

Cohort Briefing for P3 Parents 2023

Partnering Parents

31 January 2023



Shared Beliefs



- **We value every student**

- Each student is unique individual with intrinsic worth. He/She has strengths, interests, passion and preferred learning styles.

- **All can learn**

- Educators are key to enabling students' learning. We learn to be more effective and role model the desire to learn and the process of learning.



- **Every student wants to succeed**

- Each student has hopes and dreams. We are committed to opening vistas and finding pathways that energise him/her to live a purposeful life.

Anchored in Values
and Purpose

- MOE Corporate
Values

- CCE Core Values

- MOE Mission

Focus Areas



■ Strong Fundamentals

- Literacy and Numeracy as foundation
- Intrinsic motivation to learn
- 21st Century Competencies



■ Holistic Development

- Developing physically, cognitively, emotionally, socially and aesthetically
- Exposure, Experience, Experiment



■ Enhance Student Well-being

- While every child is an individual, they must also manage self and relationships with others.
- Rules and consistent expectations create collective well-being.

Level Motto & Outcome

Level
Motto

Appreciate & Care

Level
Outcome

Students are team players who uphold values of adaptability and compassion

For our P3 students

- **P3 Day Camp (in school)**

- With Outdoor elements
- Term 2 Week 3

- **P3 Lifeskills Learning Journey**

- Term 2 Week 10

- **Speech and Drama**

- Infused into English curriculum once a week

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.
- All CCAs will be conducted in-person

BTPS Assessment Policy

- 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 the year-end written exam or for Weighted Assessments.
- 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 if he or she is ready within this time.

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 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 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 students to develop their potential further
- Tentative schedule
 - **GEP Screening Exercise** (only English and Mathematics)
 - August 2023 (during curriculum time)
 - **GEP Selection Exercise** (for selected ones only)
 - October 2023
- Details will be given in July 2023

Communication with Teachers

Let us maintain a healthy home-school partnership that supports student growth.

- BT Kit
- Email – Available on school website
- Phone call – within office hours

Desire

- Moving towards greater independence and initiative on the part of students
- Mutual respect and support between the school and parents
- Time and space for teachers to teach and care for your child
- We all want the best for your child/our student

School Leaders' Email Addresses

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Subject Briefing

English Language / Mother Tongue / Mathematics / Science Curriculum

Thank You

