



Parent Engagement



2022



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

Form Teacher's Briefing



Agenda

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



Tanjong Katong Primary School

School Leaders

Vice-Principal

Mdm Toh Leng Leng



Principal

Mrs Seah Lay Tin



Vice-Principal (Admin)

Mrs Vijaya Ganesh



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



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 7.30a.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, whatsapp 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/ Whatsapp

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

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

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 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

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

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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Level Highlights



Semester 1

1. Information and Communication Technology (ICT)-integrated English Lessons

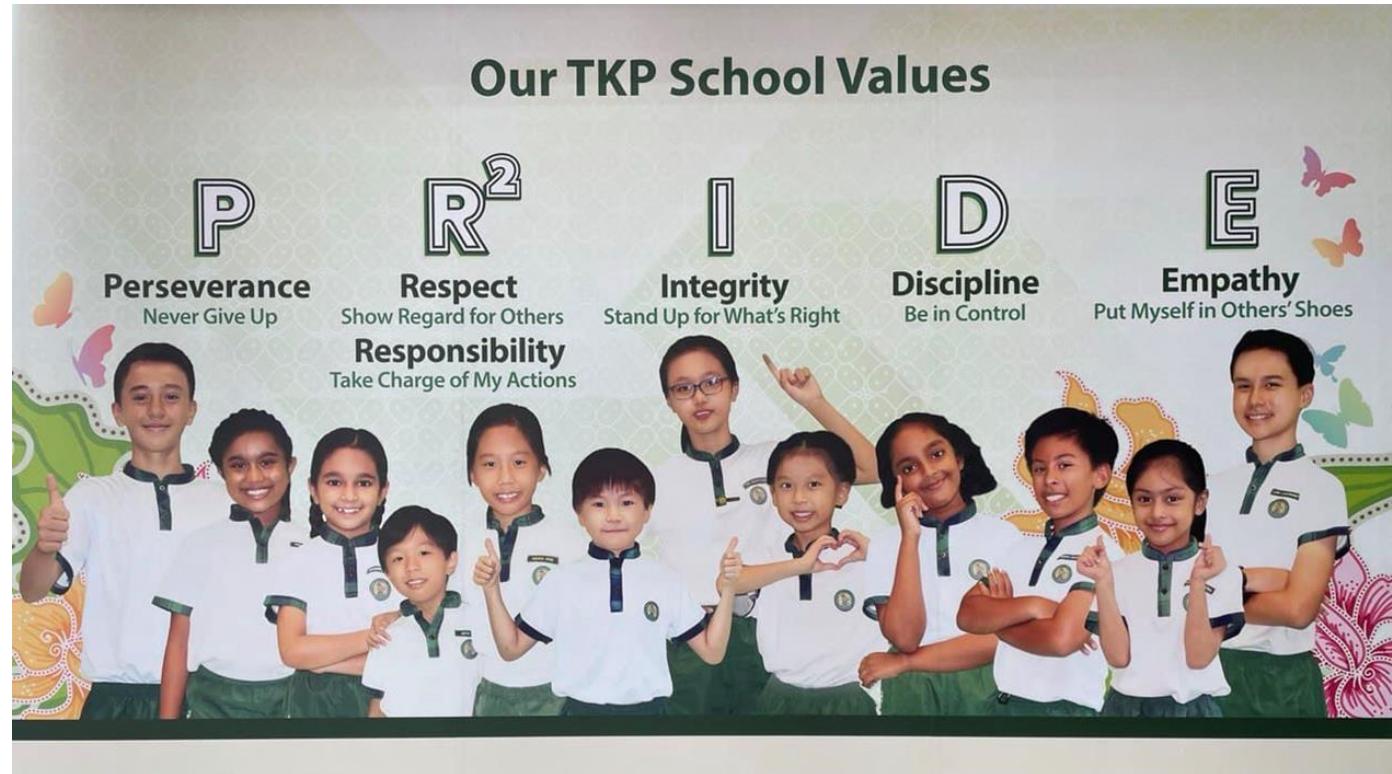
1. MTL (MTL) Learning Journey (LJ) - Virtual Tour
 - CL : More details will be shared nearer to date
 - ML: Singapore Sports Hub
 - TL: Little India - Spice Store

1. Speech and Drama Programme

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

Character and Citizenship

Equip Practice



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Students Learning Space (SLS)

