

FUHUA PRIMARY SCHOOL
2026 PRIMARY THREE AND FOUR PARENT ENGAGEMENT
FREQUENTLY ASKED QUESTIONS (FAQS)

TEACHING & LEARNING

1. What is the school's strategy to help children mentally prepare for the weight of assessment? How can parents work with teachers to help our children with this? To have the right mind about assessment.

Preparing our children

Assessment is an integral part of every child's learning journey. It serves as a checkpoint that helps teachers understand each child's level of understanding and identify how best to support their progress.

In school, we prepare students gradually through regular practice, timely feedback, and opportunities for reflection. We guide them to focus on their effort, the strategies they use, and how they can improve — rather than on marks alone.

Parents play an important role in reinforcing this mindset at home. You can support your child by encouraging healthy routines, affirming their effort, and talking about what they have learnt, instead of focusing only on scores.

When children receive consistent messages from both school and home, they are more likely to develop resilience, confidence, and a healthy perspective towards assessment and learning.

2. Thank you for bringing this programme to school. May I check when the login details for the Science Centre programme will be shared with P3 students?

Young Scientist Programme

The login credentials of P3 students will be disseminated in Term 2 2026.

3. My kid is not interested in writing, any recommendation for that?

Cultivating Interest in Writing

Providing children with access to books that match their interests helps to spark their motivation to read. When they are engaged as readers, they are more receptive to expressing their ideas in writing.

You can then encourage them to do short, bite-sized writing tasks based on topics or themes they enjoy. This keeps the experience manageable and meaningful. Alternatively, they may write about similar themes or styles found in the books they have read, which helps strengthen the connection between reading and writing while allowing them to apply what they have learnt.

4. Since you have higher Chinese, do you also have higher Science, higher English, higher math? May I have a full list of school programmes matching graded and enrollment requirements/dates?

School Programme

In Primary Schools, only Higher Mother Tongue is offered. Students who demonstrate a strong interest in the language and have the ability to cope with its learning demands may be recommended for this programme. For more information on the range of school programmes designed to complement students' learning experiences, please refer to the school website

<https://www.fuhuapri.moe.edu.sg/fuhua-experience/Fuhua-Experience/>

ICT

1. How is Fuhua actively monitoring screen time in school across subjects in totality?

Screen Time Management, Balance & Safeguards

The school adopts a balanced and intentional approach to screen use during lessons. Devices are used purposefully and under teacher supervision, with lessons designed to include a mix of online and offline, hands-on activities rather than prolonged screen use. Teachers are encouraged to build in regular eye and movement breaks, practise the 20-20-20 rule, and guide students on safe device use, such as maintaining an appropriate viewing distance and adjusting text size. Overall, technology is used as a learning tool at specific points in a lesson, while students' physical well-being and learning needs remain a priority.

2. How does the school manage students' use of devices after they complete assigned tasks?

Management of Devices after Completion of Tasks

During lessons, the use of digital devices is always guided by the teacher and aligned to clear learning objectives. Teachers set expectations on when devices are to be used and when students should transition to other learning activities. Once assigned tasks are completed, students may be directed to appropriate extension tasks or offline activities to ensure that device use remains purposeful and does not become recreational. Teachers monitor students' on-task behaviour and provide guidance where needed to support focused and responsible use of technology.

3. What is the school's view on the use of AI to write articles?

Use of AI

The school recognises that generative AI will increasingly be part of students' future learning and work environments. At the primary level, AI is used in an age-appropriate and supervised manner, guided by MOE's AI-in-Education Ethics Framework. For Primary 3 and 4 students, the focus is on developing foundational thinking, language and learning skills. Students are not allowed to independently use generative AI tools to write articles or complete open-ended tasks. Where AI-related tools are introduced, this is done gradually, under teacher guidance, to help students understand responsible use, limitations of AI, and the importance of original thinking, effort and academic integrity.

STUDENT DEVELOPMENT

1. Is the leadership opportunity given to foreigners as well?

Leadership Opportunities in Fuhua

At Fuhua Primary School, we believe that every student has the potential to be a leader in their own way. All enrolled students are provided with equal opportunities to develop leadership skills across self, team, and community contexts.

The school offers a structured Student Leadership Development Programme, which includes roles such as Prefects, House Captains, CCA Leaders, SIXER leaders and mentors, and Class Committee members. Selection for these roles is based on students' abilities and school-based processes as part of Character and Citizenship Education.

These leadership opportunities are open to all enrolled students, including Singapore Citizens, Permanent Residents, and International Students. Supported by our Integration Programme, every student is encouraged to participate fully in school life, regardless of nationality.

2. How will citizen leaders be selected for P3? When will the information be shared?

Selection of Citizen Leaders

Citizen Leaders for Primary 3 are selected through school-based and class-based processes aligned to the school's Student Leadership Development framework. This includes the election of Class Chairpersons and Vice-Chairpersons by their respective classes, as well as the appointment of the Executive Committee of the Prefectorial Board through a school-based election process.

Students appointed to Tier 1 Citizen Leader roles would have been informed by their respective Form Teachers and have commenced training. The Citizen Leaders Investiture, where all Citizen Leaders from CCAs, Houses, and the Prefectorial Board will be formally invested, will take place in Term 1, Week 8.

3. How do we bring Socio emotional skills including resilience, communication, emotional management in school?

Developing Socio-emotional Skills in Fuhua

At Fuhua Primary School, we have a weekly FTGP session where Form Teachers guide students through discussions and sharing on relevant topics. In addition, during GEMS time, students engage with one another to explore and learn through these themes.

