



**2024 Meet-The-Parents Session
Welcome!
Primary 3 & Primary 4**

Programme

Time	Programme
2.30pm	Principal's Sharing
3.00pm	Vice-Principal's Sharing
3.20pm	Year Head's Sharing
3.30pm	Classroom Session with Form Teachers
4.15pm	End of Session

Acknowledgement & Appreciation

Under Mdm Law Li Mei's strong leadership:

1. Outstanding and sustained performance in both academic and non-academic programmes
2. Capable Key Personnel team and strong teaching staff
 - Two President's Award Teachers Winners
 - One Outstanding Youth in Education Award Finalist
3. Vibrant and innovative school culture where new and creative ideas have been explored and implemented
 - Virtual campus at Fairfield (including 1-1 computing for Pri 4 to 6)
 - ICT innovations such as ChatBot (ongoing)
4. Conceptualised and set up the Learning for Life Programme (LLP)
5. Upgraded school facilities
 - Library to include Makerspace
 - Corridor and staircase railing to improve safety features
 - Partnered LTA to widen the bus shelter and walkway
6. 130th (Carnival) and 135th (Carnival & Musical) Anniversary celebration



School's Mission

**To provide a holistic education in a
Christian environment
so as to nurture leaders of
good character, equipped to serve
God, nation, community and school**



Miss Sophia Blackmore





School's Vision

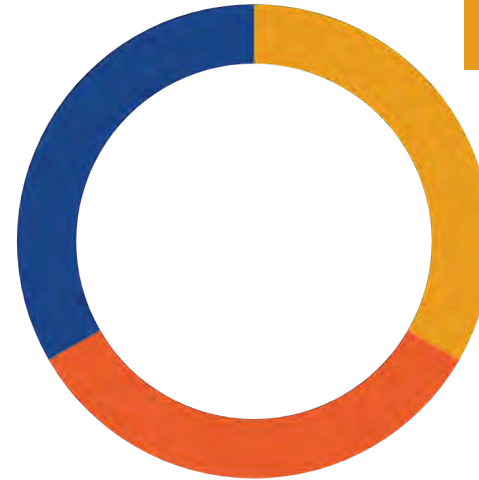
**Leaders of the future
Pursuing excellence,
Upholding strong Christian moral values,
and having a heart to serve**



Fairsian Outcomes

Masters Self

- **Has a spirit of excellence**
- **Thinks critically and creatively**
- **An ethical digital user**



Relates Well to Others

- **Appreciates differences**
- **Communicates skilfully**
- **An empathetic individual**

Serves God & the Community

- **Reflects actively**
- **Collaborates inclusively**
- **A proactive contributor**

Overview of Six-years

School-based

National

ICT Integration & AI Exploration

Makers Education & Sustainability

LLP - HEARTS

ALP - SPEAK

Leadership Development

Cohorts	Levels	Focus
Upper Primary	Pri 6	<ul style="list-style-type: none"> Strengthen Socio-Emo Mgt Self & Relationship Mgt Rigorous Academic Learning
	★ Pri 5	<ul style="list-style-type: none"> Self & Relationship Mgt Character & Citizenship Deepens Academic Learning
Middle Primary	Pri 4	<ul style="list-style-type: none"> SBB Year – academic strengthening
	★ Pri 3	<ul style="list-style-type: none"> Transition Year Support More Abstract Conceptual Learning
Lower Primary	Pri 2	<ul style="list-style-type: none"> Orientation Fundamentals Life Skills (PAL)
	★ Pri 1	

INSTRUCTION PROG

★ Important Transition Years



Primary 3 and 4 Journey

Cohorts	Levels	Focus
Middle Primary	Pri 4	<ul style="list-style-type: none">SBB Year – academic strengthening
	★ Pri 3	<ul style="list-style-type: none">Transition Year SupportMore Abstract Conceptual Learning

★ Important Transition Years



Learn for Life

- A value, an attitude and a skill
- Inculcating greater joy of learning
- Reducing the overemphasis of academic results
- Nurturing lifelong learners with stronger intrinsic motivation to learn

School-Based Assessment (changes starting from 2023)

- **No weighted assessment** at Primary 1 and 2
- **No Mid-Year Exam** in Primary 3, 4, 5 and 6
- **Weighted assessments (WA)** – weighting of 15%

Catering to Your
Child's Abilities

SUBJECT-BASED BANDING

FOR
PRIMARY
SCHOOLS

Every child is unique, and has different aptitudes, capabilities and talents. Our schools believe in providing a balanced education that caters to the different abilities of each child so that we can prepare him for life.

