



Restricted / Sensitive Normal

Meet-The-Parents Session Primary 4

15 January 2026



Adaptive Learner, Empathetic Leader and Future-Ready Citizen



Motto

Strive for the Best

Vision

Adaptive Learner, Empathetic Leader
and Future-Ready Citizen

Mission

To create a vibrant learning environment that
values diversity and builds community through
shared values, collaboration and innovation.

Values
(AEI3R)

Adaptability

Empathy

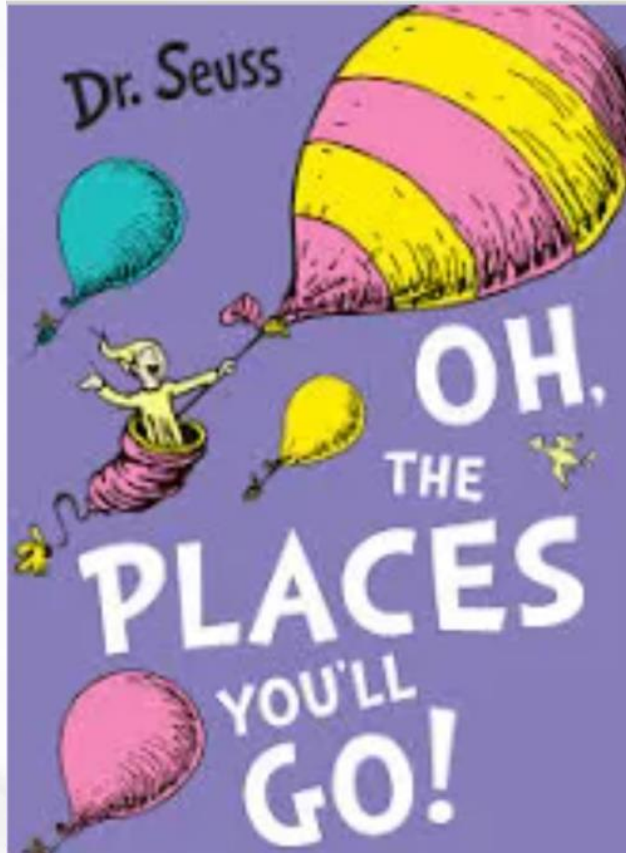
Integrity

Resilience

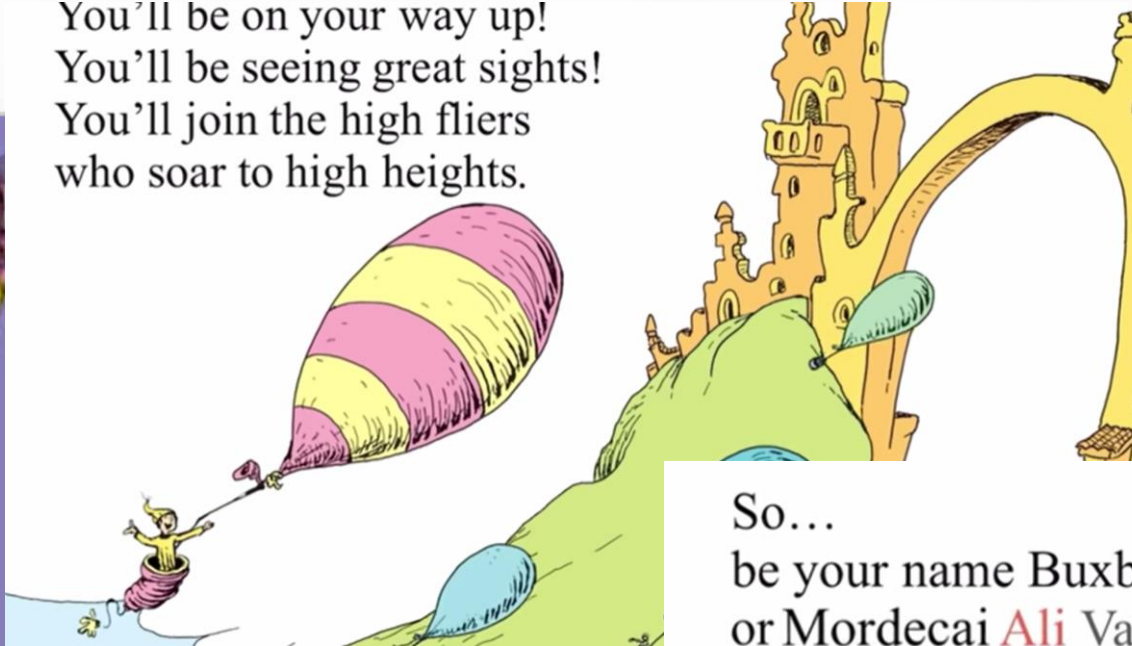
Respect

Responsibility

Oh, the Places You'll Go!



You'll be on your way up!
You'll be seeing great sights!
You'll join the high fliers
who soar to high heights.



So...
be your name Buxbaum or Bixby or Bray
or Mordecai **Ali** Van Allen O'Shea,
you're off to Great Places!
Today is your day!
Your mountain is waiting.
So... *get on your way!*



Student Recognition Framework: Recognising Growth in Every Learner



Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Your Voice. Your Growth. Your Story.

It's often the same people getting awards for the good results. Effort and other talents should be counted too.

Not everyone of us can be top scorer but we worked hard. I vote for that to be recognised too.

Some students are good in PE, Music or Art, not just exams. It's great that we are recognising that now.

We all learn differently... some of us express ourselves better through art, music, or movement.

Yes, results matter – but is that the only way to measure how far we've come?

