



Meet & Greet P4

19 January 2024

OUR SCHOOL LEADERS...



**Mdm Teresa Kelly Len
Principal**



**Mrs Tan-Kay Hwee Geak
Vice Principal
(Academic)**



**Mr Mark Chan
Vice Principal
(Academic)**

OUR CLASS MENTORS...

INTEGRITY 1



Mr Lim Lai Huat David



Ms Ng Su Xian Charlene



**Mdm Jessie Tan
Assistant Year Head (P4)**

OUR CLASS MENTORS...

INTEGRITY 2



Mr Tan Choon Shing



Mr Pang Peng Tiong

OUR CLASS MENTORS...

INTEGRITY 3



Mr Tan Zhuan Liang



Ms Yoong Keng Chi

OUR CLASS MENTORS...

INTEGRITY 4



Mdm Eismawati Bte Bisri



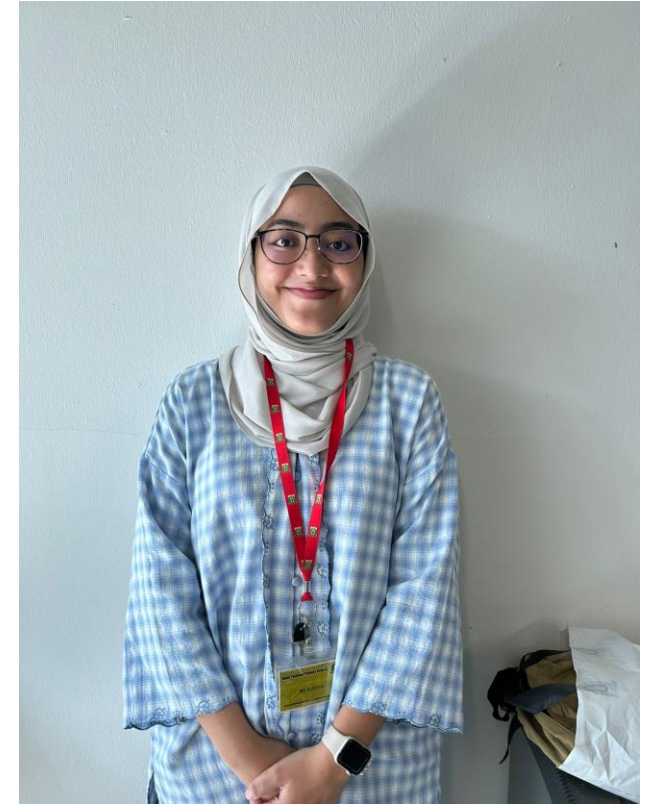
Ms Lim Boon Teng Mary

OUR CLASS MENTORS...

INTEGRITY 5



Mdm Nor Ezlin Bte Abdullah



Ms Aleefa Bte Ahmad Jailani

OUR CLASS MENTORS...

INTEGRITY 6



Mr Kwan Siew Tung



Mr Mohamed Riad Bin Mohamed Padli

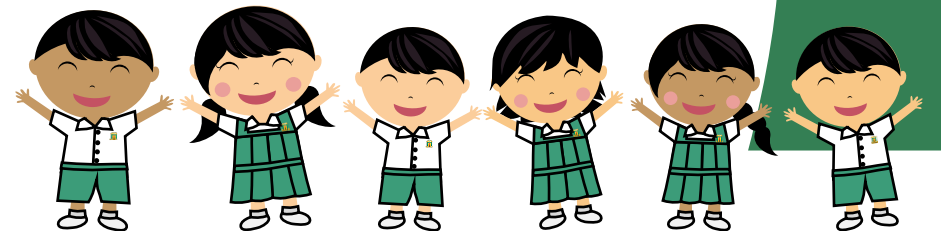
Main Goal and Aims of Assessment

Assessment is the process of gathering and analysing evidence about student learning (Nitko, 2001). It is an integral part of teaching and learning and should be closely aligned with curricular objectives, content, and pedagogy.