Subject-based Banding (Pri) was introduced as a refinement to the streaming process to help each child realise his potential, based on his strengths and needs.

WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.

1. Ability-driven education
2. Build up fundamentals
3. Stretch potential in strong subjects
4. Child to realise potential based on strengths and needs

WHAT ARE SOME CHOICES AVAILABLE?

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	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 (PRI) WORK?

@ 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.

School Assessments

Levels	Term 1	Term 2	Term 3	Term 4
P1 & P2	Feedback on T&L through Qualitative Descriptors that focus on skills			
P3	WA	WA	WA	SA2
P4	WA	WA	WA	SA2
P5	WA	WA	WA	SA2
P6	Syllabus coverage & deepens learning	Revision practice papers	Prelims	PSLE

Both SA2 and Overall at end of P4 will be considered for SBB

What is Full Subject-Based Banding (Full SBB)?



Full Subject Based Banding (FSBB) 2024

- Full SBB is part of MOE's ongoing efforts to **nurture the joy of learning and develop multiple pathways** to cater to the different strengths and interests of our students.



Full Subject-Based Banding (Full SBB)

Secondary school experience under Full SBB

- **Mixed form classes and common curriculum subjects at Lower Secondary.**
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FOUNDATION LEVEL AL REFLECTED ON RESULT SLIP	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75-100	6
B	30-74	7
C	<30	8

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 <i>(with AL 7 in EL and MA)</i>	1	G1

Full SBB:

Offering Subjects at a More/less Demanding Level

- Depending on your Posting Group, you will take English Language, Mathematics, Science, and Mother Tongue Language at G1, G2, G3 (G stands for General) **at the start of S1**. You can take them at a more demanding level based on your PSLE AL for the subject:

SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT:
• English Language • Mother Tongue Language	Standard	AL 5 or better	G3 or G2
		AL 6	G2
• Mathematics • Science	Foundation	AL A	G2

- You can also offer some subjects at a less demanding level. Get advice from your secondary school.
- Throughout your secondary school journey, you can adjust your subject levels based on your strengths, interests, and learning needs. Consult your teachers in secondary school to find out what is suitable for you.

Singapore-Cambridge Secondary Education Certificate

- This will apply from the 2024 Secondary One cohort onwards.
- From 2027, the national certification will reflect the subject level at which each subject is taken.



Removal of Express, Normal(Academic) [N(A)] and Normal(Technical) [N(T)] courses

- Secondary School will be a **4-year course for all**
- Throughout their secondary school education, students can take subjects at three subject levels, known as G1, G2, G3 (G stands for General), mapped from today's N(T), N(A) and Express standards respectively.
- Students will have the **flexibility to take different subjects at G1, G2 and G3** based on their strengths, interests and learning needs.

Don't be stressed over P4 SBB

**Students should not compete
to get to the “top” classes**

Focus more on Parent-Child Relationship

- Recognise each child is unique
- Keep channels of communication open
- Set aside one-on-one time with your child
- Give them undivided attention
- Help them to navigate through changes & challenges



