

# Form Teacher's Briefing

Official(Open)\Non-sensitive

Primary 5



# Agenda

- Introduction
- Communication
- School Rules
- Class Routines and Expectations
- 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 Upper Primary

**Level Manager (Upper Primary)**

**Ms Drusilla Quek**

[drusilla\\_quek\\_jia\\_yin@moe.edu.sg](mailto:drusilla_quek_jia_yin@moe.edu.sg)



**Year Head (Upper Primary)**

**Mr Ashiq Hashim**

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**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 7.30am
- **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



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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"><li>• take responsibility</li><li>• develop self-control</li><li>• take actions that are likely to result in effective learning and behavioural change</li></ul>	<ul style="list-style-type: none"><li>• focusing on how badly they are being treated</li><li>• having increased anger</li><li>• performing inappropriate behaviours behind your back</li></ul>

# 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?

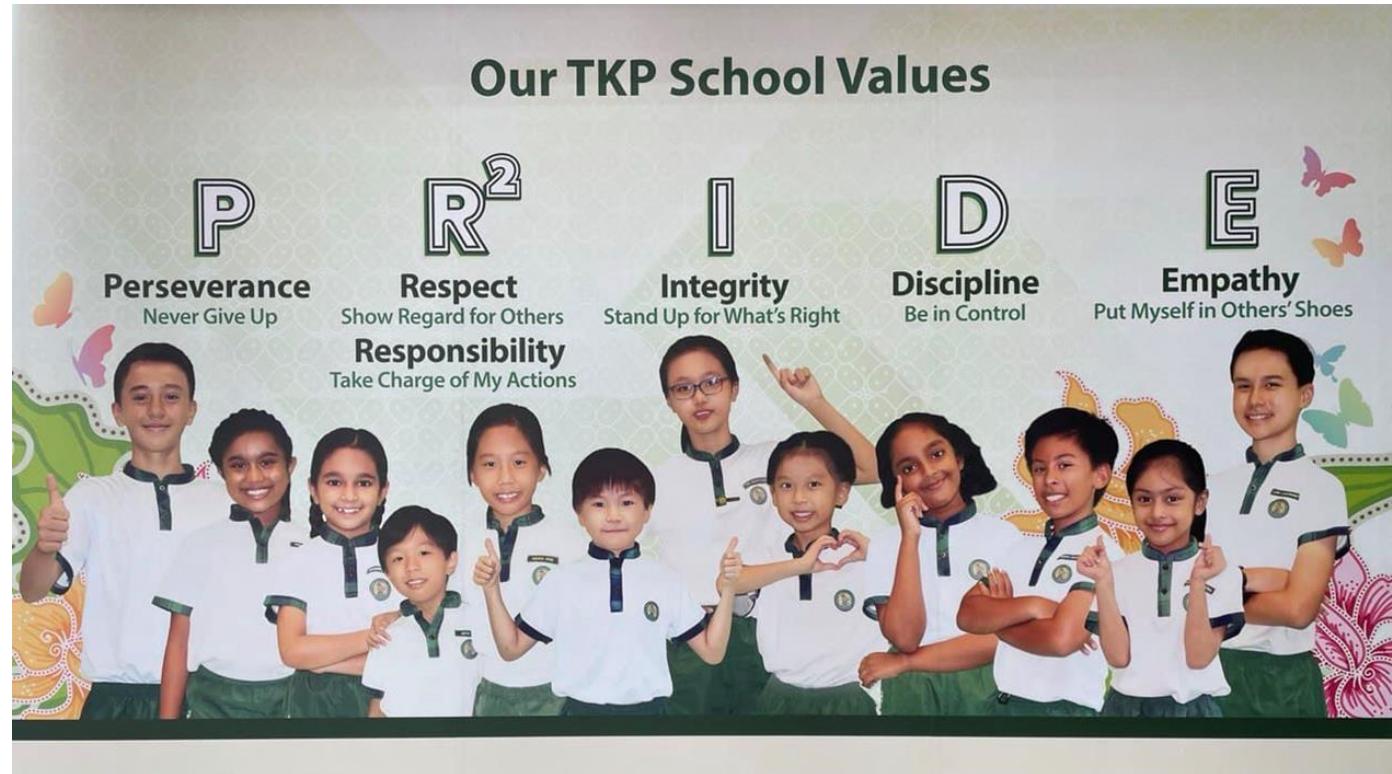
- **Organisation Skills**
  - Get child to pack school bag according to class timetable
  - Check homework file for letters and Kidz Organiser for assignments
  - Label all belongings and teach your child to take good care of them
- **Close Monitoring of Work**
  - Parents to sign and acknowledge letters, assignments, etc. and return them within 2 school days or according to the date stated.
- **Work Closely with Us**