We believe that assessment

- is integral to the teaching and learning process
- begins with a clarity of purpose
- provides feedback to address learning gaps and improve teaching practices

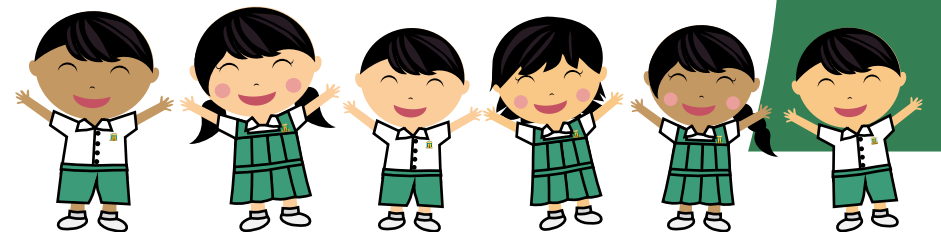
These would therefore lead to the main goal of assessment – which is, to gain evidence of learning.



Assessment@BPPS



- For P4
 - Weighted Assessment for Term 1 to Term 3
 - Final Assessment in Term 4

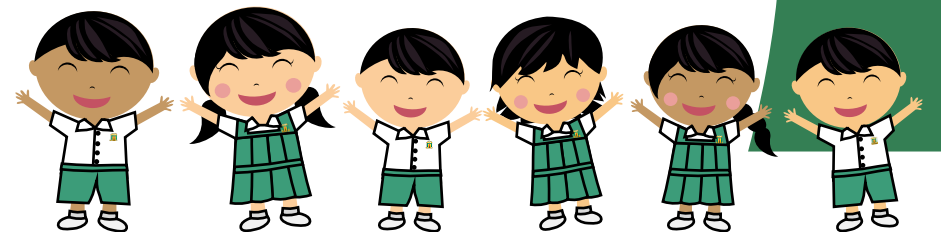


BPPS Assessment Policy



Absence

- Students who are unwell or unable to sit for any of the assessment are required to produce a formal medical certificate or other officially acceptable document.
- Students who are absent for any WA task without any acceptable reason will receive a zero for that paper.
- Students who have missed any WA task **with valid reason** will get his/her result pro-rated at the end of the year. There will be no make-up of WA task for absentees.



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.



Subject-Based Banding (SBB)

- Every student will be given the choice to take a mix of standard or foundation subjects, depending on his/her strengths.
- SBB encourages every child to stretch his/her potential in the areas he/she naturally excels in.

WHY INTRODUCE SUBJECT-BASED BANDING (SBB)?

- To recognise the different abilities of students and give them greater flexibility to concentrate on the subjects they are good at.
- To encourage more interaction among students with different strengths.

SBB & SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

- Progression to secondary level depends on your child's PSLE score.
- The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated.

SBB & SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

- Previously, students from the Foundation stream would mostly enter the Normal (Technical) course at secondary level.
- With SBB, students with clear strengths in some areas are able to offer at least one subject at the standard level. If they **excel in these subjects**, they will then have the **opportunity to pursue higher-level options at secondary school**.

SBB & SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

- Offering subjects at the foundation level is **NOT** a **disadvantage** to your child.
- It enables him/her to **focus on building up strong fundamentals** in these subjects and better prepare him/her for progression to secondary school.

HOW DOES SUBJECT-BASED BANDING WORK?

At P4

School recommends a subject combination based on P4 examination results. Parents select preferred combination.