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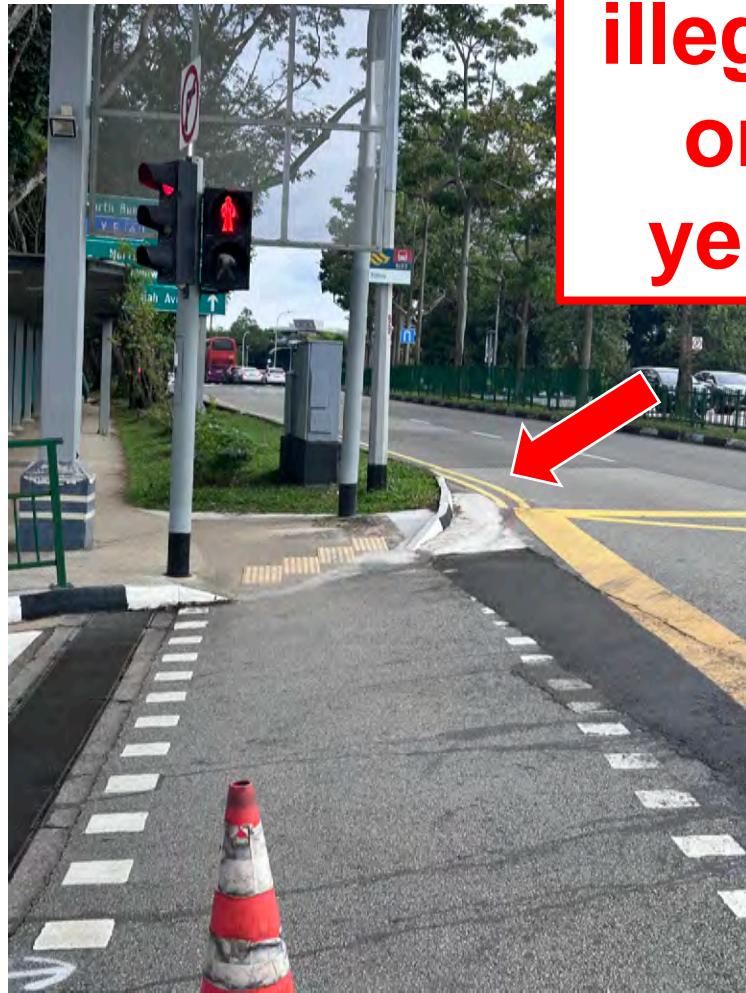
having a heart to serve



