

Primary 3 (2024)

Meet-the-Parents Session

23 January 2024

**A PRESENTATION BY
BUKIT TIMAH PRIMARY SCHOOL**



A SCHOOL THAT FUELS THE HEART AND MINDS TO BE FUTURE-READY

What does Primary Three mean for your child at BTPS?

- The beginning of formal assessment
- New subject: Science!
- Chance to try CCAs
- Gifted Education Programme (GEP)
- BUT it also means
 - Growing up
 - Going beyond self
 - Understanding what it means to be part of a community
 - Changing expectations for learning and behaviour



What does Primary Three mean for your child at BTPS?

Formal Assessments
(are not that scary)



How will I be updated on my child's learning?

Through a variety of assessments conducted at regular checkpoints, teachers will provide timely feedback on your child's learning. This is more effective than only receiving grades/marks at the end of the semester.



You can also draw different sources of information on your child's progress via:

- Teachers' written feedback provided through daily classroom practices such as in-class work, homework, projects, class tests.
- Teachers' meeting with parents.



How will school ensure that my child will have sufficient practice to be ready for national exams?

The year-end exams and other forms of assessments, will continue to provide sufficient opportunities to assess your child's ability to apply their learning.



Teachers will also provide revision papers in class to familiarise your child with the exam requirements during the academic year especially in Upper Primary.

How can I support my child in his/her learning?

Instead of periods of last-minute cramming for exams, assessments conducted at regular checkpoints can provide our children with ongoing opportunities to consolidate their learning as they go.

Draw up a regular study timetable together with your child and guide them to keep to the schedule.

Talk to your child about his/her learning in school. Help your child reflect on his/her learning so that he/she can remember better.

Use teachers' feedback to learn about your child's strengths and areas of improvement, instead of focusing on the marks awarded.

Affirm your child in areas he/she has done well and share ideas on how he/she can improve in the areas identified by teachers.



Gifted Education Programme (GEP)



- The GEP is a programme that caters for the needs of intellectually gifted students. Students are identified for the GEP through a 2-stage exercise in Primary 3. Selected students will be invited to join the programme in Primary 4.
- The school will inform you of the date for the GEP screening exercise. You will have to indicate whether you consent to your child's participation in the exercise.
- Test preparation activities are **not encouraged** as these could inflate the scores, which may then not reflect your child's actual potential.
- Students who are not ready to handle the rigour and demands of the GEP will:
 - Struggle to cope with the enriched curriculum.
 - Experience stress that could impact their self-esteem and cause them to lose confidence.

Key GEP Dates

(2024 dates will only be available in July)

- **Stage 1:** Screening during curriculum time in August.
- **Stage 2:** Selection in October for shortlisted students
- Result notification in November.
- Posting outcomes in late November.



Rest assured that even within the school, we have programmes that stretch students in different areas, be it subject areas or leadership.

Co-Curricular Activities (CCAs)



CCAs are a key component of students' holistic education. Through CCAs, students discover their interests and talents. CCAs also provide platforms for students to develop their character, learn values, social emotional competencies and other relevant skills.

Participation in a CCA is strongly encouraged in primary school to prepare them for future challenges.



Students can choose from 4 CCA groups:

- Clubs and Societies
- Physical Sports
- Uniformed Groups
- Visual and Performing Arts

Some things to note about CCAs

- ❑ 1 CCA per student
 - ❑ Choice and resources
 - ❑ Interest takes time to nurture.
 - ❑ Resilience is built when you do not give up.
 - ❑ CCAs should NOT be just for DSA purposes.
- ❑ We try our best but it is not possible for every student to be in their first choice CCAs due to resource limitations and safety concerns.
 - ❑ So, we are trying out the BTPS CCA Experience for the first time this year.



Strategies by the school to support student holistic development

Structuring after school schedule to reduce clashes

2023: CCAs on either Tuesday and Thursday, or Wednesday and Friday, which often clashed with subject enrichment.



Student Leadership to be given a stipulated time to conduct training which grows our students holistically.

