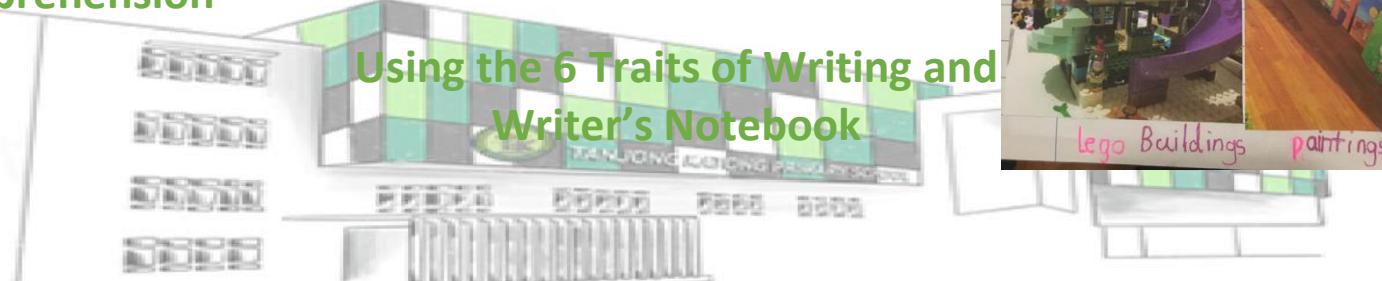


READING

Surface Annotation for Reading Comprehension (Narrative Text)

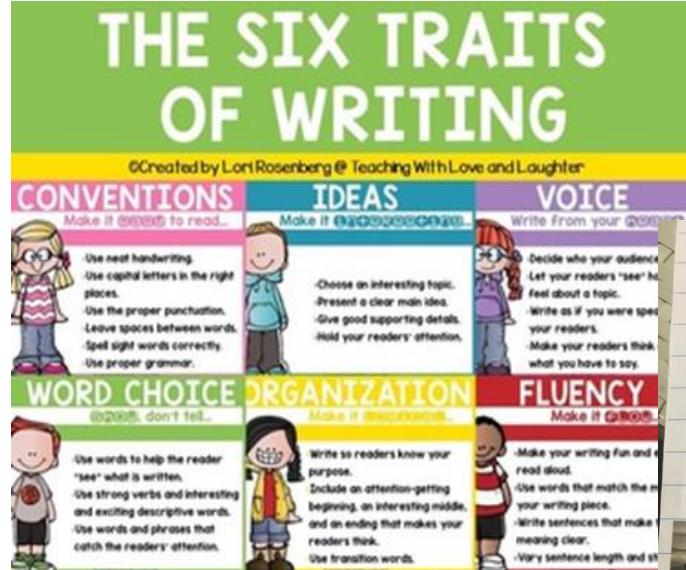
Symbol	What I am thinking as I read the text
○	Circle the characters (who).
□	Box the setting and the time (where and when).
()*	Underline and bracket the problem (what). Write 'P' next to the round bracket.
[]**	Underline and bracket the solution [what]. Write 'S' next to the square bracket.
~~~~~	Draw a squiggle line below key vocabulary that I do not understand.
→←	Draw double-headed arrows to link the pronouns with their referents.

Annotation Strategy in Reading Comprehension



Parent Engagement 2024

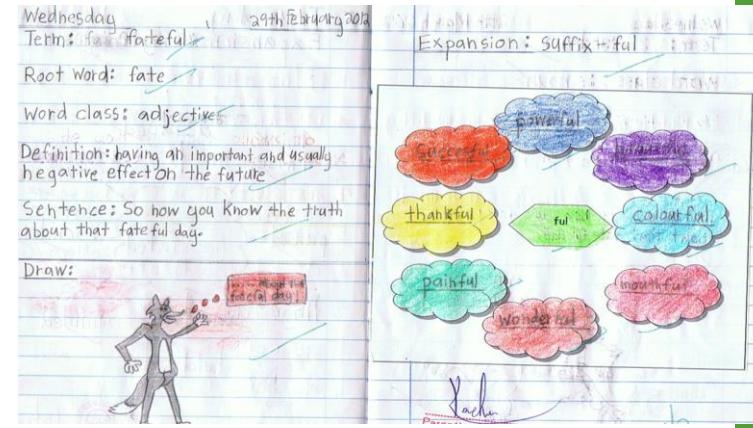
## WRITING



When I grow up  
I want to be a designer.  