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



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Subject Matters



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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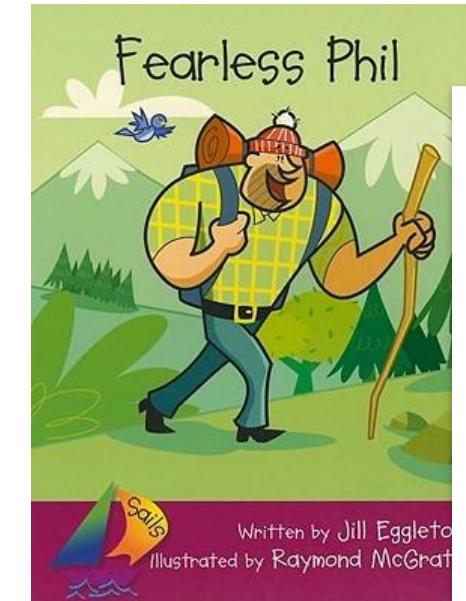
English **STELLAR**[®] 2.0

	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)*		

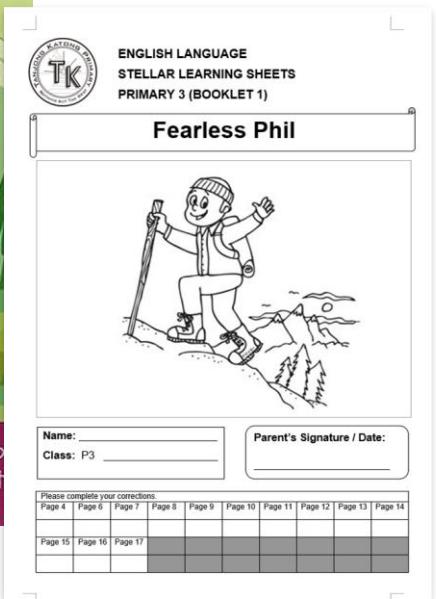
*strategies emphasized in STELLAR 2.0



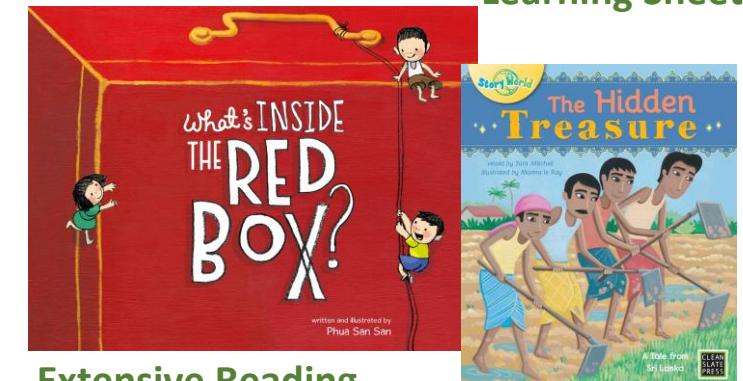
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Shared Book Approach



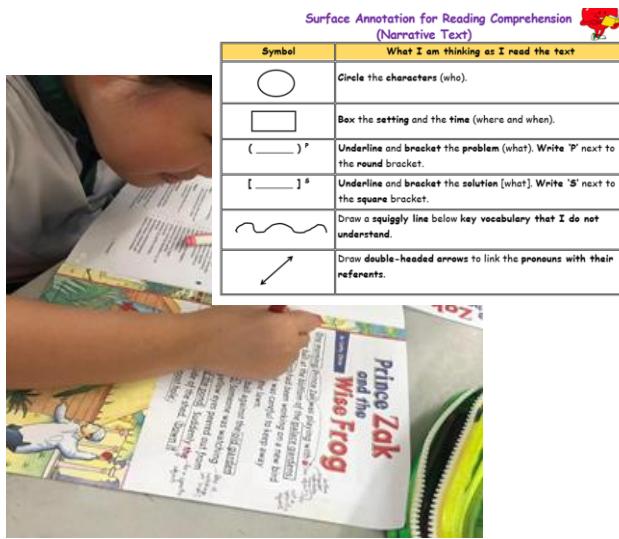
**STELLAR 2.0
Learning Sheets**



**Extensive Reading
books**

English - School-based Curriculum (SBC)