I love PE so I'm happy there's finally an award for that. There are many strengths you can observe during PE lessons too!



Celebrate The Many Paths to Success

2025

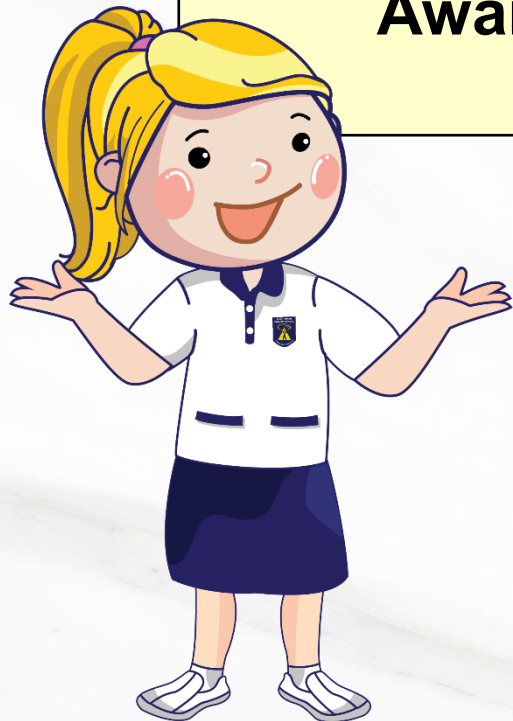
Name of Award	To Recognise...
PE Sports Trailblazer	<ul style="list-style-type: none">• sportsmanship, fair play, and teamwork• effort during physical activities• responsibility, resilience and a positive mindset in sports and games
ART Creative Explorer	<ul style="list-style-type: none">• creativity and originality in students' artistic expression• responsibility in the use of art materials and completion of work• resilience and openness to experimenting with ideas
MUSIC Harmonious Explorer	<ul style="list-style-type: none">• active participation in music lessons.• positive learning attitudes and consistent effort in musical tasks.• resilience, collaboration and empathy in music learning
Resilient Achiever	<ul style="list-style-type: none">• adaptability in faces of challenges.• perseverance and effort• progress and improvement not just final outcomes



Celebrate the Many Paths to Success

2025

Name of Award	Objectives
All-Rounder Award	<ul style="list-style-type: none">• To recognise overall excellence• To promote holistic development and balanced achievement• To nurture future-ready competencies



It's Not Just About Marks

Removed Awards



**Best in
Subject**
by Level



**Top 3
in Class**



New Awards

More Recognition

- Subject Awards shifted to Class



- Recognising Beyond Marks



Resilience Curiosity Innovation

It's About Recognising the Whole child

Academic Results
Still Matter...