At P5

Pupil takes subject combination chosen by parents

HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes all 4 subjects
and performs very well
in Mother Tongue
Language

- 4 standard subjects +
Higher Mother Tongue
Language

HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes all 4 subjects

- 4 standard subjects

HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes 3 subjects

- 4 standard subjects

HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

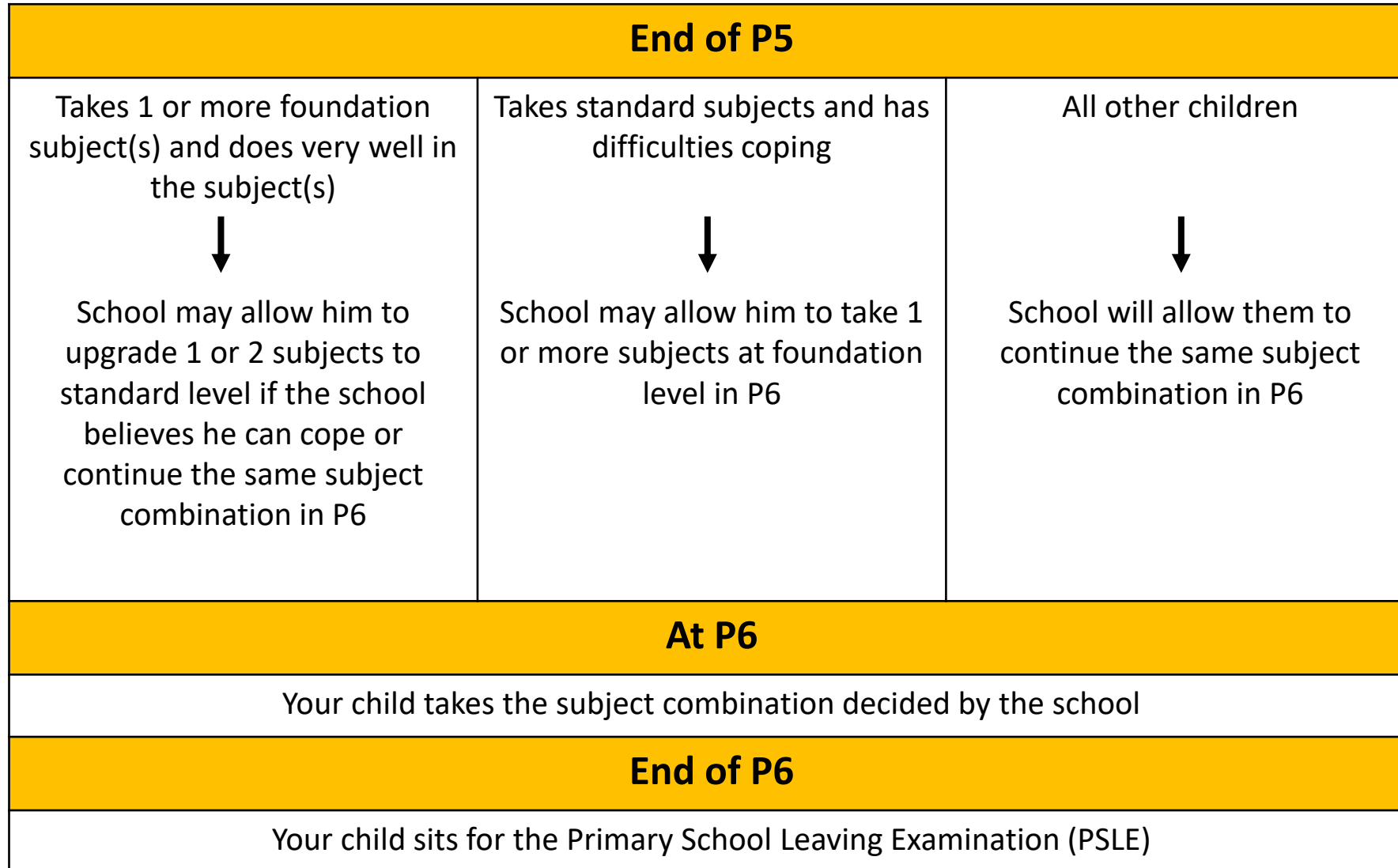
If your child
(at the end of P4)

Your child will be
recommended to take

Passes 2 subjects or less

- 4 standard subjects
- 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?