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# Character and Citizenship

Equip Practice



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# Co-Curricular Activities – Primary 5

Starting from 4  
Feb onwards

Fridays,  
Mondays,  
Thursdays

2 - 4 pm (F2F)  
3.30 - 5.30pm  
(eCCA)

eCCA for Choir\*  
(SMM)

15 CCAs



Clubs and  
Societies



Sports



Performing  
Arts



Uniform  
Group

# Objectives of CCA

Primary 3  
Modular  
CCA

Exposure.  
Know their potential and strength.

For CCA selection in P4.

Primary 4 to 6  
CCAs

Passion and Talents

Meaningful Relationship.  
Rich School Experience

Values.  
Self-Management.  
Leadership.

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# Direct School Admissions (DSA)

Secondary Schools

Your child is .....  
**Truly 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.
- Very competitive.
- Dependent on the criteria decided by secondary school, based on their needs.



DSA is NOT:

- for students who merely wants to enter the Secondary School but has 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 the school website or the form teachers for issues concerning SLS and/or student iCON email account.



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# Subject Matters



# Home Periods

## Objectives:

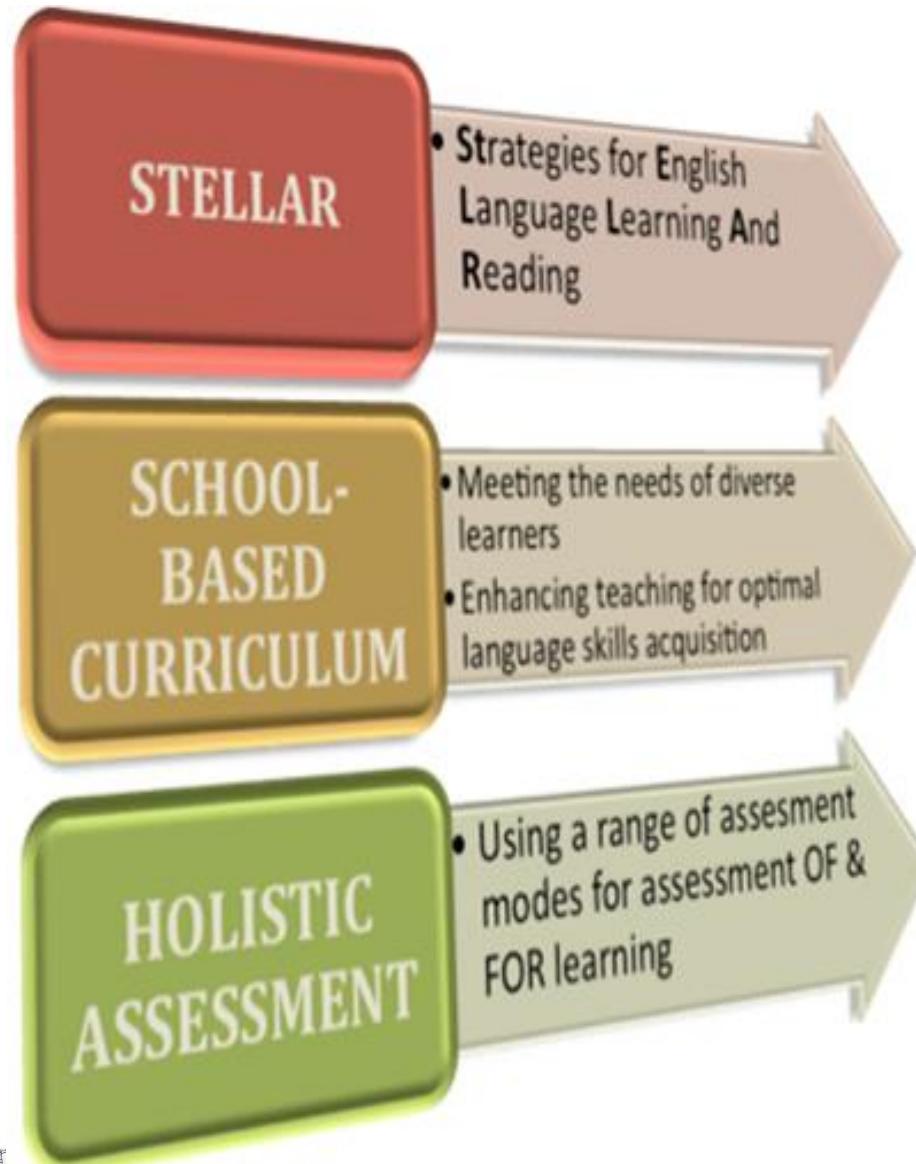
- ✓ To build teacher-student relationship
- ✓ To inculcate values and social and emotional competencies
- ✓ To gain global awareness through discussion of contemporary issues