But So Do
Learning Dispositions



Curiosity Resilience Effort

Both are key for future success

Celebrate How They Think, Communicate and Innovate

2026

Name of Award	To Recognise...
EL Empathetic Communicator	<ul style="list-style-type: none">• excellence in English Language• strong language skills• clear articulation and effective expression
MTL Cultural Language Achiever	<ul style="list-style-type: none">• excellence in Mother Tongue Language• cultural understanding and appreciation• effective communicators
MATH Analytical Problem Solver	<ul style="list-style-type: none">• excellence in Mathematics• flexible thinking and multiple solution pathways• analytical thinking and mathematical resilience
SCIENCE Inquisitive Inquirer	<ul style="list-style-type: none">• excellence in Science• systematic inquiry skills and scientific method application• questioning mindset



Recognising Competencies for the Future

2026

Name of Level Award	Objectives
Linguistics Achiever	<ul style="list-style-type: none">• To recognise excellence in language mastery• To promote bilingualism and cultural awareness• To encourage effective communication across languages• To nurture confident communicators
Future Innovator	<ul style="list-style-type: none">• To recognise excellence in Math and Science• To promote analytical and inventive thinking• To encourage innovative problem-solving• To nurture future-ready competencies



Recognising Competencies for the Future



2026

Name of Level Award	Objectives
BTPS Thinker	<ul style="list-style-type: none">• To recognise students with outstanding thinking skills• To nurture deep thinking capabilities and dispositions• To promote intellectual curiosity
Future-Ready Achiever	<ul style="list-style-type: none">• To recognise students with future-ready capabilities• To nurture 21CC skills like communication and collaboration skills• To promote real-world application in learning

Yes! The Students Can Earn This!