Teachers also take advantage of teachable moments during class interactions, school events, activities, and programmes to help students develop these important skills in authentic, real-life contexts.

4. Do we have regular check-ins with parents to discuss the academic and social progression of the kid? Is there any way to conveniently connect to the teacher?

Communication with Teachers

We value a close partnership with parents in supporting our students' learning and development. We seek your understanding that all communications and engagements with staff should be conducted during school hours, from 7:00 am to 5:00 pm, during the school term.

Teachers maintain communication with parents through email, messages in the student handbook, or messages left with staff at the General Office. Face-to-face appointments with staff should be scheduled at least three days in advance to avoid disappointment and minimise disruptions to their teaching schedule.

To ensure that queries are addressed appropriately, we follow these general response time guidelines:

- **3** working days – for general queries
- **7** working days – for queries that require some investigation
- **21** working days – for queries involving greater complexity

This approach helps us provide timely and thorough support for all parents and students.

5. How is the school helping children increase bully awareness and what are the resources or avenues to get help if they are facing issues?

Matters Relating to Hurtful Behaviours

We have a zero-tolerance policy towards bullying. We foster a culture of care that emphasizes positive teacher–student and student–student relationships.

Our approach includes restorative discipline practices, which help students resolve conflicts and rebuild relationships. We also strengthen peer support by training peer support leaders to look out for classmates who may be in distress. Students are encouraged to seek help from trusted adults in school if they feel threatened or emotionally affected by the actions of their peers.

Through morning assemblies and classroom interactions, school leaders and teachers regularly remind students of expected behaviours, with a focus on the importance of respectful and positive interactions.

CCAs

1. Does the school intend to increase resources so that cca that is not exposed to competition previously (e.g. floorball girls' team) have more opportunities for competitive events such as interschool or nationals level?

Opportunities in CCA

Opportunities for representation are considered on a case-by-case basis. As a school, we strive to provide students with a range of learning experiences whenever conditions allow (e.g. when there are sufficient players to form a team for competition).

When participation in formal competitions is not feasible, the teachers-in-charge will organise alternative but comparable learning experiences, such as friendly games, to ensure that students continue to benefit from meaningful exposure and development

2. Is there any way to identify a student's sports or aesthetic potential?

Identifying Students' CCA potential

Students' potential in sports and the aesthetics is identified through the Primary 3 CCA Experience Programme. During this programme, teachers observe and recognise students who demonstrate aptitude or strong interest and guide them towards CCA choices that can further develop their strengths and passion.

In addition, there is an ongoing process for teachers to identify students who show aptitude in Art and Music through their daily lessons. These students may be recommended for CCAs that will further nurture and develop their talents in these areas.

3. How will the CCA selection process work? How is the CCA being assigned?

CCA Selection

The CCA selection process will take place around Term 2, Weeks 7–8, when Primary 3 students are nearing the end of the CCA Experience Programme.

As CCAs are intended to help students discover their interests and develop their talents, students' stated choices will be given priority. However, please note that each CCA has a limited number of vacancies. When a CCA reaches its capacity, students will be allocated to their next preferred choice.

The assignment of CCA will therefore be guided by the following considerations, in order:

- (1) Student's Choice*
- (2) Talent Identification*
- (3) CCA capacity*

Parents are strongly encouraged to have conversations with their child to help them make thoughtful selections based on their interests and inclinations.

GEP

1. What are the standardized criteria for GEP in the revised program?

Response on GEP Matters

Please refer to the pre-reading slides on the details of the revised GEP for 2026

SCHOOL PROCESSES / ADMINISTRATION

1. What are the nomination rubrics for the Edusave Merit Bursary? What weightage is given to academic results, and what percentage is allocated to learning dispositions?

Edusave Awards

Please refer to <https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards> for more details

2. Does the school have an administrative inspection schedule to check on the buses in the afternoon to ensure it is in good condition? For example: checking if the aircon is working well and the seat belt is still usable etc.

School Bus Transport

The school bus vendor is responsible for regularly checking the condition of the buses and carrying out the necessary rectifications if any issues are identified. Bus drivers are also required to conduct daily checks on their vehicles and report any concerns to the vendor. In addition, each vehicle undergoes inspection by the relevant authorities every six months or annually, as required.

School personnel, including School Leaders and Year Heads, also conduct regular checks to monitor the condition of the buses and ensure that students adhere to the required safety regulations.

Parents are encouraged to inform the bus transport company directly if they have any feedback or concerns pertaining to safety.

3. Do you have any links with Fuhua secondary school?

Affiliation to Secondary Schools

We do not have affiliations to any secondary schools.

4. Does the school intend to do Bento meals instead of an onsite vendor in the canteen?

School Meals

We do not plan to introduce bento meals at this point of time. The school currently has sufficient canteen vendors to ensure that all students have access to adequate and nutritious meals.

5. Are there any more parent-teacher engagements? And when will the PCTC be held?

PCTC

We will be holding one Face-to-Face PCTC in Term 2 (8 April) and one online PCTC for selected students in Term 3 (2 Sep). Please look out for further details on PG.

6. Where can I find my child's timetable?

Students' Timetable

All students receive a hard copy of their class timetable at the start of the year. If your child misplaces it, please inform their class teacher to obtain a replacement copy.