## 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

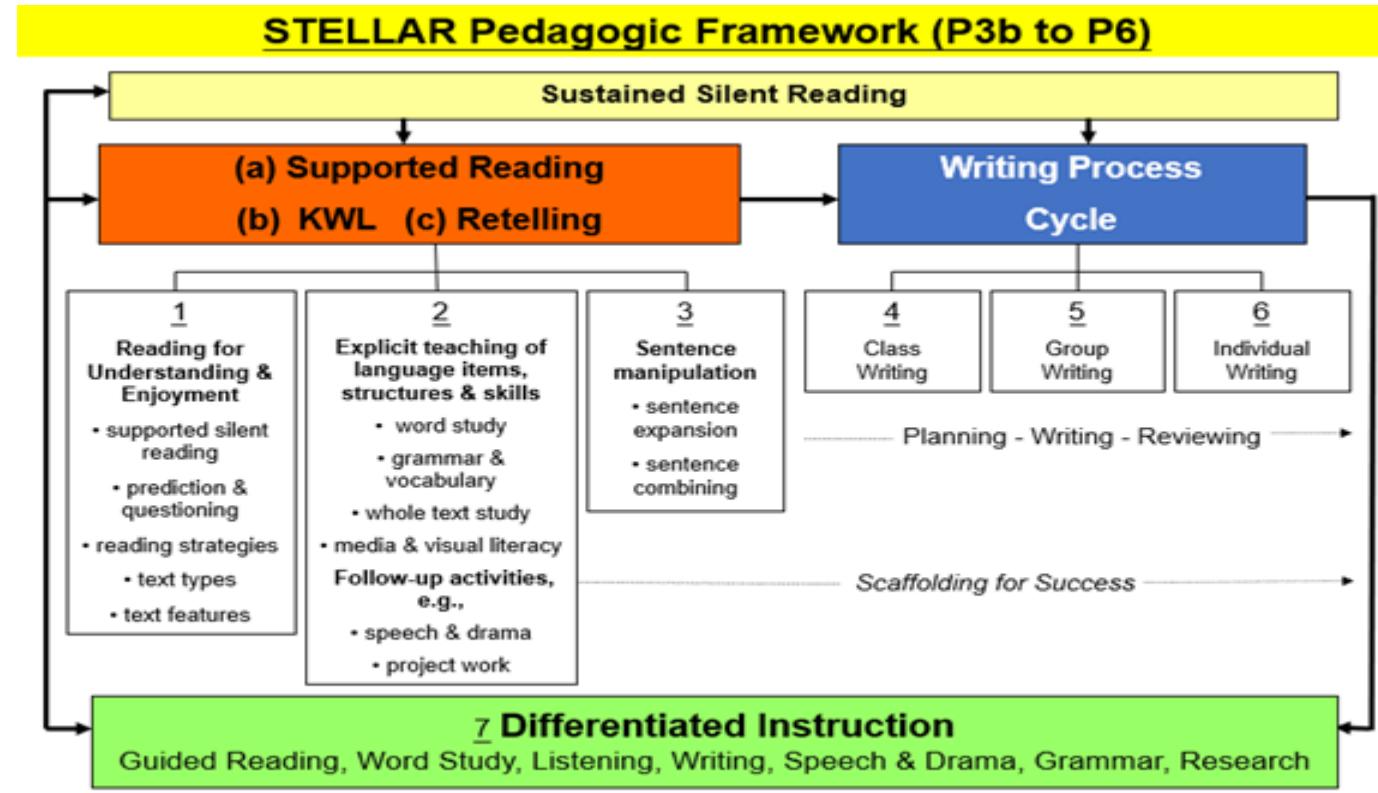
# English - an overview of the EL Curriculum