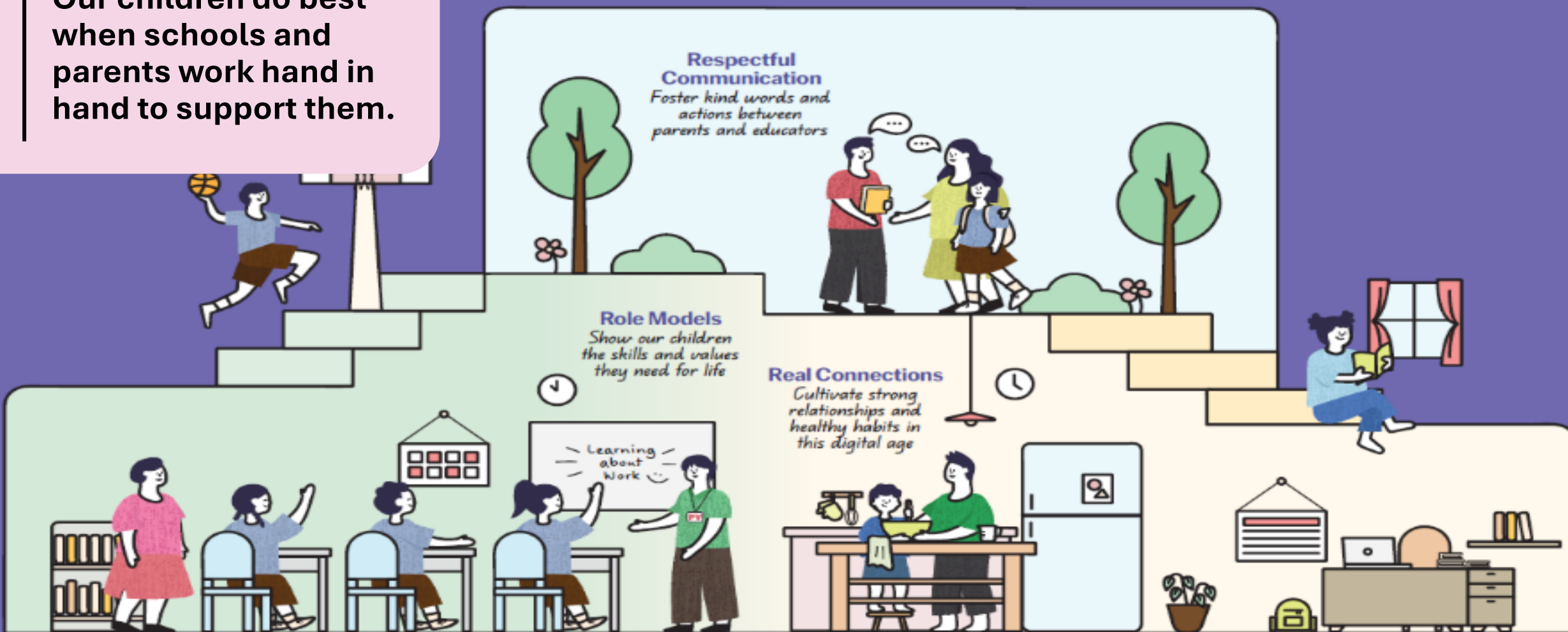
<u>Class</u> Award	No. of awards	Year	
		2025	2026
Top 3 in Class	3	✓	Removed
Empathetic Communicator	1		✓
Cultural Language Achiever	1		✓
Analytical Problem Solver	1		✓
Inquisitive Inquirer	1		✓
Sports Trailblazer	1	✓	✓
Creative Explorer	1	✓	✓
Harmonious Explorer	1	✓	✓
Resilient Achiever	2	✓	✓

Work Towards It, Your Way!

<u>Level</u> Award	No. of Awards	Year	
		2025	2026
Best in Subject	1 per subject	✓	Removed
Linguistics Achiever	2		✓
Future Innovator	2		✓
BTPS Thinker	2		✓
Future-Ready Achiever	2		✓
All-Rounder	2	✓	✓

Raising a Happy, Confident, and Kind Generation Together

Our children do best
when schools and
parents work hand in
hand to support them.



3 Areas to Foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between school and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours

Connecting with the School

- Email addresses of all teachers and the key personnel, including School Leaders, are on the school website.
- The teachers will not be sharing their personal numbers with parents.
- Best person to approach regarding day-to-day matters would be your child's Form Teacher.
- You can choose to email or call the school General Office who will pass the message for the teacher to return call.
- Please give our teachers time to return your call.
- Do keep communication to between 7a.m. and 5p.m. on weekdays.
- We will use Parents Gateway and email as the main mode of communication, supplemented by phone calls.



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations



Meet-the-Parents Session

**Sharing by Year Head
Mdm Mas'linda Mas'od**



Nurturing Growth, Fostering Confidence

Level Motto

Appreciate and Care

Expectations

- ✓ Regulate emotions & behaviour
- ✓ Respectful behaviour
- ✓ Being inclusive



Nurturing Growth, Fostering Confidence



Nurturing Growth, Fostering Confidence

THE GOLDEN RULE

**treat others
how you
want to
be treated**



Nurturing Growth, Fostering Confidence

**Level
Routine**

Active Listening

When we practise active listening:

- ✓ People feel respected and valued
- ✓ Friends feel cared for
- ✓ Misunderstandings happen less often
- ✓ Our class becomes calmer and happier

This is how we live out “**Appreciate and Care.**”

Nurturing Growth, Fostering Confidence

**Level
Routine**

Active Listening



Eyes on the speaker

Attention with your body

Respectful silence

Show you understand

Providing a Holistic Education

Date	Activity/ Programme
25 February (during curriculum time)	Values-in-Action - Chinese New Year Community Engagement
18 May (4A& 4I)	Art Museum Based Learning to National Gallery Singapore
19 May (4E& 4RP)	
20 May (4RL)	Museum Based Learning (MBL) to Kreta Ayer
7 July (4A& 4I)	
9 July (4E& 4RP)	
16 July (4RL)	AWE Day Out
12 November	



Academic Support

***Build good study habits & consistent routines
Balancing between school and
other types of homework.***

Guidelines on Daily 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.