  
I like to design buildings  
with lego and fashion such as  
shoes and bags.  
  
Drawing helps me to  
design better!



## VISUAL VOCABULARY



# English – Assessment Structure



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

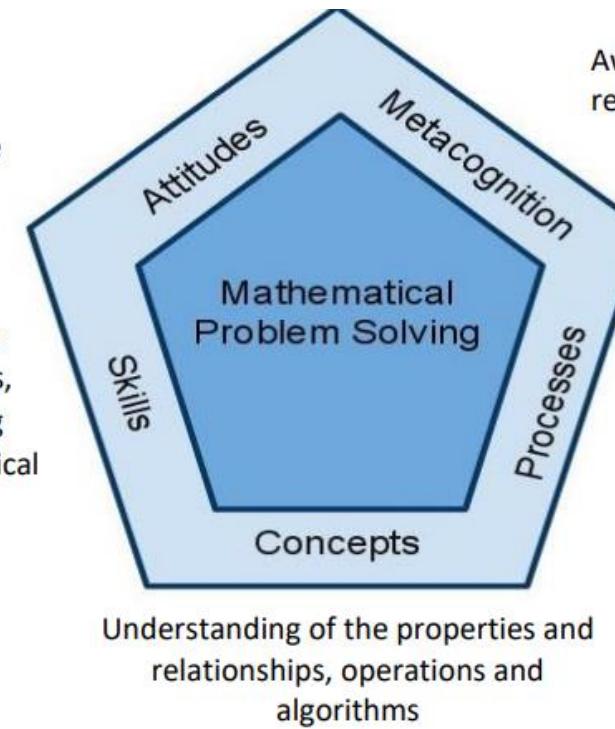
# Mathematics - an overview of the MA Curriculum



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



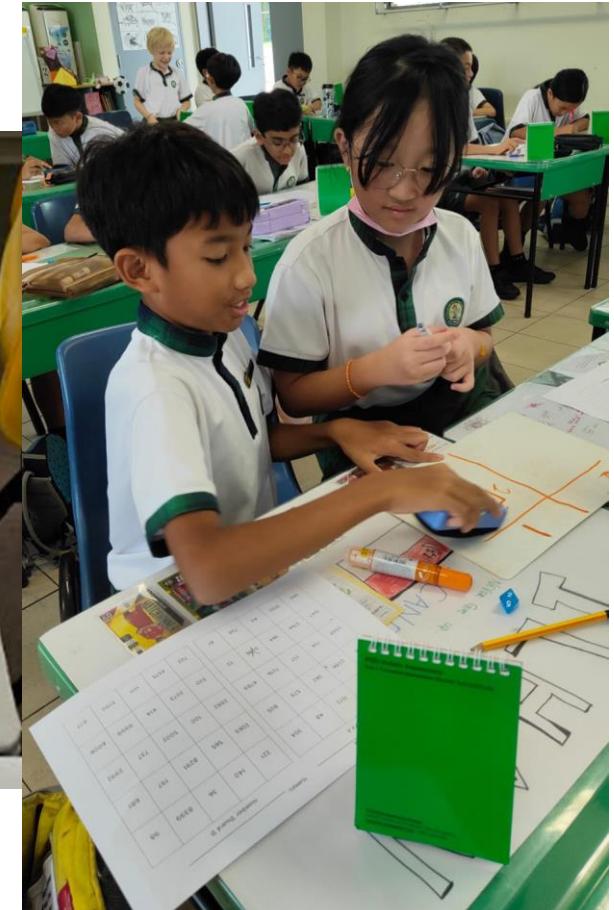
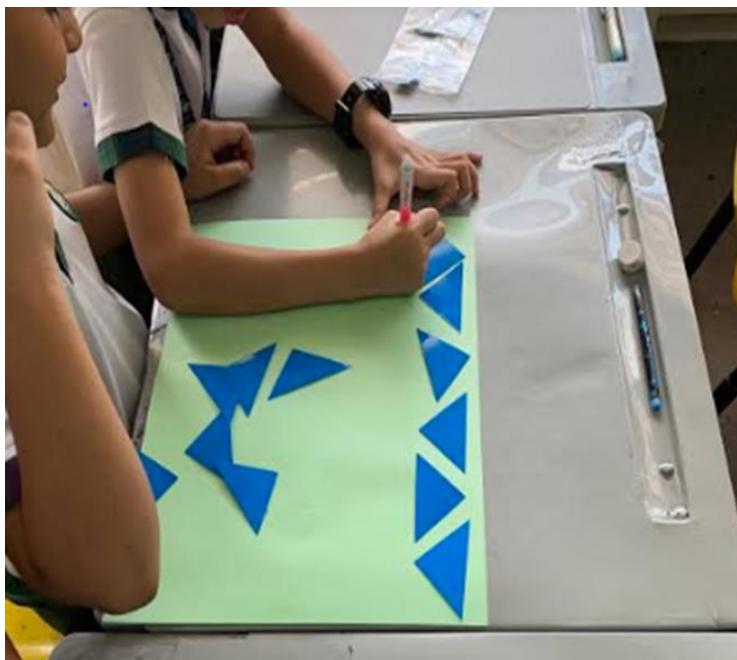
Awareness, monitoring and regulation of thought processes