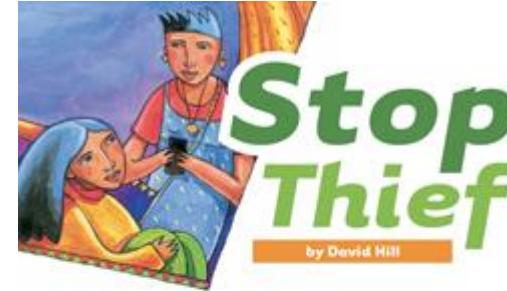
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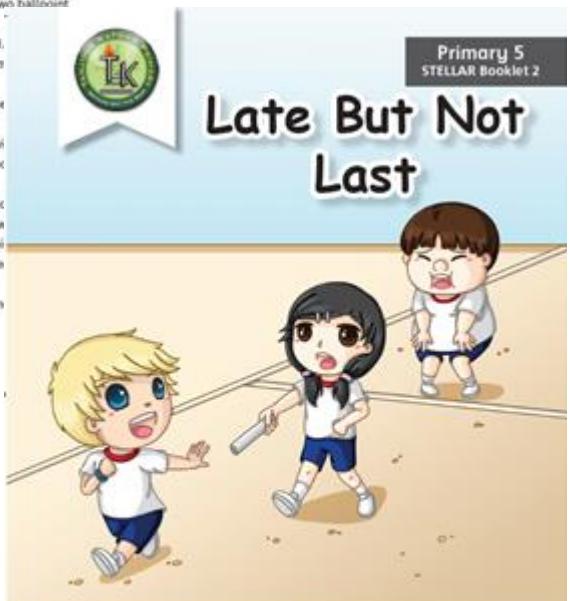
# English - STELLAR



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STELLAR Reader

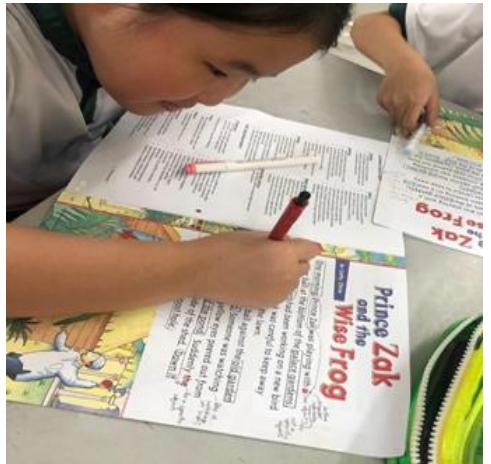


STELLAR Activity Booklet

Name: _____ ( )	Parent's Signature / Date				
Class: _____					
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	

