

FUHUA PRIMARY SCHOOL
Fuhua Family – Let's Connect (Primary 3 and 4)
23 February 2023
Questions raised during the session and the responses

ASSESSMENT

Question: The Ministry of Education (MOE) has abolished streaming from 2023 for PSLE. How does this affect the Primary 3 and 4 students?

The new PSLE scoring system took effect from 2021. From 2024, Subject Based Banding (SBB) will be implemented across all secondary schools. Students will no longer be streamed into Normal Academic (NA), Normal Technical (NT) and Express streams. The current P3 and P4 students will be posted to secondary schools based on the new PSLE scoring system.

The PSLE is a useful checkpoint to gauge your child's understanding of key concepts and academic strengths. This will help your child learn at a suitable pace when they progress to secondary school. Under the new scoring PSLE scoring system, each PSLE subject will be scored using 8 Achievement levels (AL), with AL1 being the best grade and AL8 being the lowest grade. The sum of a student's four subject scores will make up his or her final score, which will be known as the PSLE score, with 4 being the best score.

Question: With the removal of the mid-year exams, where can parents find detailed information on weighted assessments?

Parents can use the following link to access information about the Weighted Assessment components for each level:

<https://www.fuhuapri.moe.edu.sg/fuhua-experience/Teaching-and-Learning-at-Fuhua/Assessment/>

Question: How does the school or teachers ensure students have enough exam practice for PSLE by removing mid-year exams?

At Fuhua, we design assessments that are fit for purpose. Various assessments other than summative assessments, such as the Weighted Assessment and the Preliminary Examination, are used to monitor students' learning. Besides these summative assessments, various formative assessments are also incorporated into daily learning to ensure students are well-prepared for examinations. The students are given timely feedback on their learning progress through these assessments. In addition, timed practices will also be planned and implemented appropriately to provide teachers and students with feedback on students' overall learning and familiarise students with examination conditions.

Question: Students' tests and examinations are written paper-based (especially English and Chinese essay composition writing). As parents, we are concerned about how the school balances computer-based e-learning with written seatwork to ensure students are well-equipped by assessment time.

Although the school leverages ICT tools to enhance students' learning, students are given sufficient seatwork and written work opportunities. For example, most of the MTL compositions are hand-written by students, while one or two are done with the aid of a computer. Likewise, students would have different work modes, such as quizzes, reflections and daily work to complement their learning.

CO-CURRICULAR ACTIVITIES (CCA) / PHYSICAL EDUCATION (PE)

Question: When will CCA for Primary 3s be finalised?

CCA for Primary 3 students will be finalised in Term 3, Week 1. Students will commence their allocated CCA in Semester 2.

Question: A student is looking forward to joining Soccer as CCA as he or she is only interested in Soccer. What are the selection criteria to ensure he or she can join the CCA?

Co-curricular activities (CCA) play a crucial role in students' holistic education, providing opportunities for character development, values education, and the acquisition of social-emotional competencies and other relevant skills that are essential for future challenges. Additionally, CCAs offer a platform for students to explore their interests and talents. The CCA experience phase is especially important in facilitating students' exploration of their interests and talents through a diverse range of learning experiences. This can significantly enhance student engagement, motivation, and academic achievement. Moreover, exposure to a diverse array of learning opportunities can assist students in discovering new interests and talents, acquiring new skills, and broadening their perspectives. Therefore, we highly recommend that all students experience all CCAs during the CCA experience phase rather than focusing solely on one CCA. This approach will maximize their holistic development, provide exposure to diverse learning experiences, and prepare them for future challenges.

During the primary 3 CCA selection phase, there are two-tiered selection criteria for students who wish to join the soccer CCA. Firstly, the student must express an interest in soccer and select it as one of their five choices in the CCA selection form. Secondly, the soccer teachers-in-charge and coaches will assess the student's aptitude, potential, and interest in the sport. These include a love for outdoor sports, being a team player, and possessing basic ball control skills. These selection criteria aim to identify students who are genuinely interested in soccer and have the potential to develop their skills and abilities in the sport.

Question: Is there a maximum intake for each CCA (ie: Badminton)?

Yes, the intake of each CCA is dependent on several factors, including the student-teacher ratio and availability of school facilities to cater to the size of the CCA, amongst others. These factors ensure that students can be meaningfully engaged and be safe during CCA. It is important to note that the school strives to provide opportunities for students to participate in their preferred CCA wherever possible, while ensuring that the CCA remains sustainable and beneficial for all involved.

Question: May the school consider having Basketball or Soccer CCA teams for girls, as some are interested in the above sports?