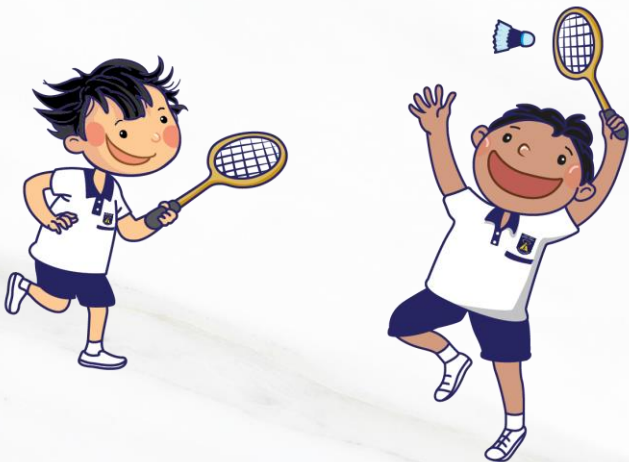
Home-School Partnership

Date	Activity/ Programme
15 January	Online Meet-the-Parent-Session
28 & 29 May	Online Parent-Teacher-Student Conferencing
16 October	Subject-Based-Banding (SBB) Talk for Parents
	Check-ins by Form Teachers.



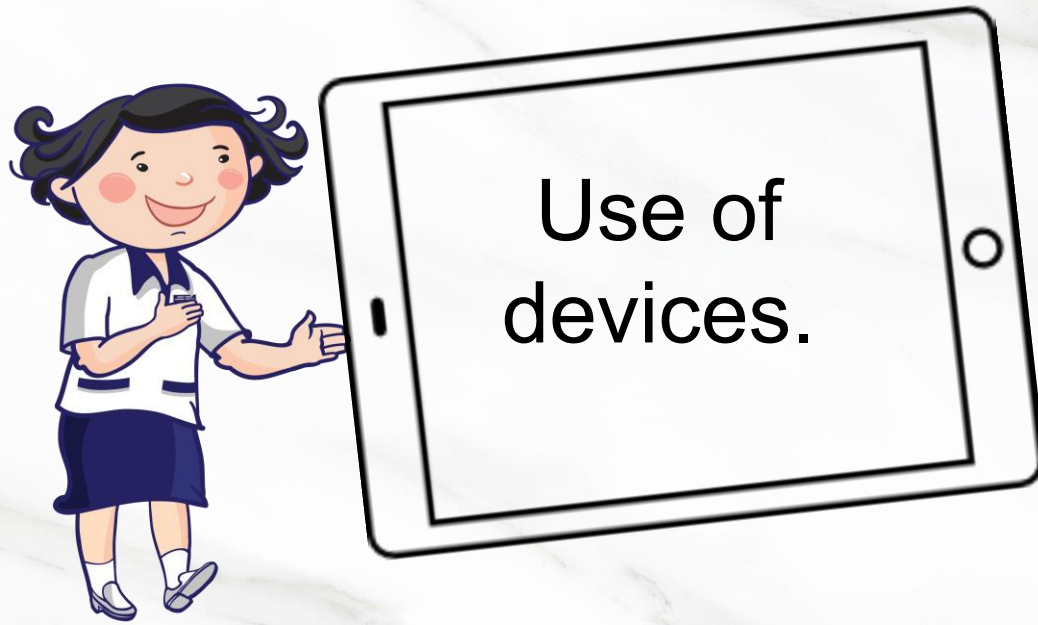
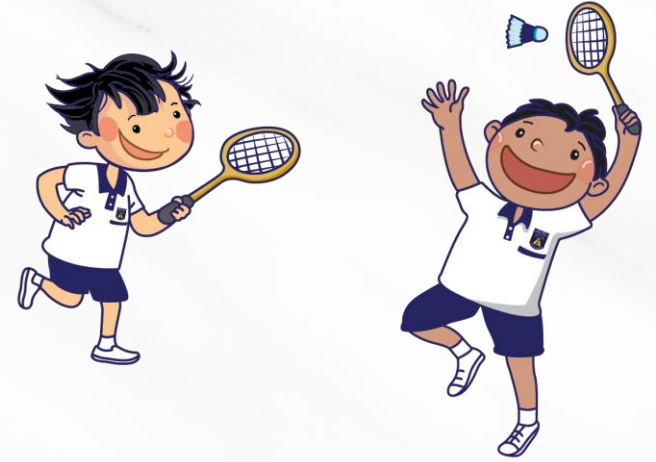
Student Well-Being