# English - School-based Curriculum (SBC)

## READING

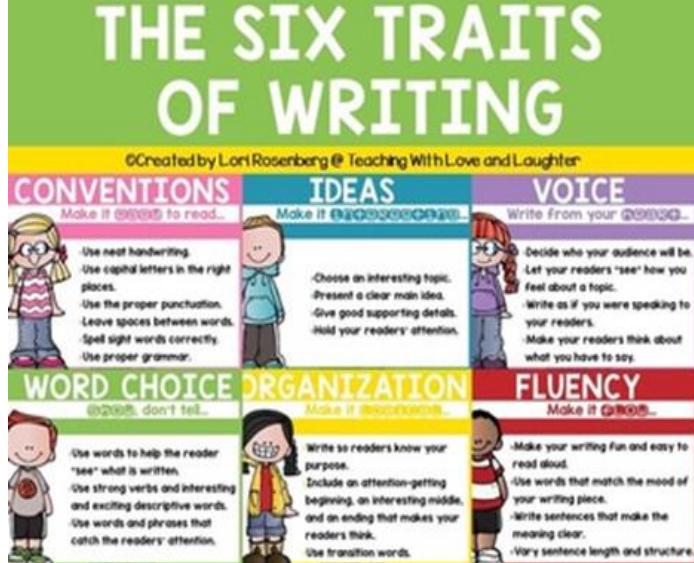


Annotation Strategy in  
Reading Comprehension



## WRITING

### THE SIX TRAITS OF WRITING

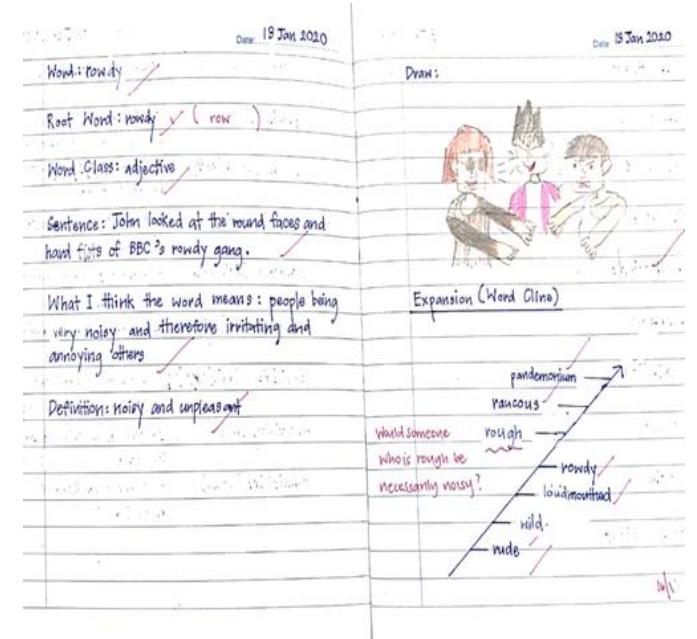


Using the 6 Traits of Writing & the STAR strategy in Process Writing



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## VOCABULARY



Visual Vocabulary in Word Study

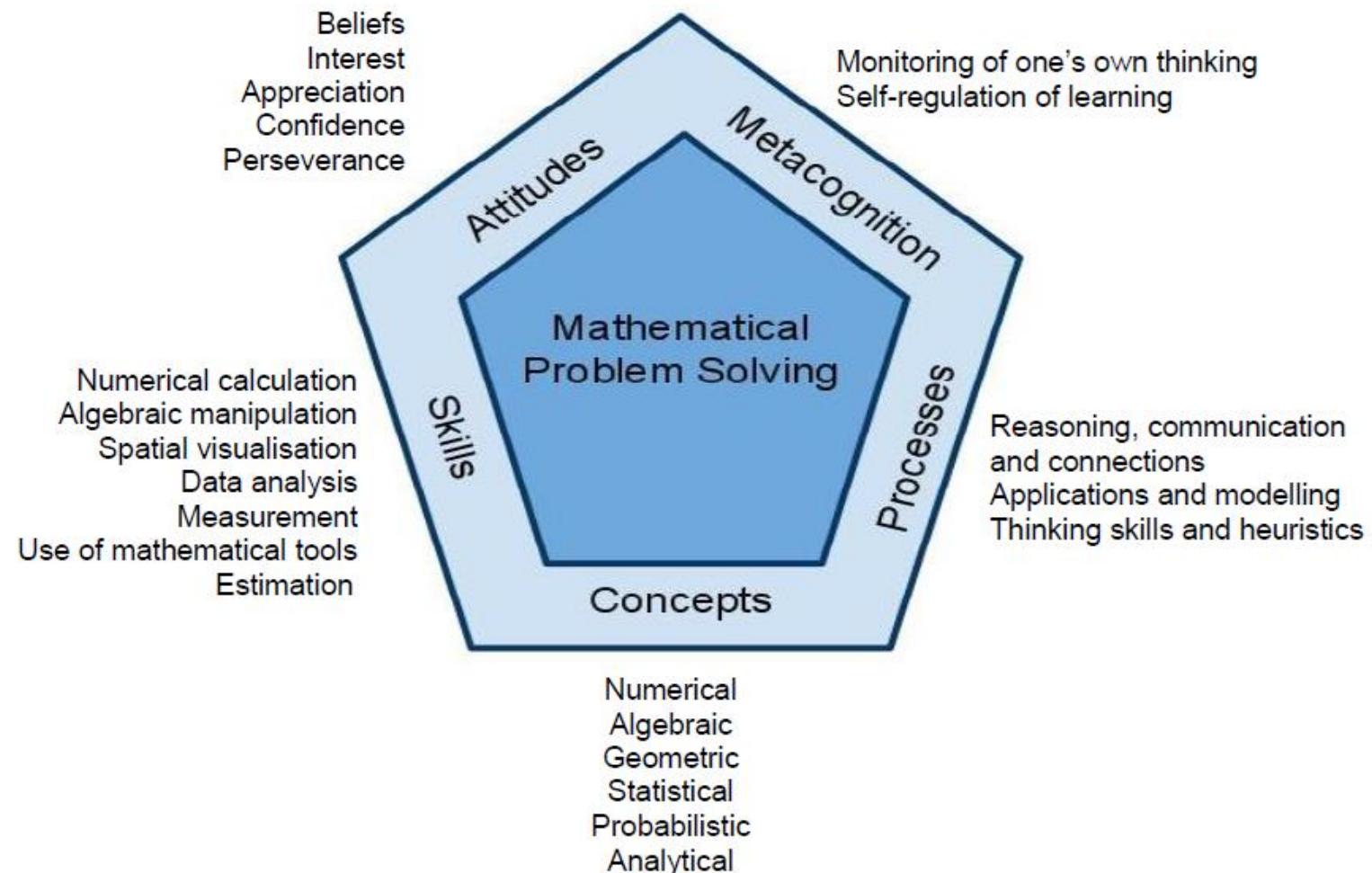
# English - Assessment Structure

	<b>P5 EL</b>	<b>P5 FEL</b>
<b>TERM 1</b> (Weighted Assessment 1)	Listening Comprehension (20 marks)	Listening Comprehension (20 marks)
<b>TERM 2</b> (Weighted Assessment 2)	Language Use (70 marks)	Language Use (50 marks)
<b>TERM 3</b> (Weighted Assessment 3)	Situational Writing (15 marks)	Situational Writing (10 marks)
<b>TERM 4</b> (Semestral Assessment 2)	Paper 1 - Writing (55 marks) Paper 2 - Language Use (95 marks) Paper 3 - Oral (30 marks) Paper 4 - Listening Comprehension (20 marks)	Paper 1 - Writing (40 marks) Paper 2 - Language Use (60 marks) Paper 3 - Oral (30 marks) Paper 4 - Listening Comprehension (20 marks)