The school recognizes the interest in having more options for girls who are interested in sports like basketball and soccer. We regularly review the range of CCAs we offer and consider the feasibility of new options based on several factors. These factors include the availability of qualified coaches, facilities, and equipment. We strive to offer a diverse range of CCAs to cater to our students' interests while balancing our resources. We encourage parents to discuss with their child to identify suitable CCA options offered by the school that he/she wishes to pursue. Alternatively, parents can contact the school to seek advice on the available options.

We understand that sports are a popular choice of CCA amongst students, and we are committed to providing opportunities for all students to pursue their interests. Parents are advised to encourage their child to explore the existing range of CCAs offered by the school, which includes sports and non-sports options. These activities are carefully curated to cater to different interests and aptitudes. We assure parents that we will continue to explore options to enhance the CCA experience for all our students, including considering the feasibility of additional CCAs for girls in the future.

Question: Certain Primary 3 students were pre-selected for a CCA and have been attending. Can they decide eventually not to select the pre-selected CCA as a final choice?

Yes, students who were invited to participate in CCAs when they were in Primary 2 can choose to opt for another CCA during the Primary 3 CCA selection phase held in Term 2. To do so, they should not select the CCA as their first choice in the CCA selection form. Conversely, if the student wishes to continue with the same CCA, they must indicate that CCA as their first choice in their CCA selection form. This ensures that the student's preferred CCA is given priority during the selection process. It is important to note that the final allocation of CCAs is subjected to various factors, including availability of places, suitability, and interest. The school encourages students to explore different CCAs to broaden their experience and develop their interests and skills.

Question: Depending on test results, students may have support programme lessons for different subjects after school. As different CCAs are held on different days, which should students attend if CCA practices clash with academic support programmes?

The school understands that students may face schedule conflicts between CCA and academic support programmes. To address this issue, the school will ensure that students have equal opportunities to attend both CCA and academic support programmes. If your child is facing a situation where they have to choose between the two, please inform the school so that we can work out a suitable arrangement to ensure your child can participate in both activities.

Question: If the school has historically excelled for a particular CCA, will the criteria to be accepted into the school team be more stringent?

The school team selection criteria is based on the student's skills, game concepts, athleticism and ability to work well as part of a team. The selection process is not influenced by the school's past performance in a particular CCA. The school believes in providing equal opportunities for all students to showcase their skills and interests in CCAs, regardless of previous years' performances. Therefore, any student who meets the selection criteria for a particular CCA has a fair chance of being selected for the school team.

Question: May new CCAs (ie: Chess Club, Swimming) be introduced as hobbyist clubs, if not full-fledged CCAs?

The school's current resources are allocated to ensure a robust CCA programme that caters to our students' interests and abilities. As such, we are unable to introduce new CCAs or start interest-group-based activities at this time. We encourage our students to explore the existing range of CCAs offered by the school, which includes a diverse range of options to cater to different interests and abilities. Additionally, students are encouraged to participate in interest-based activities outside of school to further develop their skills and pursue their passions.

Question: Is it possible to have two CCAs?

The school encourages all students to participate in one CCA to balance their academic workload and personal interests effectively. However, students who can manage their time effectively and handle the academic demands can join a second CCA. The school offers the Boy's Brigade or Girl's Brigade as an option for a second CCA. Both CCAs' training sessions will be held on Friday afternoons. Students who wish to pursue two CCAs should discuss their decision with their parents and teachers to ensure they can handle the workload effectively without affecting their academic progress.

Question: Can students change their CCAs?

We encourage students to commit to their allocated CCA to develop their skills and interests over time throughout their journey in Fuhua. However, in certain circumstances such as medical reasons or a change in personal circumstances, students may request to change their CCA. Such requests will be reviewed on a case-by-case basis, and approval will depend on various factors, such as the availability of vacancies in the requested CCA and the student's reasons for the change. Students who wish to request a CCA change should approach their teacher-in-charge or CCA coordinator for assistance.

Question: Would the Swimsafer programme be held in Primary 3 and 5? When would the programme start for Primary 3?

All students will go through the Swimsafer programme once in their primary school journey. Due to the pandemic, some cohorts were unable to complete the programme. As such, the school is mounting the programme for our Primary 3 and Primary 5 students this year. Typically, the Primary 3 cohort will embark on the programme.

Question: For students with Swimsafer certificates or who have acquired swimming skills, do they still need to attend the Swimsafer programme held by the school?

Students who have acquired swimming skills and hold Swimsafer certificates certified by the Singapore Swimming Association can inform the school of their certification. The school will explore opportunities for the student to participate in the next level of the Swimsafer course during the programme sessions.

However, it is still recommended for students to attend the Swimsafer programme held by the school as it not only covers swimming skills but also water survival skills and knowledge of water safety, which are essential for their safety. For more information on the Swimsafer programme, you may visit the website at <https://www.myactivesg.com/Programmes/SwimSafer-Programme>.