Recess Time	9 a.m. to 9.30 a.m.
Snack Break	11.30 a.m. to 11.40 a.m.



Student Well-Being

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



Student Well-Being

MOH's screen time guidelines

7 to 12 years old



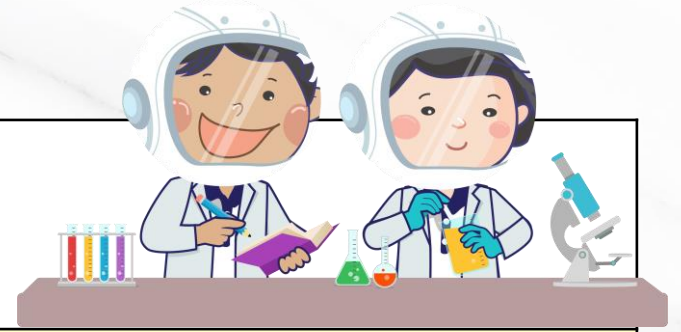
- Screen time: **Under 2 hours daily**, except for schoolwork
- Avoid giving children mobile devices with unrestricted internet and app access
- Avoid giving children access to social media

Subject-Based Banding (SBB)

- Every child is **unique** and has different aptitudes, capabilities and talents.
- Provide more **flexibility** in subject combinations for students across subjects.
- Your child has the choice to take a combination of standard and foundation subjects, depending on his/her **strengths**.



Subject Combinations



P4 Assessment Outcomes	School Recommendation
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

Subject-Based Banding Process



Level	Subject-Based Banding
Primary 4 (end of year)	<ul style="list-style-type: none">• School recommends subject combination based on P4 results.• Parents select from options.• Student takes the combination selected by parents.
Primary 5 (end of year)	For students who have difficulties coping with subjects at Standard level, school will recommend taking one or more subject(s) at Foundation level.
Primary 6	Student takes the combination recommended by school for PSLE.

Achievement & Band Grades for P4

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 at the end of P4

Recommendation to take a subject at Standard Level

English	at least 50 marks (Band 3)
Mathematics	
Science	
Mother Tongue	

Selection Criteria

Based on overall examination score at the end of P4

Recommendation to take 4 subjects at Standard Level &
1 Higher Mother Tongue

English	at least 85 marks (Band 1)
Mathematics	
Science	
Mother Tongue	

Parents Support & Guidance

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.