# Mathematics - an overview of the MA Curriculum

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



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# Mathematical Approaches

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



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# Mathematics Assessment Structure

Overall Weighting (100%)				
	Term 1	Term 2	Term 3	Term 4
<b>P5 (Standard)</b>	Weighted Assessment Review 1 30 marks (10%)	Weighted Assessment Review 2 35 marks (10%)	Weighted Assessment Review 3 35 marks (10%)	SA 2 Written Paper 100 marks (70%)
<b>P5 (Foundation)</b>	Weighted Assessment Review 1 30 marks (10%)	Weighted Assessment Review 2 30 marks (10%)	Weighted Assessment Review 3 30 marks (10%)	SA 2 Written Paper 90 marks (70%)

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# Science Curriculum

## Learning through inquiry

- experiments
- class based activities (e.g., concept mapping and more)

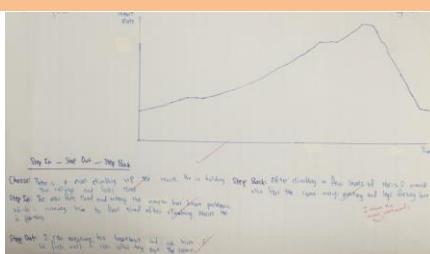
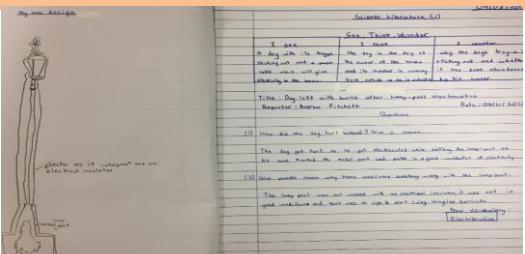
## Science Innovation Programme

- Using Design Thinking to design and make a toy using electrical components.



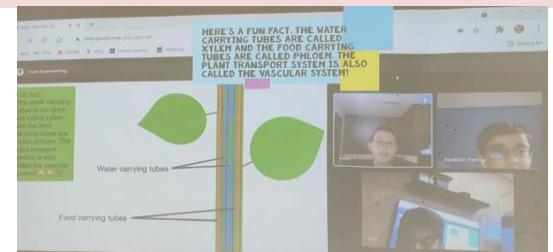
## Science Literature Programme

- Reading of Science magazines and online articles, and post reading activities.



## Model-Making Activity

- Making models to show students' conceptual understanding.



## Environmental Education

- Recycling, HP lessons and activities, talks and events like Earth Week



## P5 Science Topics

Term 1	Term 2	Term 3	Term 4
<u>Systems</u> 1.Electrical Systems 2.Using Electricity 3. Innovation Week	<u>Cycles</u> 1.Water & Changes of State 2. The Water Cycle	<u>Systems</u> 1.The Unit of Life - Cells 2.The Plant Transport System 3.Air and the Respiratory System 4.The Circulatory System	<u>Cycles</u> 1. Reproduction in Humans 2.Reproduction in Plants

## P5 Foundation Science Topics

Term 1	Term 2	Term 3	Term 4
<u>Systems</u> 1. Electrical Systems	<u>Cycles</u> 1. Water & Changes of State  2.The Water Cycle	<u>Systems</u> 1.The Plant Transport System  2. Air and the Respiratory System  3. The Human Circulatory System	<u>Cycles</u> 1. Reproduction in Humans  2. Reproduction in Plants

## P5 Science Assessment

### SA2

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	28	2	56
B	Open-ended	12 - 13	2 - 5	44

- (a) Booklet A consists of 28 multiple-choice questions with *four* options. Each multiple-choice question carries 2 marks.
- (b) Booklet B consists of 12-13 open-ended questions. Each open-ended question carries 2, 3, 4 or 5 marks.