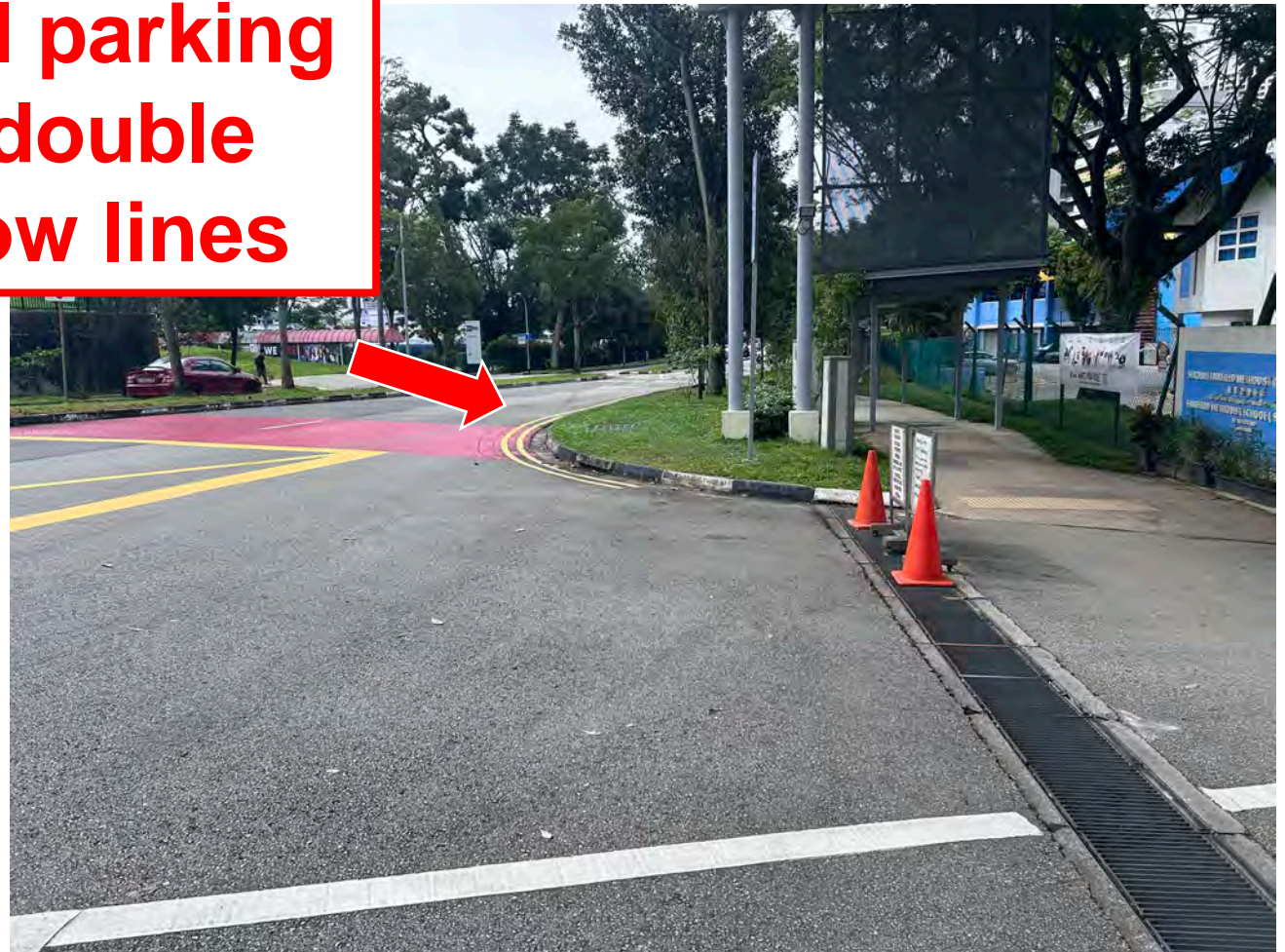
Important Reminders



Important Reminders




**illegal parking
on double
yellow lines**





Mr Ho Kok Soon Vice-Principal





Parents Briefing on Cyber Wellness



Did you know?

85% of children aged ten to twelve in Singapore use smartphones every day, and are active on social media

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Did you know?

Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has
chatted with
strangers
online

1 in 3 children has
been exposed
to pornographic
materials

1 in 4 children has
overshared
their personal
information

Evidence Review of Screen Use in Childhood

S/N	Potential Benefits	Examples
1	Family Connection	Screen based programs that are age-appropriate, co-viewed with family, and watched with purpose and limits, can be immersive, informative screen experiences and support emotional connections within the family.
2	Mental Wellbeing	Adolescents seem less susceptible to the negative effects of high screen time levels (eg over 6 hours per day) than younger children.
3	Friendships	Digital technology can be beneficial for older children's social relationships. ⁴⁴ It can help children make and maintain friendships, and these relationships may be more diverse and inclusive than those offline.

Lewis R, Yap CH J (2022) Evidence Review of Screen Use in Childhood. Saw Swee Hock School of Public Health. National University of Singapore. 20 February 2023.



Evidence Review of Screen Use in Childhood

S/N	Potential Benefits	Examples
4	Cognitive Development	Gaming has been found to enhance specific perceptual and motor skills, including visual and spatial processing and hand–eye coordination.
5	Academic Performance	Education games and apps can improve children’s academic performance, enrich knowledge and literacy skills. Education games can result in cognitive gains and better engagement and attitude toward learning.

Lewis R, Yap CH J (2022) Evidence Review of Screen Use in Childhood. Saw Swee Hock School of Public Health. National University of Singapore. 20 February 2023.



Evidence Review of Screen Use in Childhood

S/N	Potential Risks	Examples
1	Sleep Behaviour	The increased use of screens is worsening the epidemic of insufficient sleep and poor quality sleep. Screen use may interfere with sleep onset and displace time spent sleeping. The psychological stimulation from screen content may also impact sleep behaviour.
2	Sedentary Behaviour	Increased in more time of students being inactive and involved in stationary activities
3	Mental Wellbeing	In children aged 5-17 years, longer sleep duration is associated with better emotional regulation and better quality of life/well-being. Adolescents with insufficient sleep are likely to suffer from <u>depressive symptoms</u> .

