

Cohort Briefing for P4 Parents 2023

Partnering Parents

1 February 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 P4 students

- P4 Camp
 - Day Camp
 - 2 Days
- P4 Learning Plot
- P4 Sports Enrichment Programme
- P4 Field-based Learning

Co-Curricular Activities (CCA)

- All information pertaining to CCA recruitment will be 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.
- Band, Choir & Dance will be conducting CCA trials for new members of the CCA

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 assessment 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 examinations 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/she is well enough to return to school.

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, 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 timed revision papers in class to:

- build your child's stamina to sit through a longer duration paper and manage time better during year-end exam.
- 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.

Subject-Based Banding (SBB)

Why introduce Subject-Based Banding?

- Every child is unique and has different aptitudes, capabilities and talents.
- To recognise the different abilities of students
 - Provide more flexibility in subject combinations for students across subjects

What Subject-Based Banding means for your child

- Greater flexibility in subject combinations
- Your child has the choice to take a combination of standard and foundation subjects, depending on his strengths

What are the choices available?

For P4 exam, If your child	Your child may be recommended to take
Passes all 4 subjects and performs very well in MTL	<ul style="list-style-type: none"> • 4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	<ul style="list-style-type: none"> • 4 standard subjects
Passes 3 subjects	<ul style="list-style-type: none"> • 4 standard subjects; or • 3 standard subjects + 1 other foundation subject
Passes 2 subjects or less	<ul style="list-style-type: none"> • 4 standard subjects; or • 3 standard subjects + 1 other foundation subject; or • 2 standard subjects+ 2 other foundation subjects; or • 1 standard subject + 3 other foundation subjects; or • 4 foundation subjects

How does Subject-Based Banding Work?

[At P4]

School recommends subject combination, based on P4 exam results. Parents indicate preferred combination.



[At P5]

Student takes subject combination chosen by parents

What happens at the end of P5?

Student who takes standard subjects and has difficulty coping	All other students
School may allow him to take 1 or more subjects at foundation level in P6	School will allow them to continue the same subject combination in P6



[At P6]

Student takes subject combination decided by school



[End of P6]

Student sits for Primary School Leaving Examination (PSLE)

Subject-based Banding and Secondary School admission

- Progression to secondary level depends on the Revised PSLE Scoring System.
 - Different expectations of standard and foundation subjects will be taken into account
- Offering subjects at foundation level is not a disadvantage.
 - Your child will be able to focus on building up strong fundamentals

Parental Option

- School recommends P5 subject combination for students to study, based on the Primary 4 End-of-Year Examination results.
- Parents indicate their choice for the type of subject combination shortly after the release of the Primary 4 End-of-Year Examination results (in Middle of November).

Achievement and Band Grades for Primary 4

Band 1	85 marks and above	Is very good in the subject
Band 2	70 - 84 marks	Is good in the subject
Band 3	50 - 69 marks	Has adequate grasp of the subject
Band 4	Below 50 marks	Has elementary grasp of the subject

Selection Criteria

- *Based on overall examination score for Primary Four at year-end:*
- *To take a subject at Standard Level:*

English	50 marks / Band 3
Mathematics	
Science	
Mother Tongue	

**Recommendation for students taking 4
Standard Subjects and 1 Higher Mother
Tongue in P5**

EL	MATH	MT	SC
Band 1	Band 1	Band 1	Band 1

Subject Combinations offered in Bukit Timah Primary School

Combination 1	4 Standard Subjects (4S)	<ol style="list-style-type: none">1. Standard English2. Standard Math3. Standard Science4. Standard Mother Tongue
Combination 2	4 Standard Subjects 1 Higher Mother Tongue (4S1H)	<ol style="list-style-type: none">1. Standard English2. Standard Mother Tongue3. Standard Math4. Standard Science5. Higher Mother Tongue

Subject Combinations offered in Bukit Timah Primary School

Combination 3	3 Standard Subjects 1 Foundation Subject (3S1F)	1. 3S1F(FMA) 2. 3S1F(FMT)
Combination 4	2 Standard Subjects 2 Foundation Subjects (2S2F)	1. 2S2F(FMA & FSC) 2. 2S2F(FMA & FMT)
Combination 5	1 Standard Subject 3 Foundation Subjects (1S3F)	1. 1S(EL)3F

To continue HMT in P6

- Pupils need to attain
 - 75 marks and above for Standard MT and a pass for HMT

TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to understand more about his/her interests and aspirations.



Affirm your child and offer support when he/she shares his/her plans with you.

Direct School Admission (DSA)

- DSA-Sec Exercise introduced in 2004 as part of MOE's move towards creating more flexibility and options.
- To encourage schools to recognise talents
- Participating schools will decide on their own admission criteria.

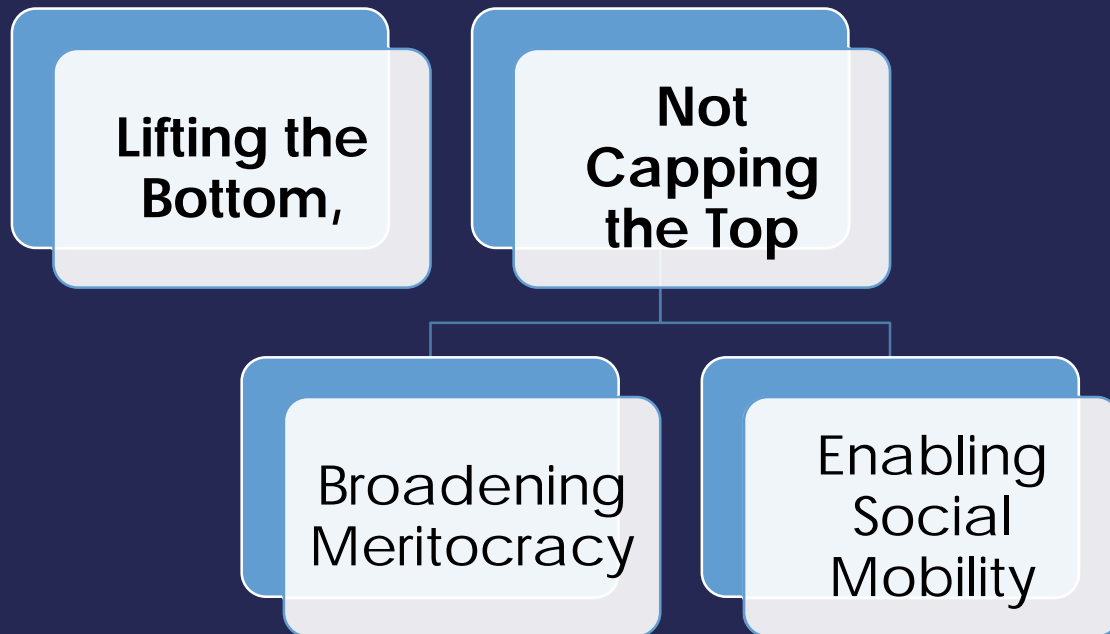
Participating Schools

- For schools offering an integrated programme (IP Schools) e.g. National junior College
- For independent schools (IS)
- For autonomous schools (AS)
- For schools with niche programmes approved by MOE (Niche Schools)
- Specialist schools not run by MOE

DSA Portal

<https://www.moe.gov.sg/secondary/dsa>

Education as an Uplifting Force



One Sec Education, Many Subject Bands

Different Pathways for Success

- Recognising Individual Strengths
- Reducing Labelling



Learning Languages for Life

Harnessing Benefits of Language Learning

- Strengthening Cultural Identity
- Opening Up Economic Opportunities



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
 - 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

Thank You