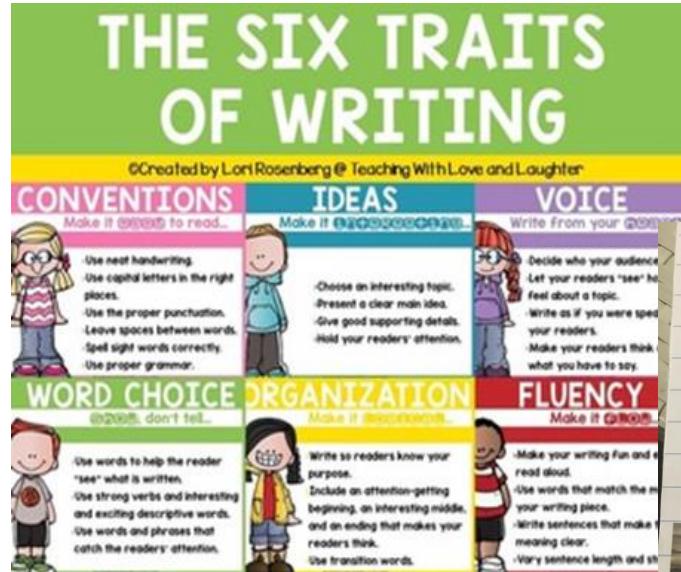
READING



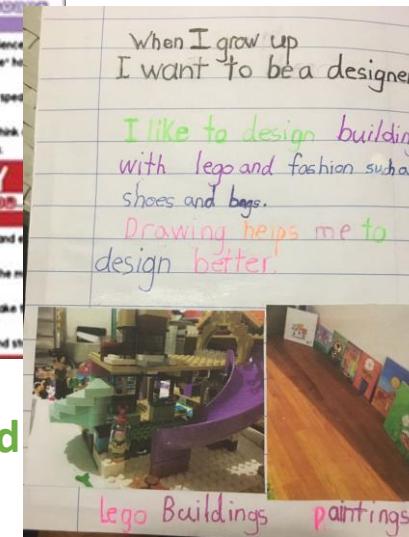
Annotation Strategy in
Reading Comprehension



WRITING

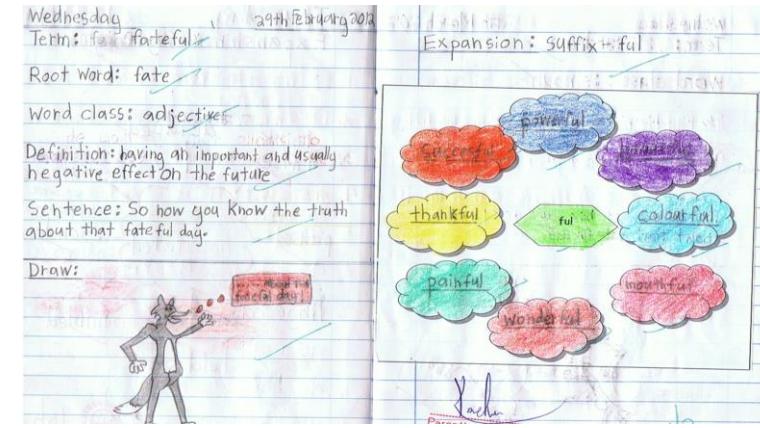


Using the 6 Traits of Writing and
Writer's Notebook



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VISUAL VOCABULARY



English - Formative Assessment

TERM 1	TERM 2	TERM 3	TERM 4
Picture Matching and Sound Discrimination	Word Identification High Frequency Word Spelling Picture Matching and Sound Discrimination		Listening Comprehension Spelling
Penmanship Creative Writing (book response, Writer's Notebook) Guided/Group Writing	Group Writing	Individual Writing	Individual Writing
First 50 Sight Words	Reading Aloud Stimulus Based Conversation	Show and Tell Speech and Drama	Reading Aloud Stimulus Based Conversation
Mini Language Review <ul style="list-style-type: none">- Vocabulary- Grammar- Comprehension			