Lewis R, Yap CH J (2022) Evidence Review of Screen Use in Childhood. Saw Swee Hock School of Public Health. National University of Singapore. 20 February 2023.



Evidence Review of Screen Use in Childhood

S/N	Potential Risks	Examples
4	Cognitive Development	In Singapore, insufficient sleep in adolescence has been found to impair a wide range of cognitive functions, subjective alertness, and mood (even in high-performing adolescents).
5	Obesity	In children across all ages, longer sleep duration is associated with lower levels of obesity and insufficient sleep associated with being overweight and obese.
6	Chronic Disease	Insufficient sleep is linked to higher risk of chronic conditions. It takes time for chronic conditions to appear and so there is limited evidence of sleep associations with chronic conditions in childhood.

Lewis R, Yap CH J (2022) Evidence Review of Screen Use in Childhood. Saw Swee Hock School of Public Health. National University of Singapore. 20 February 2023.





WhatsApp - Help Center

About minimum age to use WhatsApp

If you live in any other country except those in the European Region, **you must be at least 13 years old** (or such greater age required in your country) to register for and use WhatsApp.

Please refer to our Terms of Service for more information.

Note:

- Creating an account with false information is a violation of our Terms.
- Registering an account on behalf of someone who is underage is also a violation of our Terms.



Why it's important your teen provides their real date of birth

Your teen must be at least 13 years of age (or 14 in South Korea and Indonesia) to use TikTok. We're committed to providing an age-appropriate experience, so it's important that your teen provides their real date of birth.

For example, we don't allow younger people on TikTok to use certain features.

People on TikTok must be at least 16 years of age to do things like send or receive direct messages and allow others to download, **Stitch**, and **Duet** their videos.

Learn more about [teen privacy and safety settings](#).



Instagram - Help Center

Instagram requires everyone to be at least 13 years old before they can create an account. Accounts that represent someone under the age of 13 must clearly state in the account's bio that the account is managed by a parent or manager.

Why do I have to be over a certain age to view some Instagram accounts?

Some accounts, like alcohol brands, post content that's meant for older audiences.

Age Recommendations



All Ages

May contain infrequent mild violence and/or light unrealistic blood.

9+

May contain frequent mild violence and/or heavy unrealistic blood.

13+

May contain frequent moderate violence and/or light realistic blood.

How can parents help our children develop good digital habits?

- Good digital habits start from the home. Supporting our children early in this process will help them greatly as they grow older.
- Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
 - Use parental control settings to monitor and ensure children access to age-appropriate content;
 - Develop a timetable or screen use agreement to balance screen time and family bonding and;
 - Avoid screen use during mealtimes and one hour before bedtime.
- Co-viewing with our children is also important. Knowing what our children are viewing will create more opportunities for conversations.



For more information, you can scan here for MOH's Guidance on Screen Use

How to role model good digital habits for our children?

- Children often mirror what their parents do.
- We can role model positive digital habits for our children.
 - When using your devices, consider whether it interrupts your interactions with them.
- We may want to set aside time to head outdoors with them or engage in non-technology based activities together (e.g. sports or a board game).



Parenting Instagram post on supporting our children to be responsible users of the cyber space.



Use of Mobile Phones or Smart Watches within the School Compound

- Students who bring mobile phones or smart watches to school are to adhere to the following guidelines:

Mobile phones	<ul style="list-style-type: none"> Usage of mobile phones is allowed only in the foyer after school hours <u>to contact parents</u>. Mobile phones are to be switched off during all other times. <p>*Not allowed during examination period.</p>
Smart watches	<ul style="list-style-type: none"> Smart watches can only be used <u>to tell time</u> during school hours. All other functions should be disabled during these times. <p>*Not allowed during examination period.</p>
All other electronic / smart devices capable of capturing / storing information are <u>not</u> allowed in school.	