CLASS ALLOCATION

Question: Why are students attending different classes for the subject (ie: Mathematics) lessons other than Higher Mother Tongue (HMT)? How are general classes segregated? Based on subject strength, or are the students randomly mixed?

In Mathematics, we believe that students learn best when teaching strategies are customised to the students' learning abilities. Students' academic performance and ability to cope with subjects are tracked regularly. These data points form the basis for the allocation of students for the new year.

That being said, class enrolment for Mathematics may change depending on the students' progress. These adjustments in class enrollment are done on a semester basis to better engage the students cognitively, as each child is unique in his/her ability to tackle the subject.

Question: At the end of Primary 4, how does streaming occur, and are student profiles mixed evenly during classing, regardless of academic performance?

At the end of Primary 4, all students will go through the subject-based banding exercise. At Primary 5, students will be offered a course that is most suitable for them based on the assessment data, teachers' observations and students' learning dispositions. They will be allocated to the class according to the course offered.

CURRICULUM

Question: What is being done to support the weaker students, and how can parents be taught to support them, especially when the emphasis is on skills and not content for the languages as briefed?

The school supports our weaker students in language learning in the following ways.

- Differentiated instruction (DI): Teachers use DI to provide individualized instruction to students based on their strengths and weaknesses. This approach allows students to receive the support they need to succeed.
- School-based Dyslexia Remediation programme (SDR) for English: This is a two-year intervention programme for Primary 3 and 4 students. These students are identified for support through a systematic screening process for dyslexia conducted at the end of Primary 2. The programme is conducted in small groups by trained school personnel using a remediation curriculum designed by MOE Reading Specialists.
- The Reading Remediation Programme (RRP) is an additional literacy support programme implemented at Primary 3 and Primary 4 to support non-dyslexic students with reading difficulties. The programme is conducted via 45-min sessions conducted twice a week by EL teachers.
- Mother Tongue Support Programme: This programme provides additional support to students who struggle with their Mother tongue languages. During these sessions, more hands-on activities engage students in smaller class sizes.
- Support Programmes: Students struggling with language learning may be offered Support Programmes where they can receive additional support and guidance after school hours.

Following are some suggestions that parents could use to support your child at home in language learning.

- Encourage your child to read books, magazines, and newspapers in both languages. This will help them improve their vocabulary and comprehension skills.
- Encourage your child to watch relevant TV shows and movies to understand how language is being used to convey messages and capture audience. This will help them improve their listening and comprehension skills.
- Encourage your child to practise speaking with you or with native speakers. This will help them improve their pronunciation and fluency.
- Be supportive of your child's efforts to learn the language. Offer encouragement and praise when they progress, and provide emotional support when they struggle.

It is important to note that the emphasis on skills and not content for language learning means that students need to develop language proficiency in a variety of contexts and be able to communicate effectively. Parents can support their children by providing opportunities to practise and reinforcing the importance of language learning in their everyday lives.

Question: How do teachers inform parents of students' areas of improvement, and what can be done to build them up foundationally?

We believe in partnering with parents in developing our students holistically. As such, the school keeps parents updated on both the child's academic progress and character development regularly.

Besides our usual engagement sessions like Parent-Child-Teacher Conferences, subject teachers and form teachers regularly update parents on their child's progress via phone or email. You could always contact the teacher with any queries about your child's school progress.

Based on students' responses in class and assessment data, teachers plan and provide support for students after school hours. Reading Remediation Programmes, School-based Dyslexic Remediation, Mathematics and Science Support Programmes are platforms in which teachers provide more targeted support to areas in which the child is weak in.

INTERNATIONALISATION PROGRAMME

Question: Would there be opportunities for our students to head overseas for enrichment or education?

The school values overseas learning journeys as it exposes students to different cultures and practices. These opportunities would also allow students to reflect on their role as a citizen of Singapore.

Before the pandemic, we conducted overseas learning journeys to Malaysia, Vietnam, Thailand and Indonesia for our students. Due to the pandemic overseas learning journeys were curtailed, we leveraged technology to partner with a Korean school for an exchange programme for our Primary 5 students.

Once travel restrictions are removed for Primary school students, we look forward to resuming our overseas learning journeys.

PARENT PARTNERSHIP AND ENGAGEMENT

Question: How would the school better engage parents to periodically let them know their child's progress in school?

The school has provided opportunities to engage parents each term. 'Let's Connect' in the form of Breakfast Jamming occurred in Term 1. There will be a Parent-Child-Teacher-Conference in Terms 2 and 3. More details will be sent to you nearer to the event. Besides these engagement sessions, teachers would also contact parents through email or phone call where necessary.

Question: Are there any other modes of communication besides e-mail?

Other than email, parents can contact the school via phone to leave a message to the teachers. As teachers will teach during the day and attend meetings or professional development courses after school hours, they will get back to you as soon as possible.

