

# Cohort Briefing for P3 Parents 2022

Partnering Parents

25 January 2022



# Level Motto & Outcome

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Level  
Motto

Appreciate & Care

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Level  
Outcome

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Students are teamplayers who uphold  
values of adaptability and compassion

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# For our P3 children. . .

- P3 Camp (in school)
  - With Outdoor elements
  - 1 Day
  - Term 1 Week 9 (4 March)
- P3 Lifeskills Learning Journey (9 May) → *subject to COVID-19 advisories*
- Speech and Drama
  - Hands-on, participative, interactive, fun, relaxed
  - 100% by School Funding
  - Within curriculum



# Co-Curricular Activities (CCA)

- All information pertaining to CCA recruitment has been sent to parents via Parents Gateway.
- CCA commences in T1W6 for current members and T1W7 for new members. Individual schedule for CCAs will be sent by CCA teachers-in-charge.
- Most CCAs will be conducted in-person, except for Choir and part of the Band
- Band, Choir & Dance will be conducting CCA trials for new members of the CCA

# Positive Discipline in BTPS

- Positive Teacher Student Relationship (TSR) through 1 to 1 sessions and FTGP lessons.
- Restorative Circle time for pupils with conflicts.
- Constant collaboration with parents and other stakeholders to support the pupils.
- Intervention Plans to support pupils with needs.
- Anti-Bullying Lessons and Discussions.

# No Mid-year Exam (SA1)

- Use of weighted assessment in Term 1, 2 and 3 for English, Mathematics, Mother Tongue and Science
- One weighted assessment per subject per term

# Weightage of Assessment

Subject/Weightage	Term 1	Term 2	Term 3	Term 4
English	Listening Comprehension 10%	Oral: Readers' Theatre 15%	Writing: Journal entry and Composition 15%	Semestral Assessment 60%
Mathematics	Topical Review 10%	Topical Review 15%	Topical Review 15%	Semestral Assessment 60%
Mother Tongue	Listening Comprehension 10%	Topical Review 15%	Paper 1 15%	Semestral Assessment 60%
Science	Topical Review 10%	Topical Review 15%	Journal 15%	Semestral Assessment 60%



# BTPS Assessment Policy

- Students who are unwell will not be allowed to sit for the assessment. Please refrain from sending your child to school for assessments if he/she is unwell.
- All absences must be supported by a valid medical certificate from a registered clinic/hospital.
- There will be no 'make-up assessment' scheduled for the written components of SA1 and SA2.
- As oral assessment is conducted over a span of 3 days, your child will be allowed to take his/her oral assessment within the period of assessment.
- There will be 'make-up assessment' for Weighted Assessments within 3 school days. Your child's teachers will inform him/her on the stipulated date/s for 'make-up assessment'.



Without mid-year exams, it is difficult to motivate my child to study. Besides, doesn't the removal of mid-year exams make the end-of-year exams even more stressful?

Assessments conducted at regular checkpoints teach our children to take charge of their own learning, which would benefit them in the long run. In fact, with too many exams, your child may end up feeling anxious and demotivated.

Besides, all school-based assessments, including year-end exams, are not meant to be high stakes. They are meant for school and teachers to assess how well their students have learnt and to identify areas the students may need support in.

With the removal of mid-year exam, how can I be kept updated of my child's progress in school so that I can continue to support his/her learning?

Through a variety of assessments conducted at regular checkpoints, teachers will provide more 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 removal of mid-year exams at P3 and P5 is only doing away with one exam every two years.

The year-end and mid-year exams in other academic years, as well as 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 course of the academic year.

Without exams, how can I continue to 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 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)

# About GEP

- Provides opportunities for the intellectually gifted to develop their potential further
- Tentative schedule
  - GEP Screening Exercise (only English and Mathematics)
    - 17 August 2022 (Wednesday – during curriculum time)
  - GEP Selection Exercise (for invited ones only)
    - 18 and 19 October 2022
- Details in July 2022

# Communication with Teachers

- BT Kit
- Email
- Phone call



# My Email

[teresa\\_kelly\\_len@schools.gov.sg](mailto:teresa_kelly_len@schools.gov.sg)



# Subject Briefing

English Language / Mother Tongue / Mathematics / Science Curriculum

**Thank You**

