

# Important Information for P4 Parents



SENGKANG **GREEN**  
Primary School

A vibrant school with a culture of care and the spirit of excellence

Supporting your child's learning in their primary education



# What matters

- School Theme 2020
- What our children need to thrive in the future
- Transition from P<sub>3</sub> to P<sub>4</sub>
- Understanding Subject-Based Banding
- Key Programmes
- Important Dates
- Role of Parents

# Importance of School Theme 2020

# School Theme 2020

“ Be the best that I can be”



Why the  
school theme  
– “Be the best  
that I can be”?

- To augment the school’s effort in the **character development** of our students.



*The inaugural Mid-Autumn Festival promotes the values of unity and family bonding*

## Why the school theme – “Be the best that I can be”

- It stems from the emphasis on **Social Emotional Learning** and seeks to develop greater **self-awareness** and **self-management** in students as these two competencies are key determinants for the holistic development of students and their future success in life.



# Why the school theme – “Be the best that I can be”

- It recognizes that each child is unique and challenges each student to improve to become a better learner each day so that he/she is **ready to serve** and **ready for the future**.





Why the  
school theme –  
“Be the best  
that I can be”

- Our students will be encouraged to personify **the spirit of excellence** in our school vision and they will commit to do their best in every endeavour and becoming better becomes a second nature.



Why the  
school theme  
– “Be the best  
that I can be”

- Students becomes conscious to exemplify and practise our ICAR<sup>2</sup>E values.



*Prefect Leaders promoting the value of care through acts of thoughtfulness*

The school theme – “Be the best that I can be”

The school theme is not about encouraging our students to focus on only self-interest and take a non-collaborative approach to learning with others. On the contrary, it guides our students to become **more socially aware** and adept at **establishing positive relationships** with others.



*P6 students working together to promote their class booth at the "Market Place" activity to raise funds to support charity*



# Through the school theme

- Our students develop into **individuals with greater self-efficacy**
- They adopt a broader view of life, are balanced in their approach and create a positive impact in their family, the school, the community, the nation and the world



*A SKGian facilitating a children's art session at the National Museum*



# WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?



## STRONG FOUNDATION

For example:

- Literacy (Bilingualism)
- Numeracy
- Social-emotional core



## 21<sup>ST</sup> CENTURY COMPETENCIES

For example:

- Global awareness
- Inventive thinking
- Communication



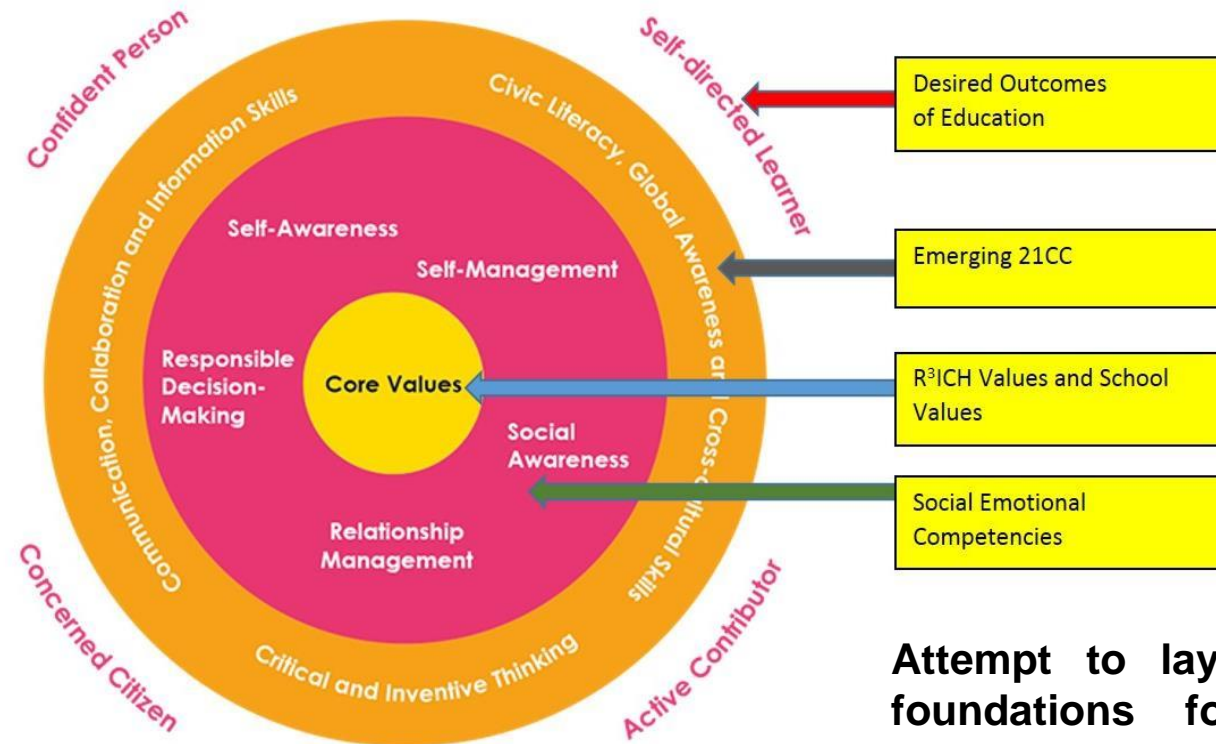
## VALUES

For example:

- Resilience
- Integrity
- Care
- Sengkang Green Values

# Essential Learning in students that bound our design of learning

## 21 Century Competencies



Framework for 21st Century Competencies and Student Outcomes  
<https://www.moe.gov.sg/education/education-system/21st-century-competencies>

**Attempt to lay the strong foundations for them to thrive & achieve success in life**

# Subject-based Banding (SBB)

*ENABLING LIFELONG LEARNING*

# Rationale of SBB

- Provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths.
- Allows your child to
  - focus and stretch themselves on the subjects they are good at
  - Build on the fundamentals of the subjects they need more help in
- *The intent for SBB is not for offering softer options*

Please note that:

The new PSLE scoring system will not change the considerations for deciding on a student's subject combination.



# Subject-based Banding

- Schools will recommend based on the following:
  - Student's aptitude, motivation and performance in each subject;
  - Student's ability to cope with a particular subject combination
  - Whether the subject combination focuses sufficiently on literacy and numeracy, that could support student's learning to secondary school and beyond

Please note that:

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.

# Terms Used and Abbreviations

- **Standard Subject (S)**
  - A subject that is pitched at the level of the previous EM2 level
- **Foundation Subject (F)**
  - A subject that is pitched at the level of the previous EM3 level
- **Higher Mother Tongue (H)**
  - H subjects are meant for pupils who are able to manage English, Mathematics, Science and Mother Tongue very well

# How does Subject-Based Banding work at P4?

## @ PRIMARY 4

**Student sits for school-based examinations**

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

## @ PRIMARY 5

**Student takes subject combination chosen by parents**

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

## @ PRIMARY 6

**Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.**

**Subject  
Combinations**

**School  
Considerations  
and Criteria**

**Class Allocation**

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# SKGPS Subject Combinations

- 4S 1H
- 4S
- 3S 1F(MA)
- 4F

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## School Considerations

- Performance at P<sub>4</sub>
- Past performance at P<sub>1</sub>-P<sub>3</sub>
- Recommendations by form and subject teachers

### ***Note :***

- *SBB is not about giving students an Easy Option hence Standard subjects are offered to majority of students. Offering subjects at Standard level for certain weaker students at end of P<sub>4</sub> is not a disadvantage.*

# P4 MT Progression to P5 HMT

## P5 MT

- Oral, Listening & Reading Comprehension skills
- Composition
- Language Use & Comprehension