Strategies by the school in 2024

Support our teachers who have been working with overlapping schedules and provide time for their development.



To balance student wellbeing, teacher wellbeing and development, school bus availability and coach/instructor availability.

Our School Focus in 2024

Moving towards greater independence and initiative on the part of students.

Growing our staff professionally – competence and professionalism.

Mutual respect and support between the school and parents.

Time and space for teachers to teach and care for your child.

Maintaining contact via PG, email and through the school general office (between 7am – 5pm on working days).

We all want the best for your child/our student.



Level Motto & Expectations

Level Motto

Appreciate and Care

Expectations

- Be respectful
- Practise self-regulation
- Always be kind



Growing towards Independence

Self-Awareness & Self-Management

- I know my strengths and weaknesses and will tap on my strengths to overcome challenges.
- I will listen attentively to feedback and suggestions.
- I use appropriate words and actions to handle disagreements and peer pressure.
- I will think of ways to improve a situation.



Growing towards Independence

Social Awareness & Relationship Management

- I respect that everyone is different and will be inclusive.
- I will listen to others' points of view without expressing judgement.
- I will take care of others.
- I will recognise my peers' efforts.
- I will work with others in a supportive and respectful manner to finish the task.

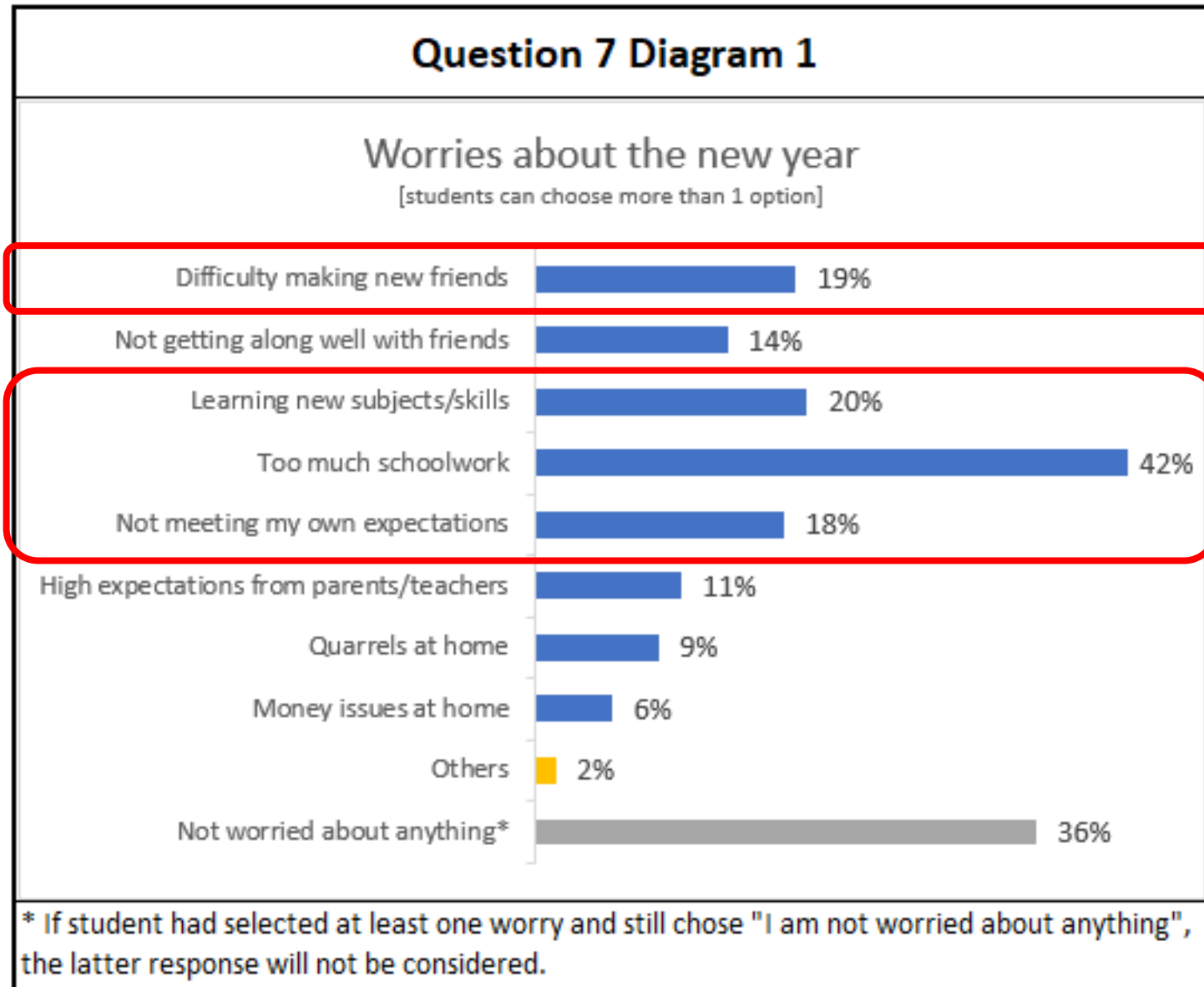


Providing a Holistic Education

- P3 Joy of Learning Day + Sports Education Programme
- P3 Learning Plot (Science)
- P3 SwimSafer
- MT Cultural Camp (***day camp*)
- Speech & Drama
- Learning Journey to Science Centre



Term 1 Check-in Survey (2024)



Transitioning from Lower to Middle Primary

- New subject (Science) and skills to learn
- Give time for P3 students to get used to the rigour of the subjects progressively
- Social skills:
New classmates, getting to know one another



Academic Support

Guidelines on Daily Homework

Balancing between school and other types of homework.

Levels	Weekly Homework Time (estimated)
P1 and P2	2 - 4 hours
P3 and P4	5 – 7 hours
P5 and P6	8 – 10 hours

Note:

- Lower Primary students complete most of their work in class.
- Upper Primary students need more time to complete practice papers.

