

Fuhua Primary School
2026 Primary One and Two Parent Engagement Session Briefing

Frequently Asked Questions (FAQ)

Academic concerns

How will the students be allocated their Primary 3 classes when they graduate from Primary 2?

Students will be allocated their Primary 3 classes based on various key considerations, such as learning outcomes (LOs) and learning dispositions (LDs).

Since 2019, primary schools report students' learning progress based on a list of LOs, using a common set of qualitative descriptors (QDs) for all subjects. Learning Outcomes are subject-specific and aligned to the subject syllabus. This aims to help parents focus on their child's learning progress in each subject in relation to the intended LOs. There are 4 level of QDs: Beginning; Developing; Competent; Accomplished.

Learning dispositions, or habits of learning, are the different characteristics with which children approach the learning process. Teachers plan learning experiences that help children acquire the skills and the dispositions to use those skills.

Besides LOs and LDs, the allocation of Primary 3 classes will also take into consideration factors such as gender, racial mix, class dynamics as well as the anecdotal observations of the students by the teachers over the year. Information about students' learning is gathered through channels such as class discussions, class work, homework and bite-sized quizzes.

How can the school and parents help to prepare the children for Primary 3 examinations?

MOE announced that in 2019, all examinations and weighted assessments in Primary One and Primary Two will be removed. The aim is to give the students more time to adjust to primary school life and to experience the joy of learning without having to stress over their academic results at such a young age. Throughout the course of learning at lower primary, students will be assessed for understanding through bite-sized assessment tasks that are non-weighted.

Parents may support their child's learning by monitoring and encouraging them as they are completing assigned tasks by teachers. As the students move from lower primary to middle and then to upper primary, the school will pace their learning and provide sufficient time practices to amply prepare them to sit for the formal examination at the end of the academic year from Primary 3.

Others

What is the school's strategy on managing screen time in school?

The school adopts a balanced approach to screen time during lessons.

Device use is purposeful and always supervised by teachers. Screen time is kept light in P1–P2 and gradually increased from P3. Teachers include regular breaks (e.g. the 20-20-20 rule) and blend online and offline tasks to reduce prolonged screen exposure.

What is the guideline for screen time in school and at home?

The guideline on screen time for kids under 12 is no more than 2 hours daily, **except** for schoolwork. More importantly, do avoid giving your child mobile devices with unrestricted internet and app access as well as avoid giving them any access to social media. Other than the duration of the screen time given to them, the monitoring and appropriate use of the device when they are having their screen time is also very critical.

Why is the school not using ClassDojo for teacher-parent communication?

ClassDojo is a classroom management application from the United States and collects extensive student data. The school does not encourage the use of ClassDojo due to data privacy and security concerns such as how the collected data is stored, who has access to it, and how long it is retained for.

To communicate with teachers, we encourage parents to make use of official communication channels such as via Parents Gateway, emails, the student organiser as well as phone calls.

How will the school educate children on bullying so that they know what to do when it happens to them?

The school has zero tolerance for bullying. We embrace a culture of care that emphasizes positive teacher–student and student–student relationships. We adopt restorative discipline practices to foster a culture of care and help students resolve conflicts, and restore relationships. We continue to strengthen our peer support structure and have trained our peer support leaders to look out for fellow peers who may be in distress.

Students are also taught to seek help from trusted adults in school should they feel threatened or emotionally distressed by their peers' actions. During morning assemblies and in class, school leaders and teachers continue to remind our students of expected behaviour especially on the importance of respectful interaction.

Would it be possible to conduct the parent engagement sessions in the evenings or weekends?

The intention of the breakfast jamming session is for parents to have an authentic experience, as it allows you to experience your child's learning environment, morning school routines and get to know his/her fellow peers amongst others. This experience cannot be replicated in the evenings or weekends.