## P5 HMT

- Composition
- Written comprehension paper

**HMT students sit for 2 subjects assessment papers –  
MT & HMT**

# Differences between HMT and MT subjects

**Does HMT helps my child to perform better in MT examinations?**

- MT & HMT are 2 separate subjects
  - Demands are different
  - Examination formats are totally different
  - Example:
    - P5 MT Composition – Choice of picture composition and topic
    - P5 HMT Composition – Choice of topic & continuous writing
  - HMT focuses on competency in writing skills



## Other Considerations for taking HCL/HML

- Stretching the students is important, but must not cause distress to students
- Priority is still on regular curriculum
- Other commitments are to be considered
- Holistic education and overall well-being of the students must not be compromised

## How will classes be allocated in P5?

- First cut allocation into P5 classes will be based on Eng, Maths and Science results.
- Mother Tongue (HCL/HML/CL/ML) groupings will be done separately, as students doing HCL/HML may be grouped differently.

# Progression to P5

As an enhancement to providing a **Student-Centric, Values-Driven Education**, the school will continue to organise P5 classes according to broad ability banding.

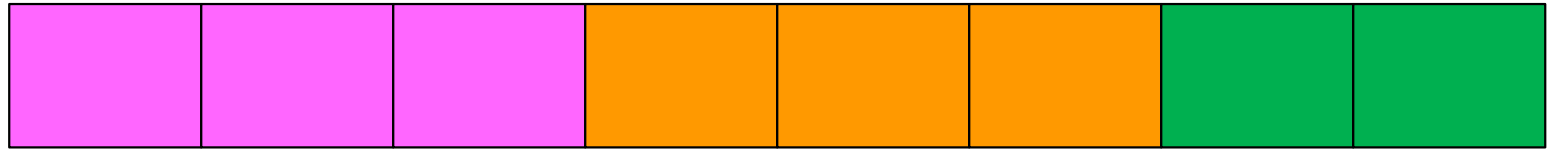
**The numbering/naming of the classes may not follow any particular order.**

The school would like to work with parents in looking at each child individually, recognise his/her strengths and weaknesses to develop his/her potential and at the same time **enhance character development**.

# How are students allocated to P5 classes at the end of the year?

## General Guidelines

- \*Classes will be organised into broad ability bands:



*Diagram is only for illustration purpose, may not reflect actual situation*

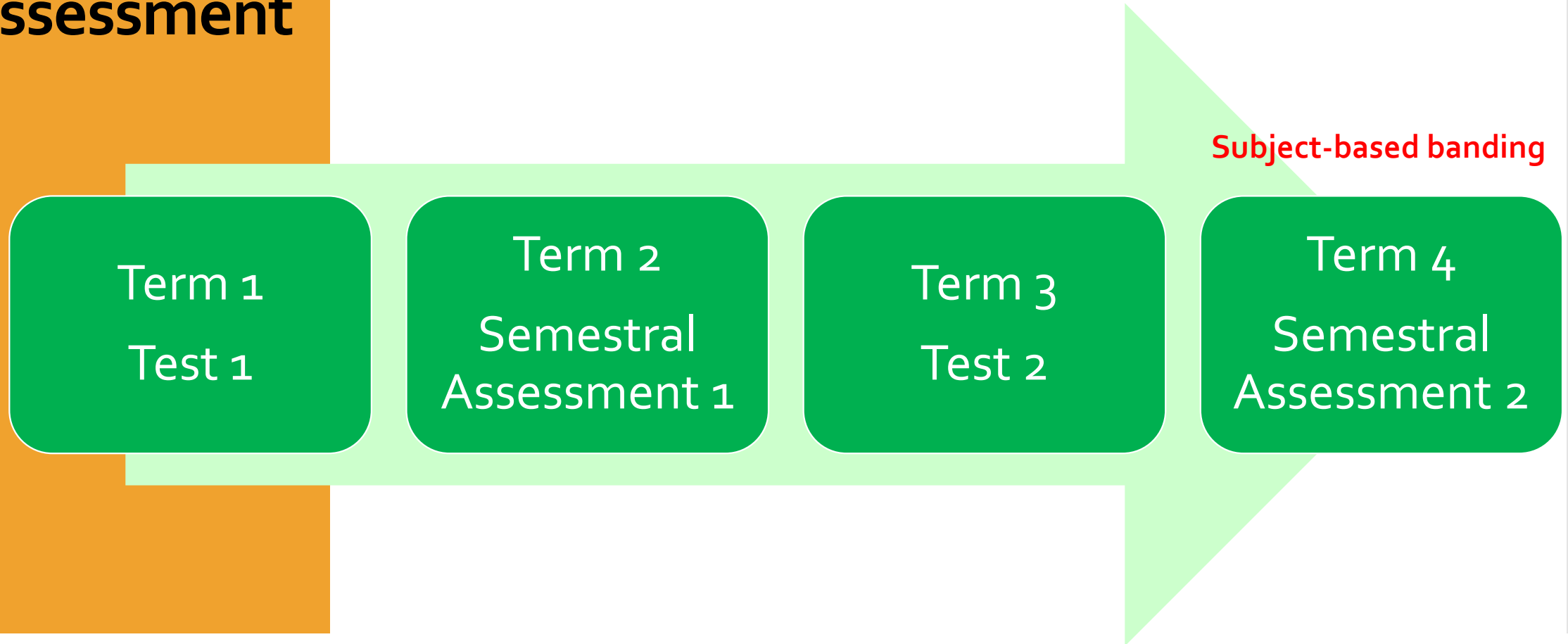
- Classes in each colour band will have pupils with similar/close abilities
- Maximum of 40 students per class
- Overall performance in E, M & S will be considered first
- Mother Tongue will be grouped differently
- Movement from P5 to P6 will be based on the child's performance in accordance to SBB Guidelines

## Parental Choice at the End of P<sub>4</sub>

- Parental option is given at the end of P<sub>4</sub>
- Parents will make decision on the subject combination their child starting with school's recommendation
- Once parents have selected a combination, pupil will have to take the combination for at least a year.
- **Final Decision by School at the End of P<sub>5</sub>**



# Roadmap 2020 P4 Assessment



# Important Dates

# Term 2

Activity	Date
EL Oral Examination	23 April 2020 (Thur)
MTL Oral Examination	24 April 2020 (Fri)
EL Listening Comprehension EL Paper 1	4 May 2020 (Mon)
MTL Listening Comprehension MTL Paper 1	5 May 2020 (Tue)
EL Paper 2	11 May 2020 (Mon)
MA	12 May 2020 (Tue)
MTL Paper 2	13 May 2020 (Wed)
SC	14 May 2020 (Thu)

# Term 3

Activity	Date
EL Test 2	20 August 2020 (Thur)
Math Test 2	21 August 2020 (Fri)
Mother Tongue Language Test 2	24 August 2020 (Mon)
Science Performance Task 2	25 August 2020 (Tue)

# Term 4

Activity	Date
EL/MTL Oral Exams	1 & 2 October 2020 (Thur/Fri)
EL Paper 1 (Writing) & Paper 3 (Listening)	12 October 2020 (Mon)
MTL Paper 1 (Writing) & Paper 3 (Listening)	13 October 2020 (Tue)
EL SA2 Paper 2	23 October 2020 (Fri)
Math SA2	26 October 2020 (Mon)
Mother Tongue Language SA2 Paper 2	27 October 2020 (Tue)
Science SA2	28 October 2020 (Wed)



# Important roles of parents

Parents are important partners of the school in our endeavour to develop each student holistically to become a **wholesome individual of good character** and **a responsible citizen**, and a **lifelong learner**.