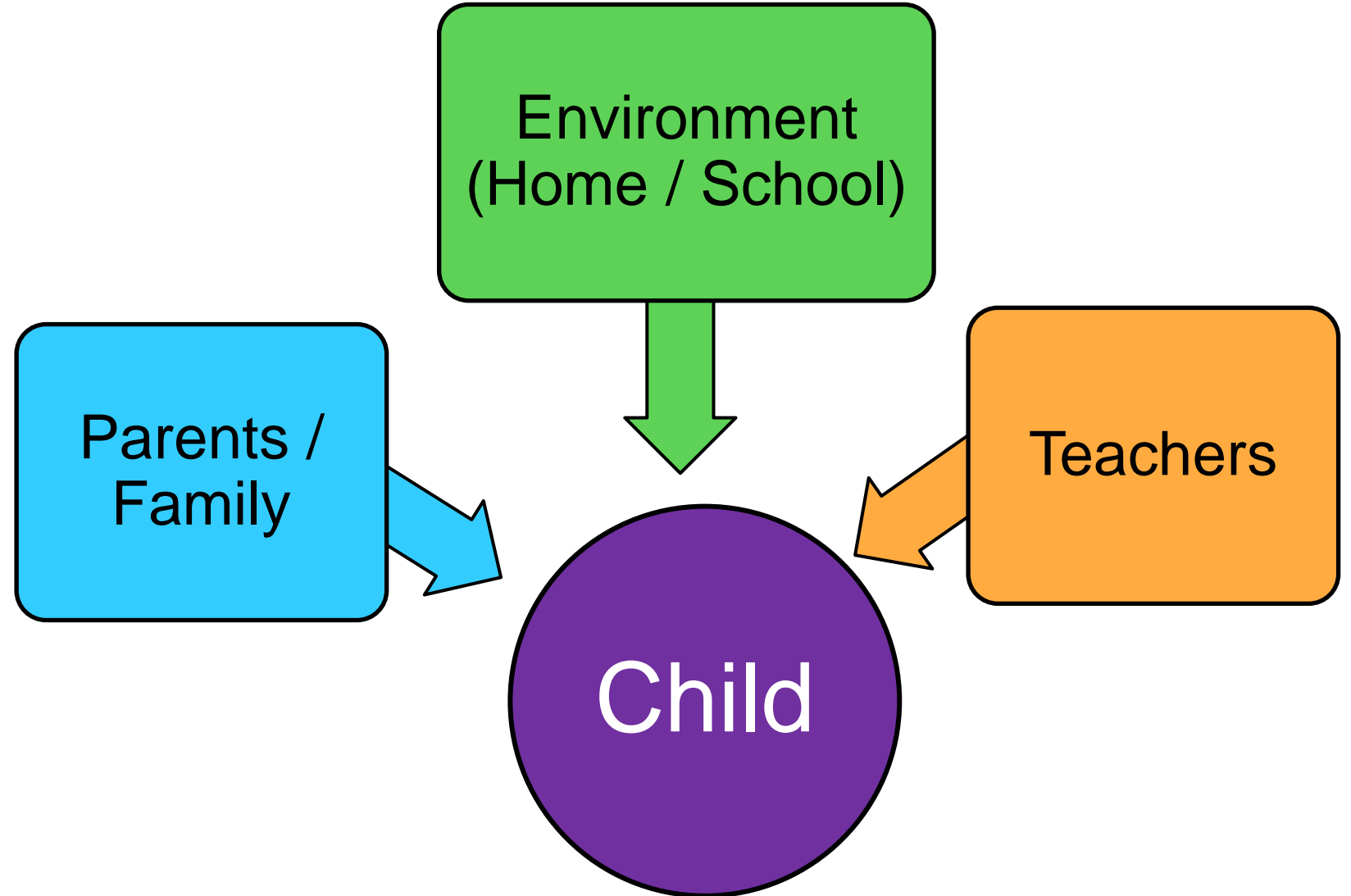


Providing Relevant and Timely Information

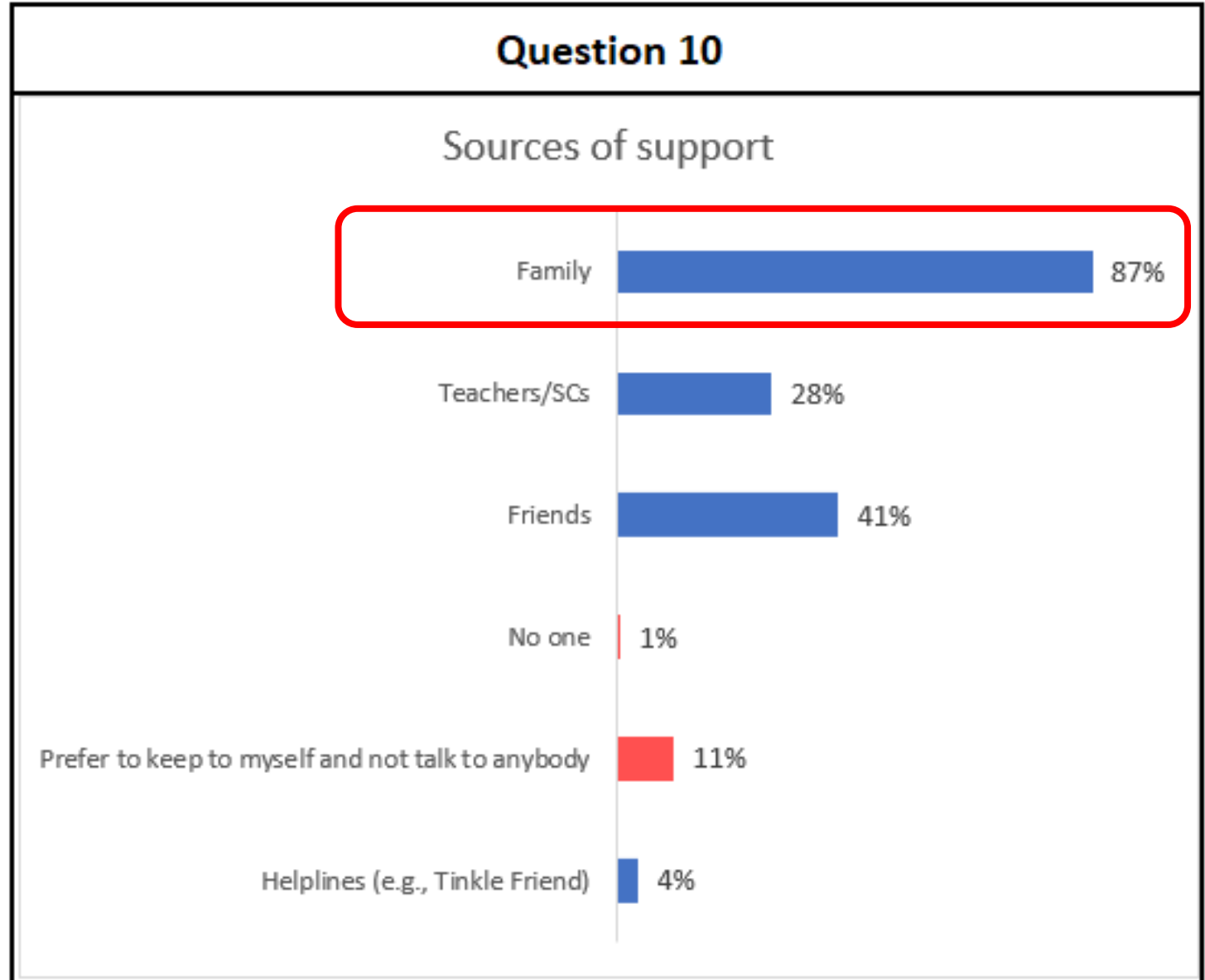
- BTPS CCA Fair
- Parent-Teacher-Student Conference (PTSC) in May
- PTSC after Semestral Assessment
(by appointment)
- Regular check-ins by Form Teachers