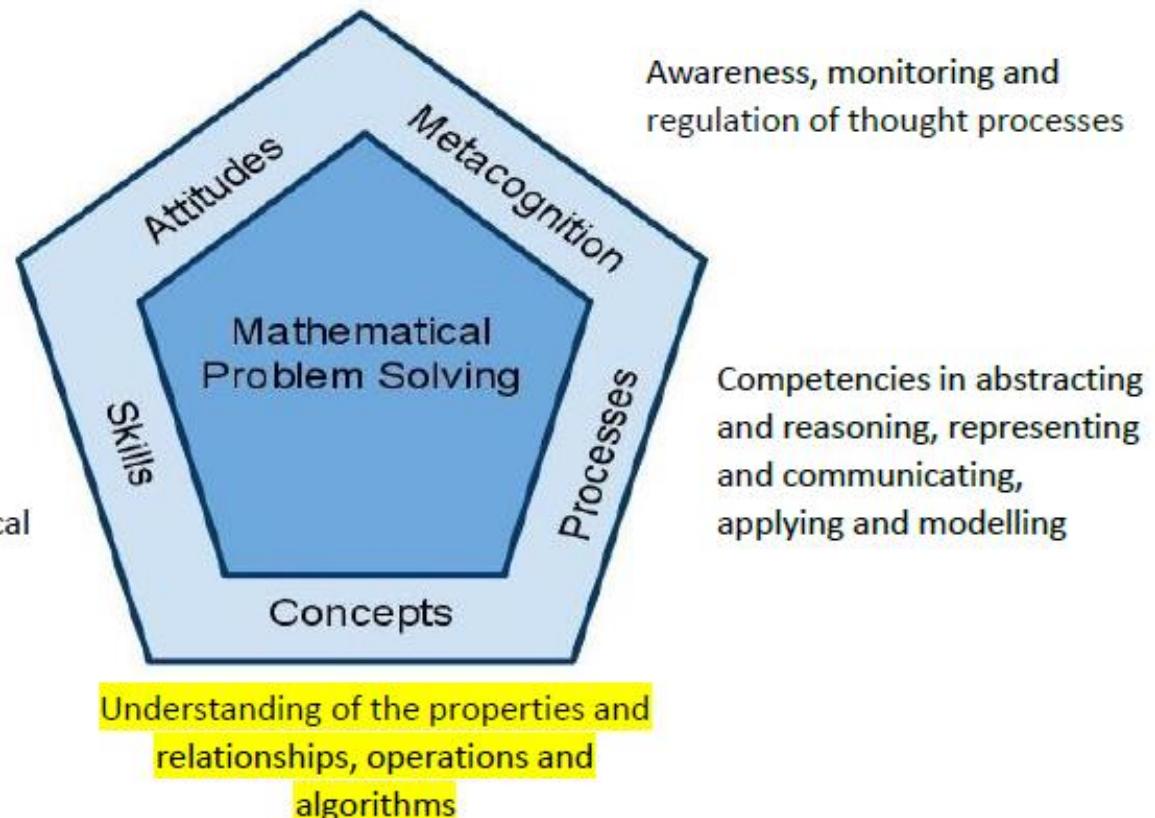
Mathematics - an overview of the MA Curriculum

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

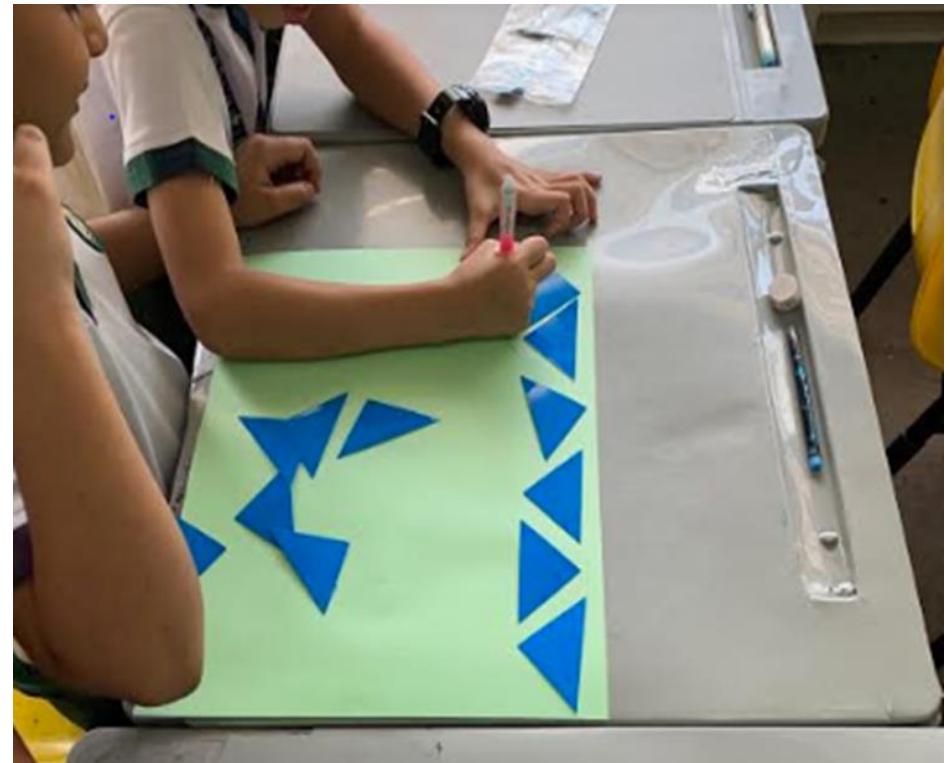
Mathematics Curriculum Framework



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Mathematical Approaches

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



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Mathematics Formative Assessments