*Classroom celebration of National Day in the Bicentennial Year*

# Strategies to support your child



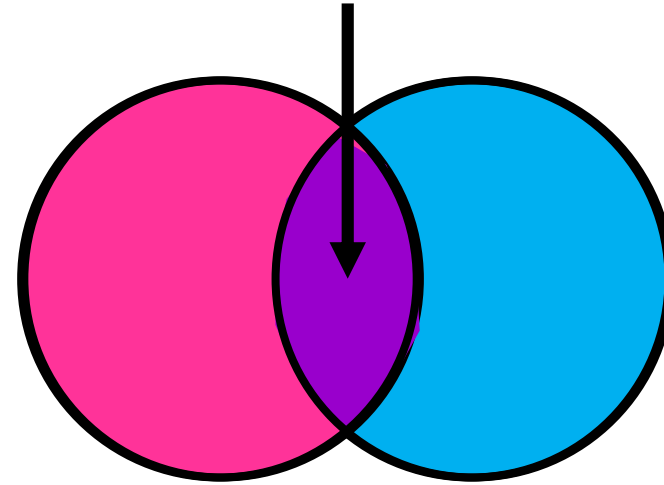
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## Strategies to Support Your Child

# School-wide Strategies

Our Common interest : **your child, our student**



We believe in **working collaboratively** with parents to develop our students **holistically**.

Let us **partner each other** as we **support our students** in their learning.

## Transition from P<sub>3</sub> to P<sub>4</sub>

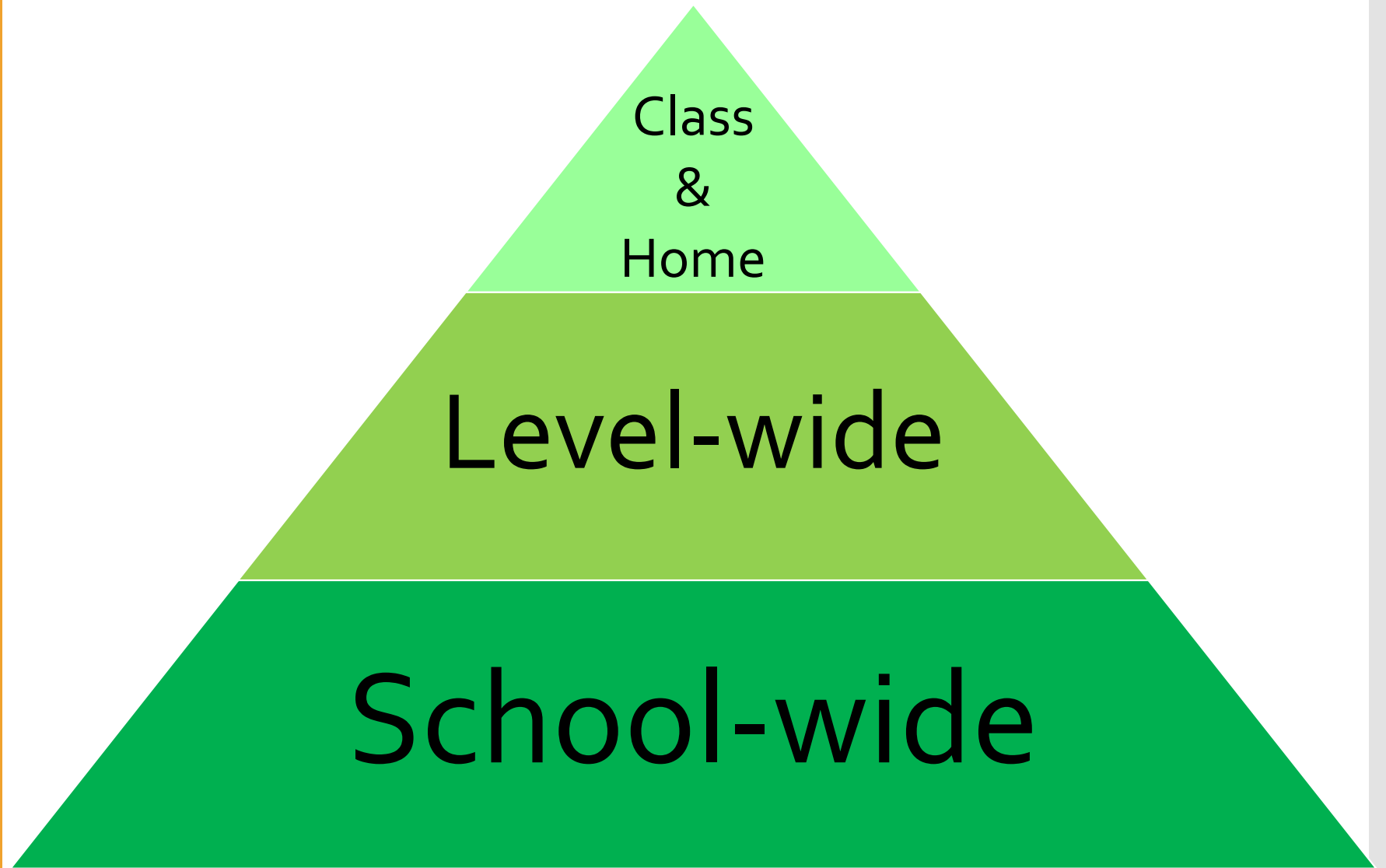
- Learning to read (in P1 to P3) → Reading to learn
- Building on the knowledge and skills in getting them ready for upper primary learning
- Learning bigger concepts and making connections to real world
- Greater opportunities for collaborative learning and fostering teamwork
- Developing leadership skills through class and outside class opportunities
- Subject-based banding at the end of P4