CRITERIA FOR HMT (P4 TO P5)

- At the end of P4, students would be recommended to take HMT in P5 if he/she
 - is in the top 30% based on MT overall results

CRITERIA FOR HMT (P5 TO P6)

- The student would continue with HMT in P6 if he/she
 - passes all 4 subjects; and
 - achieves a Pass for HMT at P5

Subject combination will be determined by the school.

POINTS TO NOTE:

- Students from different classes taking HCL will be placed in the same class for HCL lessons.
- HMT at PSLE is **NOT** a pre-requisite for offering HMT at Secondary School.

EXAMINATION AND SCORES

- HMT students will sit for both MT and HMT papers during examinations
- Scores for HMT will be reflected on the result slip.
- However, scores for HMT will **not** be included in the calculation of the total score for the examination.

HMT (Chinese) at PSLE

The result of the HCL will only be considered if the student is applying for admission to a SAP School.

If students with the same PSLE score are vying for limited places in the same SAP school, those with better HCL grades [in the order of Distinction (D), Merit (M) and Pass (P)] will be allocated a place ahead of other students.

HMT (Chinese) at PSLE

Higher Chinese Grade	Marks
Distinction	(80 -100)
Merit	(65 -79)
Pass	(50 - 64)

SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS

1. Anglican High School 圣公会中学
2. Catholic High School 公教中学
3. CHIJ Saint Nicholas Girls' School 圣尼各拉女校
4. Chung Cheng High School (Main) 中正中学(总校)
5. Dunman High School 德明政府中学
6. Hwa Chong Institution 华侨中学
7. Maris Stella High School 海星中学
8. Nan Chiau High School 南侨中学
9. Nan Hua High School 南华中学
10. Nanyang Girls' High School 南洋女子中学校
11. River Valley High School 立化中学

OPTING OUT

- Students who are offered HMT in P5 are **NOT** encouraged to drop the subject at P5.
- They can decide to do so after completing the entire P5 HMT syllabus.

HMT – Use of Textbook (As stipulated by MOE)

Higher Chinese	Higher Malay	Higher Tamil
1 textbook	2 textbooks <ul style="list-style-type: none">• 1 for MT• 1 for HMT	2 textbooks <ul style="list-style-type: none">• 1 for MT• 1 for HMT

How is the AL score of the PSLE Foundation Subject calculated?

Foundation Subject (AL)	Raw Marks Range	Equivalent Standard Achievement Level (AL)
A	75 - 100	6
B	30 - 74	7
C	< 30	8

Example:

EL – AL 4, MA – AL 3, SC – AL 3, ***FMT – B (equivalent to AL 7)***

PSLE Score $\rightarrow 4 + 3 + 3 + 7 = \mathbf{AL\ 17}$

FAQ 2:

Will the student's Mother Tongue Language result improve if the student takes Higher Mother Tongue Language?

- Result is determined by the student's effort in learning the language.
- If the student cannot cope with the demands and pressure, the student may even lose interest and confidence in learning the MTL.

FAQ 3:

Will the student have an advantage during the admission to Secondary School because the student take the HMT in PSLE?

- The result of the HCL will only be considered if the student is applying for admission to a SAP School.
- The result of the HMT does not affect the PSLE score (AL score).

FAQ 4:

Why should the student take HMT?

- The school offers HMT to student to stretch the student's potential in the areas that he/she naturally excels in.
- Student should take HMT if he/she is able to cope with the other 4 standard subjects and has the aptitude in learning the language.
- The student is considering to apply to a SAP school after PSLE.