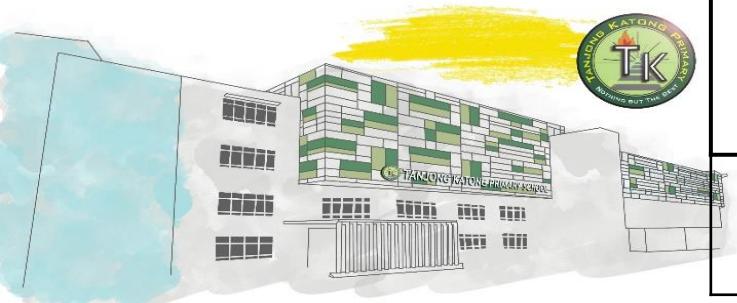
- Mental sums
- Journal
- Performance Task
- Diagnostic Test



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Mathematics Assessment Structure

Term 1	Term 2	Term 3	Term 4
Only Formative Assessments			
Only performance based assignment	Performance task 1	Performance task 2	Review Practice
	Written Practice 1	Written Practice 2	
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Be Part of the Parent Support Group



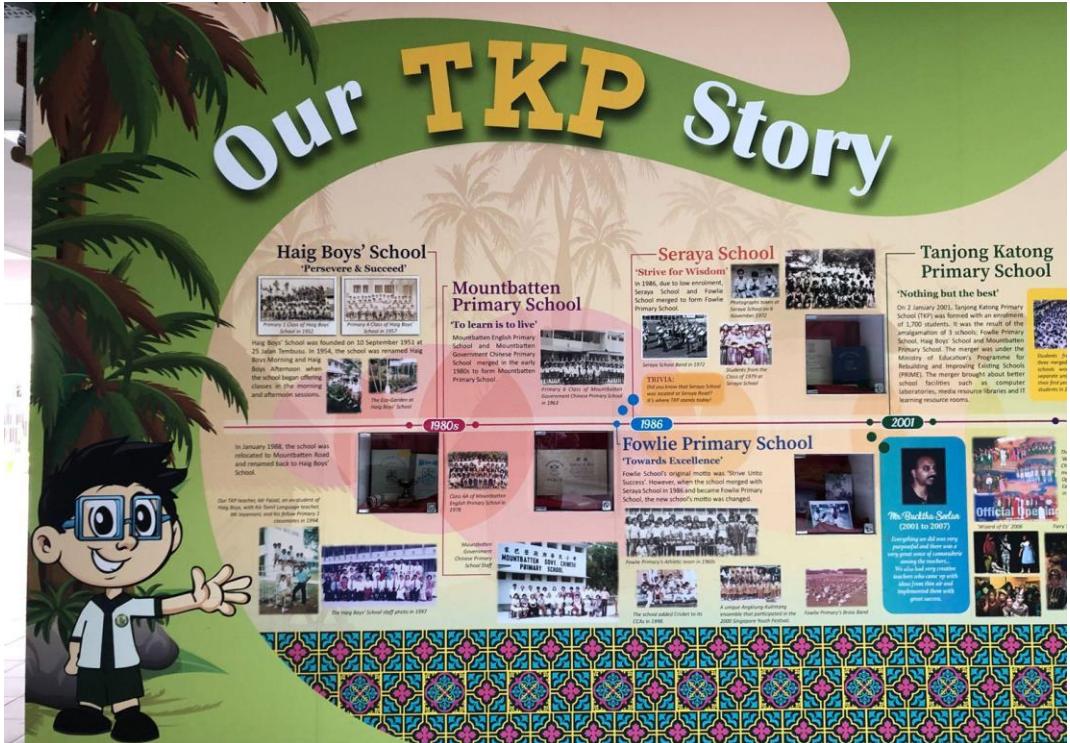
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Join TKP Alumni

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**

Lightening Pupils' School Bags

Guidelines

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



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What Parents Can Do

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 problems)



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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