## Changes that P<sub>4</sub> students need to manage

- Matters relating to personal **physiological changes**
- Matters relating to their **relationship with peers**
- **Higher academic demands** along with cognitive development (*content coverage, conceptual understanding, length of assessment papers & questions of higher order thinking*)
- Students need to:
- be disciplined and stay focused over a longer time span
- **Have social emotional competencies to deal with the challenges**



**Strategies  
(targeted at 3  
broad levels)**



## School-wide Strategies

### Regular Communication with parents

SKGian Handbook, School Calendar, School Notifications, Parent Gateway, School Website & SKGian Connect

Sessions	DATE/PERIOD
Parent Teacher Conference	22 May 2020 (Friday)
Parent Teacher Conference	19 & 20 November 2020 (Friday)

## School-wide Strategies

### Developing Social Emotional (SE) Competencies

Numerous researches highlighted that students' school holistic achievements are closely related to their social emotional competencies.

*The school theme for 2020 "Be the best that I can be" highlights the importance of SKGians acquiring the social emotional competencies:*

Self  
Awareness

Self  
Management

Social  
Awareness

Relationship  
Management

Responsible  
Decision-  
making

# School-wide Strategies

## Developing Social Emotional (SE) Competencies

### How the “Big 5” in Social Emotional Learning Impact Life Outcomes

*August 2018*

*...the teaching of social and emotional skills throughout a child's school career...not only impact their lives in the short term, including **ability to respond in a healthy manner to difficult life situations or stress**, but will also play a large role in their success later in life.*

<https://learnwelleducation.com/how-the-big-5-in-social-emotional-learning-impact-life-outcomes/>

# School-wide Strategies

## Developing Social Emotional (SE) Competencies

### *The Future of Education Depends on Social Emotional Learning: Here's Why*

*June 2018*

*".... social and emotional learning (SEL) is critical to a child's development, as it directly correlates to **success and happiness as an adult**...Combining...with academic development creates high-quality learning experiences and environments that **empower students to be more effective contributors** in their classrooms today and **in their workplaces and communities tomorrow**"*