Please refer to this link for our school's communication policy.
<https://www.fuhuapri.moe.edu.sg/general-information/Guidelines-and-Policies/School-Communication-Policy/>

Question: Are there any PCTC sessions to meet form teachers and subject teachers to discuss individualised students' progress?

Yes, there will be one in Term 2 and Term 3.

STUDENT DEVELOPMENT, CHARACTER EDUCATION AND CASE MANAGEMENT

Question: During pre-covid, parents could send their kids to school and have breakfast with them at the canteen every morning. It stopped due to the Covid outbreak. Will this practice be brought back soon?

That is a good idea and has been a well-received practice. However, this year we are extending the breakfast to be done with other parents and your child's teacher, providing an opportunity for group interaction at a larger scale.

Question: When will the iLOVE programme officially start? How do students indicate a preference for the various interest groups?

Phase 1 of iLOVE has just begun. Currently, two key interest groups require a 'sign up' due to the limited capacity of the venues. Interested students can proceed to the canteen (for art) and library (for reading and board games). There will be a number tag given to students. The number of students allowed at the canteen is 50, and that at the library is 20.

Question: How does the school handle students picking on or bullying other students? Will disciplinary action be meted out if multiple reports are raised on the same group of students?

As the school's goal is to allow all students to feel safe and accepted so that all can learn well, we hope to have your partnership on this matter. We must agree, as a community, that bullying is unacceptable, as consequences can be dire or have far-reaching effects on the victim. Having zero tolerance for bullying has always been part of our school culture.

We constantly encourage students to be part of a culture of kindness, be inclusive, have the moral courage to stand up against a bully, and support fellow friends. It is also important to remind students at home and school with a common message on not participating in bullying and to immediately sound a trusted adult out should they witness such incidents.

Based on the school's referral system, once a report is made, the form teacher or subject teacher will intervene with an investigation, followed by restorative practices between the targeted and the bully. Teachers help the affected students' parents understand clear details of the incidents and address the concerns as well as the emotional needs of those being targeted. For the bully, beyond saying sorry to restore positive relationships with the targeted after a conflict, the bully will be led by teachers to exercise restitution (make amends for mistakes made), reconciliation (encourage perspective-taking to exercise empathy and forgiveness) and resolution (develop a plan on what they can do better in future).

Should the misbehaviour persists, the Year Head will take on the case to help the child learn about the consequences of unacceptable actions while learning tips to relate to others respectfully. The child may also be referred for counselling. Serious consequences, if meted out, would be in consultation with the school leaders. Overall, the student development team aims to equip the parents of these students with more effective intervention strategies.

Question: How do teachers identify if students have learning difficulties or face stress? What can the school do to help?

Form Teachers, Subject Teachers observe students' well-being via VIP chat (dialogue with the student of concern in the morning)

Question: How do teachers create a culture of firmness with care in the classrooms without adding to the stress level usually caused by scolding?

Our teachers create a culture of firmness with care by using positive reinforcement and redirection instead of scolding. Positive reinforcement establishes a positive connection between the teacher and student and helps keep emotions in check. Redirection focuses on positive behaviour and does not involve scolding or punishing the student. Encouraging positive behaviours, providing clear expectations and using affirmations are effective strategies our teachers use to create a culture of firmness with care in the classroom.

Information and Communication Technologies (ICT)

Question: Would HBL still be periodically practised?

Students will be doing Home-Based Learning (HBL) during PSLE oral days and PSLE marking days, where students are not required to report to school. The school uses these days to familiarise students with the HBL routines to prepare them should HBL be activated. Besides that, the school may also set aside one or two days of HBL to complement face-to-face learning. Information on HBL will be shared with parents in advance.

Question: What is Fuhua Gem+?

Fuhua Gem+ is a special programme that allows our students to explore various learning modes. Fuhua Gem+ provides opportunities to explore the theme of a Sustainable Environment through the experiential learning of topics of Food Security and strategies such as vertical farming and recycling of food waste. This programme allows students to have an independent learning experience before collaborating on the project assignment. This is also an attempt to provide learning opportunities for our students to hone their transdisciplinary skills, raise global awareness and streamline programmes (ALP, LLP and VIA).

Question: For the 1 to 1 computing program, are there plans for bulk purchase of iPad for the children yet?

The school will update parents about any decisions or developments related to this program.

Question: Can parents reject the child's personal computing device if the school officially rolls out the 1 to 1 computing program?

Parents may have questions or concerns regarding their child's personal computing device. The school will update parents about any decisions or developments related to this program.

Question: Would ALP initiatives, such as learning to code, be held as after-school enrichment programs, or will these be conducted during school curriculum time?

These will be conducted during curriculum hours.