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



# Mathematical Learning Experiences

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



# Mathematics Assessment Structure



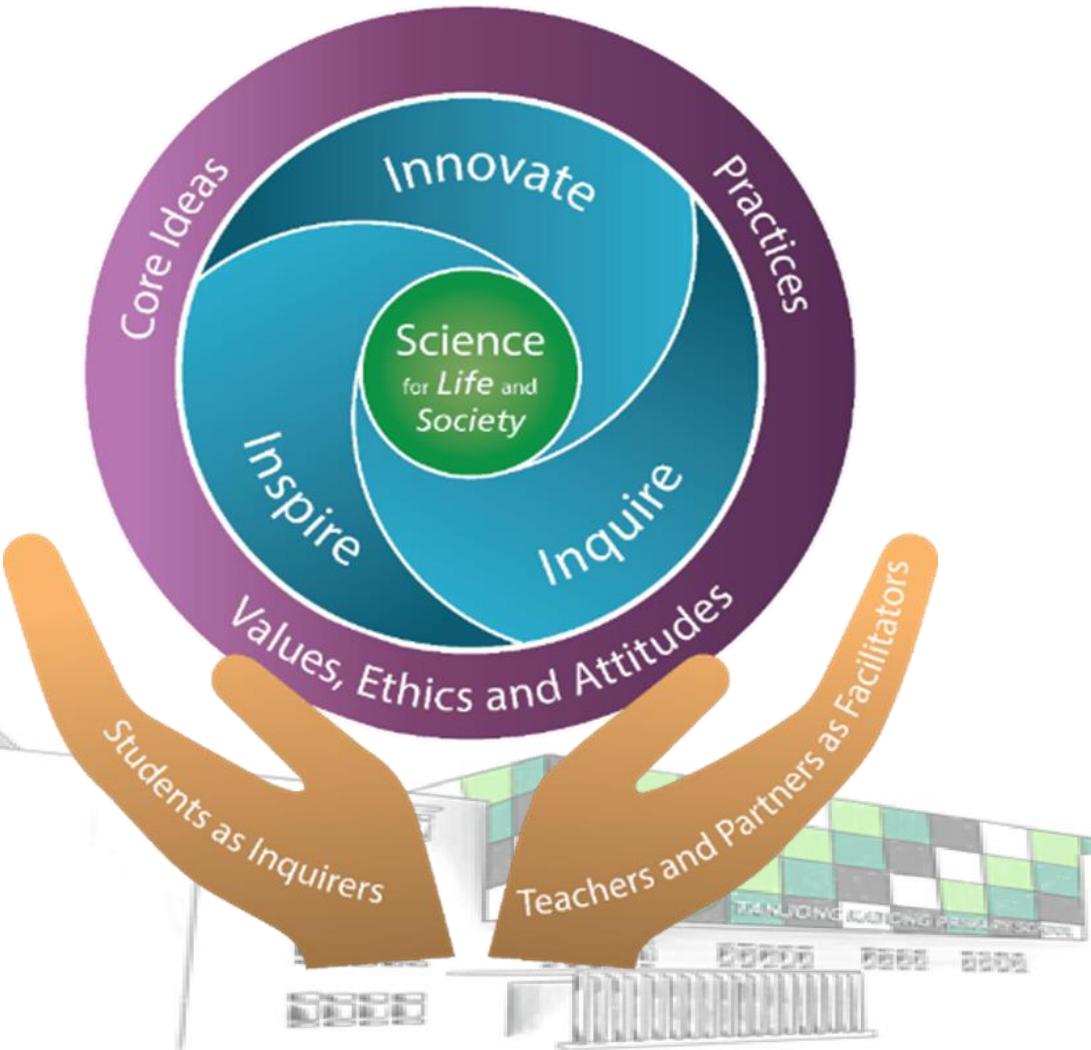
## Overall Weighting (100%)

Term 1	Term 2	Term 3	Term 4
Weighted Assessment 1 20 marks (10%)	Weighted Assessment 2 20 marks (10%)	Weighted Assessment 3 20 marks (10%)	EYE Written Paper 50 marks (70%)





# P3 Science Curriculum



# P3 Science Curriculum

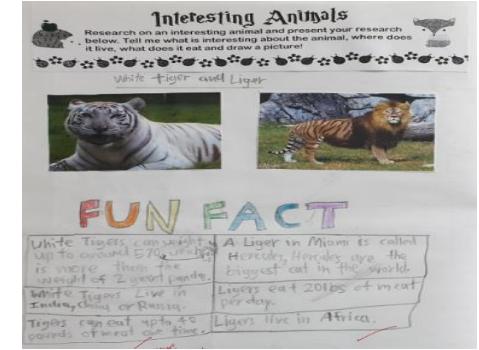