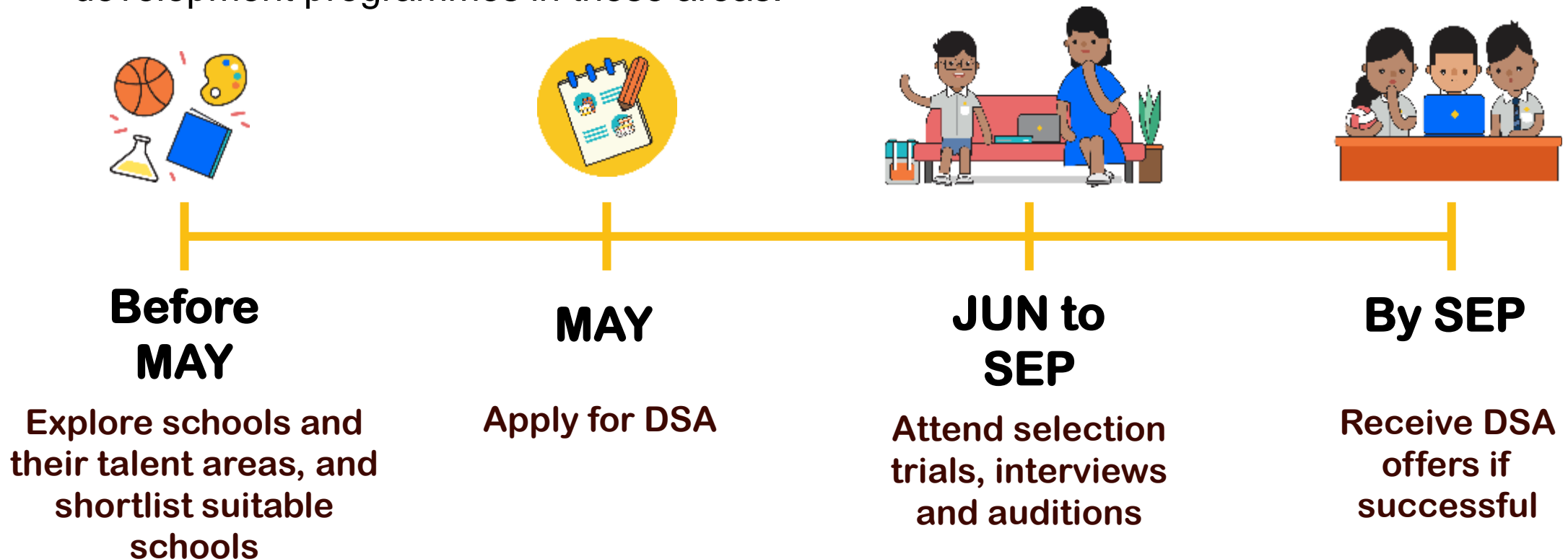
Reminder:

The **SBB option form** and **report book** will be given to the P4 students.

All students are to submit the **completed SBB option form** and **signed report book** back to their Class Mentors.

ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



OUR PRIMARY 4 EXPERIENCES...

NYAA Junior Programme

The Butterfly Award

Introduced to 2023 P3 Cohort in Nov 2023



AN INITIATIVE BY: NATIONAL YOUTH ACHIEVEMENT AWARD COUNCIL



OUR PRIMARY 4 EXPERIENCES...

NYAA Junior Programme (9 – 12 years old)

- ✓ Self-directed
- ✓ Non-competitive
- ✓ Holistic

Key Objectives:

- Selflessness in serving
- Cultivate sense of adventure
- Deeper understanding and appreciation of their surroundings
- Appreciation for their family
- Gain new skills

OUR PRIMARY 4 EXPERIENCES...