<https://www.edsurge.com/news/2018-06-04-the-future-of-education-depends-on-social-emotional-learning-here-s-why>

Graphic to illustrate the importance of Social Emotional Competencies in determining not only success of students now, but in the longer term

Seen

Not Seen

Success

### SE Competencies

- Self awareness
- Self management
- Social awareness
- Relationship management
- Responsible decision-making
- Best persons to motivate students are parents & teachers who know them well & matters most to them
- FTGP, Heart-to-Heart, ECG, Motivational Talks
- Essential to reinforce SEL at home
- Engage in conversation with them to keep track of their emotions

- Inner strength possessed
- Highly motivated
- Hunger for success
- Unafraid of hard work
- Persistence
- Self discipline
- Acceptance of failure
- Acceptance of criticism
- Acceptance of change
- Courage
- Dare to take risks
- Relationship management with parents, teachers & friends



# School/Level wide Strategies

## School/Level-wide Strategies

### Target Setting

- Guide students in setting targets for all subjects
- Help students set direction and focus to **realise their academic potential to the fullest**
- Teachers will work with the students to set realistic targets.
- Targets are not meant to stress the students but to help them **keep focus**.
- This will be done also during the **Heart-to-Heart** sessions, which is a one to one session which Form Teacher will have with each student.
- **This will be an on-going exercise for the whole year as the students progress in their learning.**

## Level-wide Strategies

# Emotional Support to Boost Confidence

### Emotional Support by Care Team

- Form Teachers
- Subject Teachers
- School-based Counsellors
- Student Development Team (inclusive of School Leaders and Year Heads)

### Motivational Talks

- HODs
- Year Heads

## Level/Class Strategies

# Emotional Support to Boost Confidence

1. Developing a **Growth Mindset**
2. Developing **self-management skills**
  - Completion of homework
  - Have an afterschool study plan
  - Have a weekend and holiday study plan
3. Display **ICAR<sup>2</sup>E values** in school as they make use of the enhanced curriculum time on Thursdays to revise for their work

## Level/Class Strategies

### Remediation Programme

- to strengthen conceptual understanding, skills, strategies
- to develop a positive attitude towards learning

Programme	Timeline
Remediation Programme (Selected students)	Starting from T2 Week 2

*Students are selected based on their results and learning needs for the term*

Note: Parents to be aware of the schedule and ensure that students attend the programme.

# Challenges common to P3 Students

## Excessive time spent on smart devices for online activities

**Children here spend more time online than global average** *The Straits Time, 7 Feb 2018*

Children in Singapore spend more time online compared with those in other countries... they are glued to their screens for 35 hours a week - three hours more than the global average.

<https://www.straitstimes.com/tech/children-here-spend-more-time-online-than-global-average-poll>

**Smartphone and Internet addiction can alter teenage brain chemistry** *CNA, 4 Dec 2017*

Internet- and smartphone-addicted teenagers may have chemical imbalances in the brain that are similar to people experiencing depression and anxiety...

<https://www.channelnewsasia.com/news/health/smartphone-and-internet-addiction-can-alter-teenage-brain-9467498>

**Overcoming  
the  
Challenges**

# **Promote Cyber Wellness at home for your child**

# Strategies to Promote Cyber Wellness at home

## Tip 1: Guide your child on time spent online and online etiquette



**Ask your child** what he/she enjoys doing online.

Through your conversations, you can decide together **how much time he/she should spend online**, and **teach online etiquette**.

Consider drawing up a family contract ([click here](#) for sample under #12).



# Strategies to Promote Cyber Wellness at home

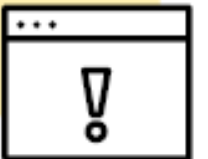
## Tip 2: Teach your child to stay safe online



- Remind your child **not to chat with strangers online** or share information that can allow strangers to locate him/her.