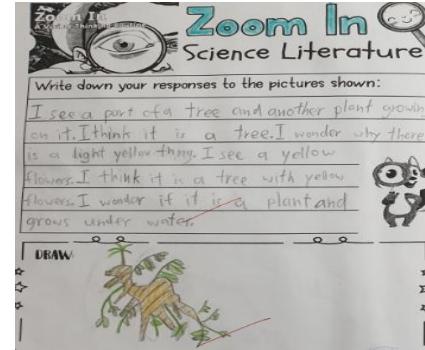
- Mobile Trail



- Innovation Programme



- Science Literature



- Environmental Education

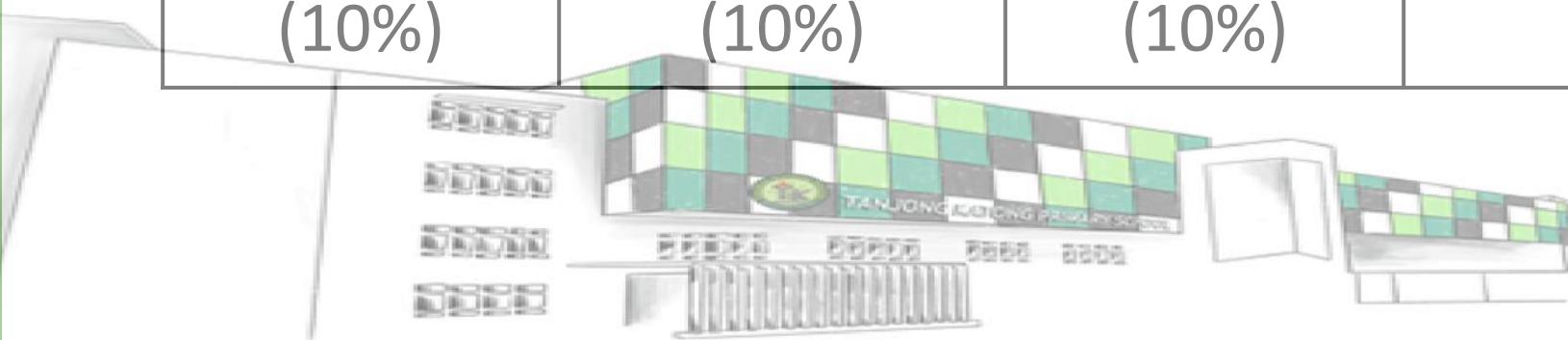


# P3 Science Assessment Structure



## Overall Weighting (100%)

Term 1	Term 2	Term 3	Term 4
Weighted Assessment 10 marks (10%)	Weighted Assessment 20 marks (10%)	Weighted Assessment 20 marks (10%)	EYE Written Paper 80 marks (70%)





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



Ministry of Education  
SINGAPORE  