Four mandatory components

All components to be completed before assessment and certification by teacher-in-charge

1. Service Learning

Instill strong sense of responsibility & empathy to lend their helping hand to the community

2. Outdoor Appreciation

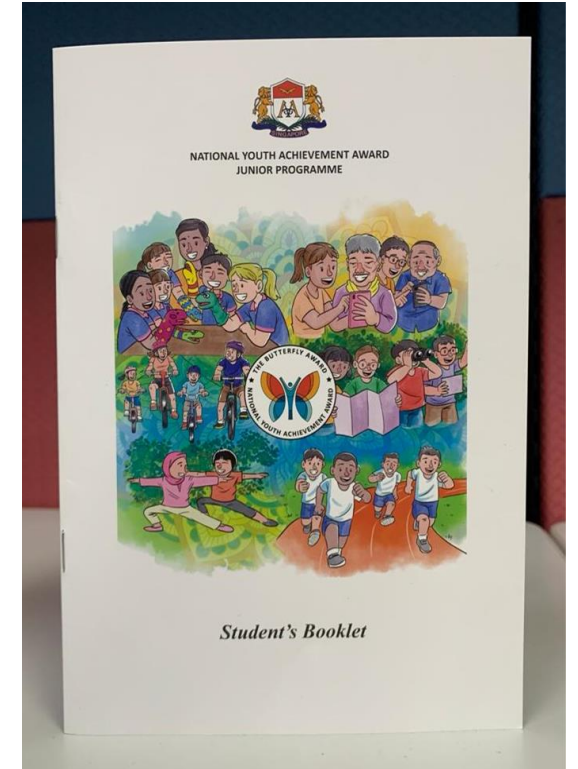
Learn to appreciate our environment & do their part in earth conservation efforts

3. Healthy Living

Teaches students to live a well-balanced life, with nutritious diets and healthy habits

4. Family Bonding

Foster tight-knit bonds with family members and develops sense of belonging & confidence



OUR PRIMARY 4 EXPERIENCES...

Service Learning [activity examples]



Service Learning Activities

Supporting
school events as
student helpers

Participating in
programmes with
school-community
partners

Helping an
elderly
neighbour in
need

Being a buddy to
a younger
student

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

OUR PRIMARY 4 EXPERIENCES...

Outdoor Appreciation [activity examples]

Outdoor team-
building activities

Environmental
protection and
nature conservation
activities

Participating in a
school or
uniformed group
camp

Outdoor activities
with family or
friends



Outdoor Appreciation

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

OUR PRIMARY 4 EXPERIENCES...

Healthy Living [activity examples]

Life skills or
motivation
camps/workshops

Healthy diet and
eating programmes

Sports activities
organised by the
school

Exercise activities
conducted by the
school/
community club



Healthy Living Activities

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

OUR PRIMARY 4 EXPERIENCES...

Family Bonding [activity examples]

Going out for family outings

Embarking on a walking/hiking trail together

Wellness activities with family members

Planning and implementing community projects with family members



Family Bonding

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ At least 4 activities
- ✓ Short reflection or report to be done

OUR PRIMARY 4 EXPERIENCES...



Cohort Learning Journeys

OUR PRIMARY 4 EXPERIENCES...

Overview

What are cohort learning journeys?

Provide students with opportunities to explore their Singaporean identity through heritage, culture and the arts

Complement CCE, Social Studies (Primary) & History curricula

Achieve the syllabus objectives of the Art curriculum



OUR PRIMARY 4 EXPERIENCES...



Tales of the Emporium

Young explorers go on an expedition around Geylang Serai and meet residents who will share more on the history of the area and the contributions of the Malay community. They will also learn about leisure activities as well as the pasar (market) as a centre for food and goods for special occasions celebrated by the Malay community.



Culture Archives

As junior reporters, they will help to research more about the contributions of the Chinese community, cultural arts such as Chinese Opera, Chinese Puppetry, Chinese Calligraphy, Chinese Tea and Nanyin music. They will also learn about the shophouses of the area and the history of a famous street, Sago Lane.