Mother Tongue Language (MTL) Curriculum Briefing

**Primary 4
15 January 2026**

**A PRESENTATION BY
BUKIT TIMAH PRIMARY SCHOOL**

An Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Overview of MTL Teaching & Learning

National
Curriculum
Magazines &
Readers



Assessment for Learning
Assessment of Learning

Thinking Routines
Differentiated
Instructions
Gamification
E-Pedagogies



Mother Tongue Language Offered at P5

FMT

Foundation
Mother Tongue

MT

Standard
Mother Tongue

HMT

Higher
Mother Tongue

4S1H

Purpose of Offering HMTL

Higher Mother Tongue Language (HMTL) has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

Eligibility for HMTL

- ☐ **Achieve at least Band 1 (85 marks or above) for MTL
(Overall score)**
- ☐ **All other subjects for P4 SA2 at least Band 2**

P4 MT Progression to P5HMT

P5 MT

- Oral
- Listening Comprehension
- Composition
- Language Use & Comprehension

P5 HMT

- Composition
- Language Use & Comprehension

1. MT & HMT are 2 different subjects:
 - ✓ Demands are different
 - ✓ Exam formats are different, for e.g.
 - P5MT Paper 1: Choice of picture composition & topic
 - P5HMT Paper 1: Choice of topic & continuous writing
2. Students use only HMT books but will learn the knowledge & skills pertaining to both subjects.

Key Considerations to take HMT at P5

1. Strong interest
2. Strong Proficiency
3. Demands on students
 - Curricula Time - Extra 1hr/week after school
 - Higher academic load (Taking 5 subjects in total)

Eligibility for HMTL in Secondary Schools

Eligibility to take (HMTL) in secondary school:

- (a) An overall PSLE Score of 8 or better; or
 - (b) An overall PSLE Score of 9 to 14 (inclusive); and attain AL 1/ AL 2 in MTL or distinction/merit in HMTL.
- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students.

Common Misconceptions

“My son struggles with his MTL. I think enrolling him in HMTL would give him extra lesson time and help him to improve.”



"HMTL is tailored for students who demonstrate strong proficiency in their MTL and can confidently navigate its rigorous curriculum. Enrolling in HMTL might not offer the necessary support he needs and could potentially lead to continued academic challenges or diminished benefits from the advanced lessons."



Common Misconceptions

"My child is good at MTL but not as strong in English Language and Math. I want him to take HMTL to keep him motivated."



"I'd like to highlight that the extra workload from HMTL can be demanding. Balancing this with his current challenges in English and Math might put additional pressure on him, which could affect his overall performance and possibly cause him to lose interest in his studies."



Common Misconceptions

“Taking HMTL will give my child the advantage at the S1 Posting Exercise. He will have better chances of going to a better school.”



“Secondary 1 (S1) Posting is primarily merit-based and not solely determined by a student's enrolment in HMTL. Let's look at the following example.”



Using HCL for Admission into SAP Schools


Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:

1st		7	NO HCL
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Students with better PSLE Scores will be posted first, even if they did not take HCL.

2nd		8	DISTINCTION
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3rd		8	MERIT
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4th		8	PASS
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5th		8	NO HCL
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Amongst students with the same PSLE Score, those with better HCL grades will be posted first.

6th		9	DISTINCTION
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Partnering Parents to Support Students' Learning

Create an environment conducive for learning MTL

- Structured time for MTL revision and learning at home.
- Discuss topics/newspaper articles/news so that they can build up their confidence to speak the language.
- Read to them. Read with your child. Listen to them read.
(Use Supplementary Reading Materials/ textbooks / Story Books)
- Practise writing composition within a given time.
- Encourage and journey with them.

Common Queries

- CCA
 - Commitment
 - Change of CCA
- Please refer to Parent Gateway Announcement - **[P4 to P6 Students] 2026 Co-Curricular Activities (CCAs)**
 - Date: 5 Jan 2026
 - Ref: CCA/2026/01

CCA Matters

Email:

- Mrs Lynette Lim - HOD/Aesthetics & CCA (covering)
thia_hui_shan_lynette@schools.gov.sg
- Mr Chua Peng Swee - Subject Head/PE & CCA
chua_peng_swee@schools.gov.sg

The background of the image is a white surface with light gray, wavy, marble-like veins running diagonally across it.

Thank You