Science Syllabus

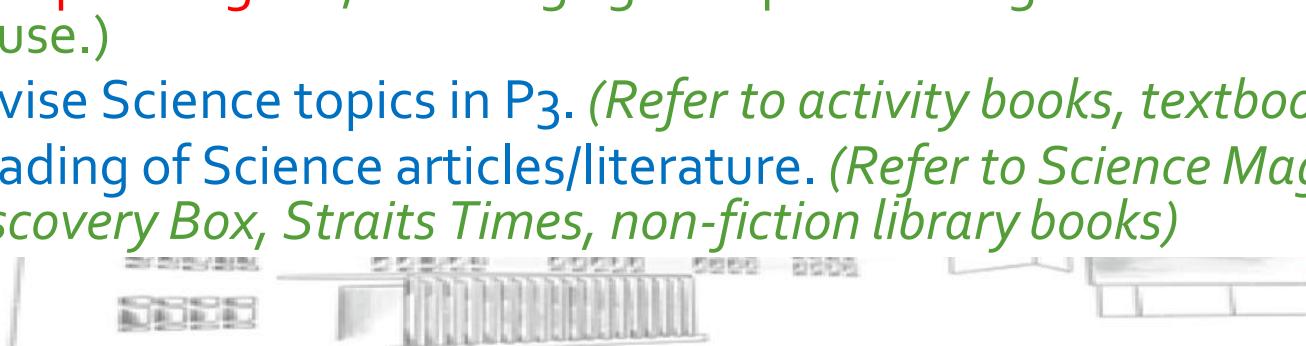


Science Activities



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. (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. (*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



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

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

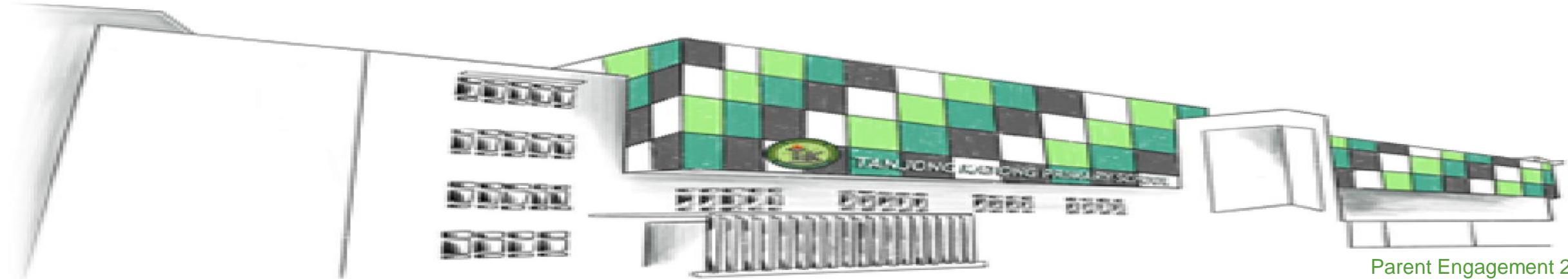


<https://go.gov.sg/2024pefeedback>



# *Parent Engagement* 2024

Nothing But the Best  
Thank You



Parent Engagement 2024