### FSC SA2

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	18	2	36
B	Structured Open-ended	6 - 7 5 - 6	2 - 3 2 - 4	14 20

- (a) Booklet A consists of 18 multiple-choice questions with *three* options. Each multiple-choice question carries 2 marks.
- (b) Booklet B consists of two parts.  
The first part consists of 6-7 structured questions, e.g. 'Fill in the blanks', 'Matching', etc. Each question carries 2-3 marks.  
  
The second part consists of 5-6 open-ended questions with varying mark allocation (2-4 marks).

# 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*)
- Use Science vocabulary in your conversation.
- Link Science concepts to real life context.
- Revise Science topics in P3, P4 and P5. (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.

# Lightening Students' School Bags

## Guidelines

- Students to carry weight of no more than 15% of their body weight
- Weight of bags carried by P1 to P4 students 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 students to carry personal items in a separate bag to distribute load

## B. Advise students 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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# Be Part of the Parent Support Group



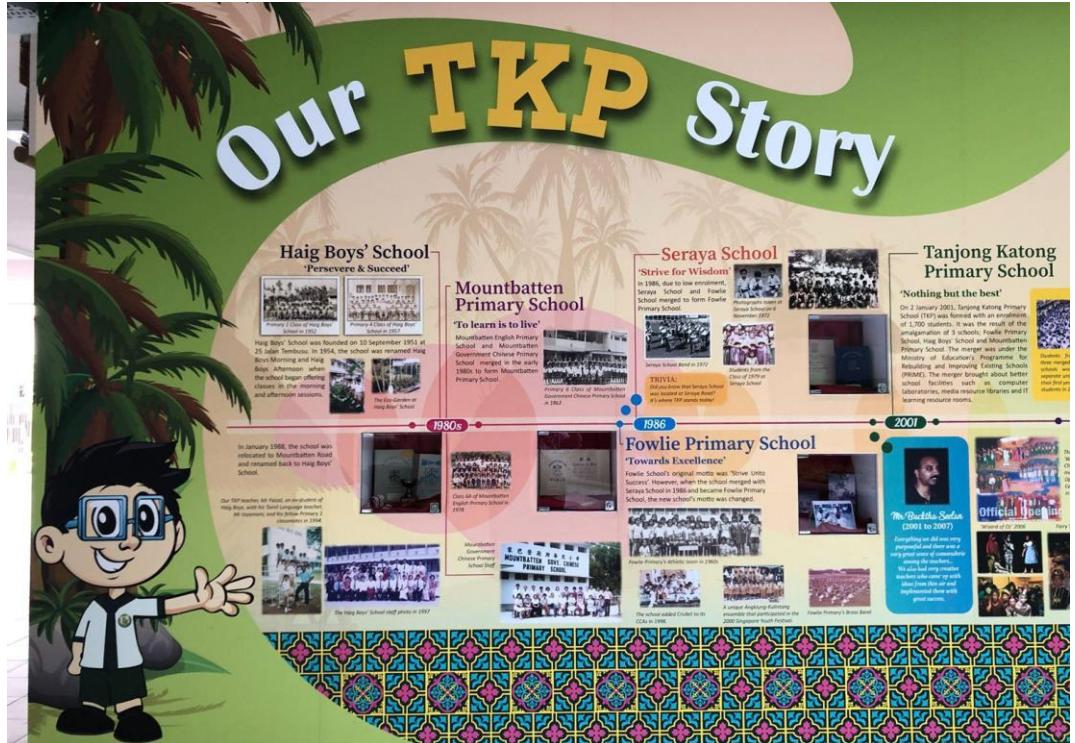
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# Join TKP Alumni

## 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**

# 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



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