Who matters in this equation?



Term 1 Check-in Survey (2024)



CCA Matters



CCA Fair
(23 Jan)

CCA Experience Prog
(T1W5-T1W9)

CCA Option Form
(T1W10)

Notification of allocated CCA
(before Term 2)

Commence CCA
(T2W1)

Optional CCA change (one-off)
(end of Term 2)



CCA Matters

CCA Experience Programme

- To allow students to try out 3 different CCAs from T1W5 to T1W9
- First-come-first-serve basis (20 slots per CCA per week)
- Follow-up with a PG message after CCA Fair
- Not compulsory
- Outcome of final CCA allocation is independent of the CCA Experience Programme



CCA Matters

CCA is not compulsory but strongly encouraged

- Trying out new things to discover & develop new interests / talents
- Improve social skills, develop teamwork



Logistical issues with changing CCA

- Adjustments to schedule
- Priority will be given to 2025 P3 students

CCA Matters

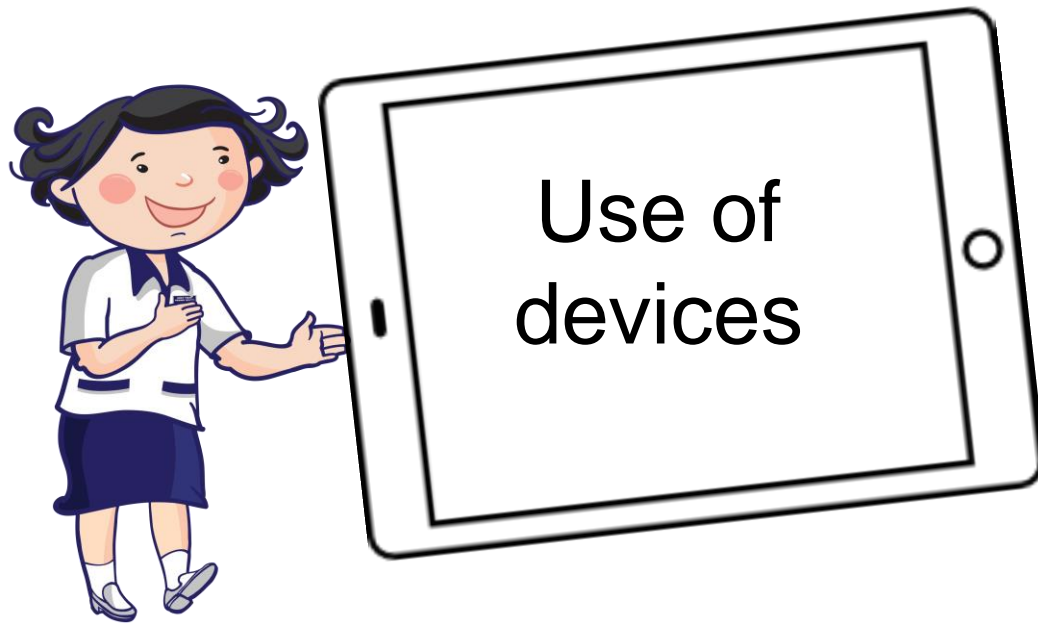
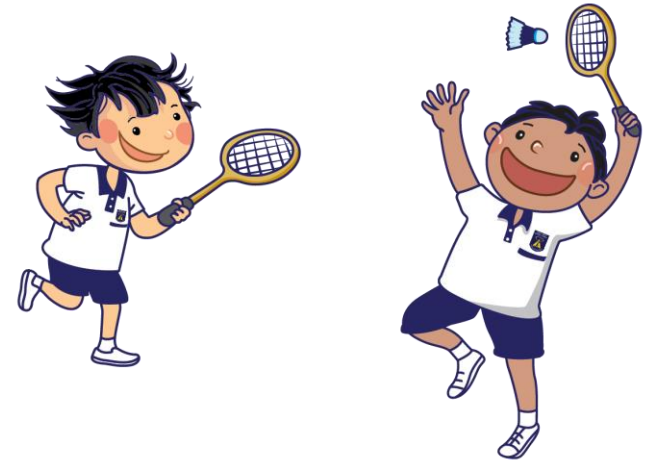
CCA Fair

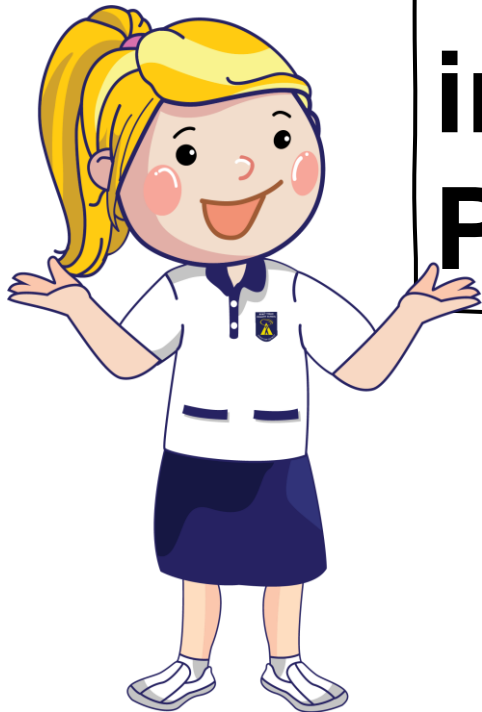


- Tour around the school, led by your child, to have a look at how the various CCAs are conducted.
- Visit the booths at the Ground Floor Space of the Indoor Sports Hall after the walkabout to find out more about the CCAs that might interest your child or visit the booths immediately after the MTPS if you do not wish to have the walkabout.
- Leave the school compound by 2.30 pm to enable the school to prepare for the dismissal of students.

Mental Well-being of the student

- Balance between studying and leisure.
- Balance between structure and autonomy.
- Balance between encouragement and consequences.





We will now move on to the subject briefings for more information on your child's Primary 3 journey.

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Thank You



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