- Guide your child to **set strong passwords**, and **ignore suspicious links or files** sent by strangers or in pop-up boxes.
- Check with your child about the conversations that go on in their chat groups or social media to assess if he/she is being **bullied online**.



# Strategies to Promote Cyber Wellness at home

## Tip 3: Guide your child to behave responsibly online

### CONSUMING INFORMATION ONLINE

- Encourage your child to **verify information** with multiple credible sources.
- Get them to **check with you or a trusted adult** when in doubt.

### POSTING INFORMATION ONLINE

- **Co-create guidelines** with your child on what he/she can post online.
- Guide him/her to use the **THINK** framework when creating the guidelines:

Is it **T**True, **H**elpful, **I**nspiring, **N**ecessary, **K**ind?

# Strategies to Promote Cyber Wellness at home



Please refer to <https://go.gov.sg/cyberwellness-parents> for more information.

## Reinforcing Cyber Wellness at Home



**MODEL & GUIDE  
RESPECTFUL, RESPONSIBLE  
& HEALTHY MEDIA USE**



**TALK OPENLY WITH YOUR  
CHILD ON HIS MEDIA USE**



**SET PARENTAL CONTROLS  
AND FAMILY GUIDELINES**



**TEACH CHILD TO BE CAREFUL  
WITH DIGITAL FOOTPRINTS**

# Strategies to Promote Cyber Wellness at home



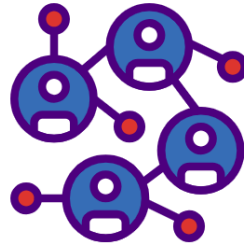
Please refer to <https://go.gov.sg/cyberwellness-parents> for more information.

## Reinforcing Cyber Wellness at Home



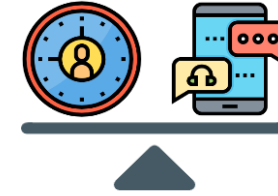
### Learn from each other, grow together

Learn about what your children like to do online and let them share with you about tech use. Highlight how to use technology wisely and responsibly.



### Make it social, engage together

Turn online activities into time for bonding (e.g. co-view an online video, discuss an online blog post, play an online game together).



### Manage digital diet and digital nutrition

Guide your children to monitor their time spent online (digital diet) and make better, 'healthy' choices about their activities online (digital nutrition).



### Get involved or be left out

Don't be too critical of your children's online exploration. Get involved so that you are not the last one to know.

# Strategies to support your child at home



# Supportive Home for your child using S.A.F.E tips

You may refer to the website for more information.

<https://go.gov.sg/myskillsfuture-primary>

## SUPPORT

- **Encourage** your child to **talk to a trusted adult** for guidance.  
E.g. Family members, school counsellors and teachers.
- **Help** your child **understand decisions** made **and actions** taken. **Share** the **reasons** for them.
- **Keep rules short** and **realistic**.  
E.g. No handphones allowed during meal times.

## AFFIRM

- **Recognise** his/her demonstration of **good values or social skills**.  
E.g. Respect or good time-management.
- **Praise** your child's **efforts regularly**.  
Only scolding him/her without providing any justified praise at other times can be demoralizing.

## FAMILIARISE

- **Find out** what Primary 5 and 6 is like for students these days. **Moderate your expectations** according to your **child's own strengths** and **development**.
- **Share information** on physical changes during **puberty**; include the range of emotions that may accompany it.

## EMPATHISE

- **Show** that you **understand** your child's **concerns**.  
Be flexible in guiding your child when necessary.  
E.g. Vary your voice tone when you talk to him/her at different times and circumstances.
- **Teach with less talk and more role-modelling**. Children learn a lot by simply watching.





# Spend time chatting using T.A.D

You may refer to the website for more information.

<https://go.gov.sg/myskillsfuture-primary>





## School-Parent Communication

# Our common interest: the Best for the Child



We look  
forward to  
your  
partnership