P4 Geylang Serai

Term 1 Week 3

16 Jan 2024, Tues, 2.00-4.30pm (Int1 & Int 2)

17 Jan 2024, Wed, 2.00-4.30pm (Int3 & Int 4)

18 Jan 2024, Thu, 2.00-4.30pm (Int5 & Int 6)

P4 Kreta Ayer

Term 2 Week 9 - Week 10

13 May 2024, Mon, 2.00-4.30pm (Int 5 – 16 students)

15 May 2024, Wed, 2.00-4.30pm (Int1, Int 2 & Int 6 – 16 students)

16 May 2024, Thurs 2.00-4.30pm (Int 5 – 20 students)

23 May 2024 Thurs, 2.00-4.30pm (Int3, Int 4 & Int 6 – 16 students)

Cohort Learning Journeys are compulsory.

OUR PRIMARY 4 EXPERIENCES...

MakersEdWork Overview and Objectives

What do we want to achieve?

- To develop students' 21 CC
- To synthesize and apply knowledge from various subject areas
- To apply critical and creative thinking skills in solving authentic issues



OUR PRIMARY 4 EXPERIENCES...

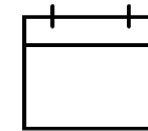
MakersEdWork P4: Project EcoHeroes

Overview

Students as agents.

Students will adopt an area in the school compound and make proposals on how they want to improve it. Students will pitch their ideas in class and the teacher will select the top 2 to pitch to School Leaders/ School Management Committee.

Date



Term 2



BUKIT PANJANG PRIMARY SCHOOL

FUTURE LEADERS, CONCERNED CITIZENS

BPPS Communication Policy (Parents)

The school believes in fostering close partnership with parents to guide our students in their holistic development. We trust that parents will support the school in looking into the well-being of BPPS staff. The school has put in place the following communication guidelines.

Bukit Panjang Primary's official modes of communication with parents comprising the following:

School phone	6769 1912
School email	bpps@moe.edu.sg
School mailing address	109 Cashew Road Singapore 679676
School website School Facebook	https://www.bukitpanjangpri.moe.edu.sg https://www.facebook.com/profile.php?id=100063784636440
Staff official school email address	<u>Refer to school website</u> https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff
Parents Gateway	https://pg.moe.edu.sg/
School Publications	Student's Diary In-Touch E-Newsletter (Termly) Endeavour E-magazine (Yearly)

BPPS Communication Policy (Parents)

1. Communication and engagement with teachers to be kept within the school hours (7.30 am to 5.00 pm) on working weekdays and during school term.
2. Teachers are not expected to respond to parents' and/or students' queries after school operating hours, during weekends and on school and public holidays.
3. For urgent matters, parents may contact the General Office if teachers are uncontactable during school hours.
4. Teachers are not expected to provide their personal mobile numbers to parents and/or students.
5. Appointments for face-to-face meetings with staff should be made **at least 3 days in advance** (either through email with staff or leave a message with the admin staff at the General Office) to avoid disappointments and to minimize disruption to the staff's working schedule.
6. Parents will receive a response to their email queries within 3 working days for general query, 7 working days for queries which require some investigation and 21 working days for queries with complexities, to ensure queries are duly addressed.
7. The school reserves the right not to engage with any parent who is disrespectful, rude and abusive to our staff.

All Civil Servants are protected by Protection from Harassment Act ([PoHA](#)).



Parent-Child-Teacher Conference (PCTC)
24 May 2024 (Fri)

Parent-Child-Teacher Conference

Objectives:

- 1) Engage parents in a meaningful partnership in nurturing the child **holistically**
 - Parents will meet up with the class mentors only
- 2) Develop **self-directed** and **reflective** learners
 - student-led conference
 - students to showcase/ reflect on their learning and plan their future growth



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 strengths, interests, abilities, talents and aspirations.



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

From today's session, you will walk away with...

- Information on what to expect in Primary 4
 - BPPS Assessment Policy
 - P4 Subject-Based Banding (SBB)
 - Preparation for DSA-SEC
 - Programmes at Primary 4
 - BPPS Communication Policy with parents
 - Parent-Child-Teacher Conference on 24 May 2024



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