**in accordance with the National Examination rules*



Mrs Cecilia Lee

Year Head / Middle Primary



Post COVID

Vacation Travel **ONLY** during school holidays

Always refer to School Calendar

Applied Learning Programme

School-wide Programme to Enhance Articulateness among Kids (SPEAK)

- Curiosity
- Collaboration

P1 Phonics

- Collaboration
- Critical Thinking and Problem solving

P2 Show 'n' Tell

- Collaboration
- Critical Thinking and Problem solving
- Effective Oral Communication

P3 Readers' Theatre



Incorporating 21st Century Skills in the 6-year Programme

Applied Learning Programme

- Effective Written Communication
- Accessing and Analysing Information



P4 Radio Capsule

- Critical Thinking and Problem solving
- Accessing and Analysing Information

P5 Debates Programme

- Collaboration
- Innovation
- Effective Oral and Written Communication

P6 SCORE

F I E S T A !

ENGLISH

METHODIST SCHOOL (PRIMARY)



Authentic Math Learning Experiences



Learning Science through inquiry



Social Studies Learning Journey to Chinatown



LEARNING FOR LIFE PROGRAMME (LLP)

Developing Empathy And Building Social Awareness Through The Arts




Harmony
Empathy
Appreciate
Respect
Teamwork
Serve




HEAR 
Developing active listening skills

ARTS 
Promoting life-long involvement and appreciation in the arts

HEARTS 
Holistic Education through the ARTS— building character and promote life-long learning

Demonstrating care and empathy from their hearts, every Fairsian will serve the school and the community with their artistic talents.





LEARNING FOR LIFE PROGRAMME (LLP)

Integrated into the Art and Music curriculum; focusing on developing empathy and social awareness



PRIMARY 2 My Buddy and I

Care for others and create an encouragement pin badge for their buddy.



PRIMARY 3 Dancesport

Appreciating world cultures by learning new dance genres such as Cha Cha, Jive, Paso Doble, and Samba.



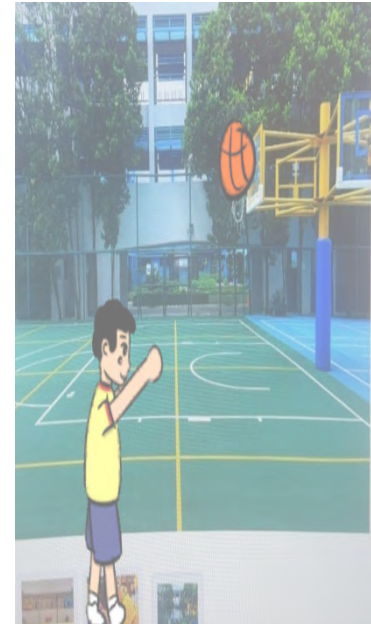
PRIMARY 4 Sand Art Animation

Creating stories based on values such as empathy through sand art animation.



PRIMARY 5 Fairfield Song Stories & Digital Art Animation using AR

Advocate for a cause by writing a song to uplift and encourage the hearts of others. Create an animation using augmented reality and digital art tools.





LEARNING FOR LIFE PROGRAMME (LLP)

Integrated into the Art and Music curriculum; focusing on developing empathy and social awareness



PRIMARY 3

Develop values and social awareness skills – patience, teamwork, turn-taking, and hand-leg coordination, to perform in partner dances.



Engage in critical and creative thinking to craft a narrative centered on values and bring it to life through the medium of sand art animation.



ARTS EXCITE! Concert and Art Exhibition

An annual platform for showcasing students' talent and achievements in the arts curriculum.



P3 Swim Safer Programme



Parent-Teacher Communication

1. Modes

- Parents Gateway (School / Teacher – Parents)
- Student Handbook
- Email
- Meet-the-Parents Sessions
- Ad-hoc meetings with teachers via appointment

2. Gentle Reminder

- Email – teachers will **reply within three working days**

3. Urgent Matters

- Contact the General Office for assistance or convey the message

To get updates on ongoing events...

NewsLink 2024 (Term 1)



Fairfield Methodist School (Primary)

The NewsLink, hosted on Microsoft Sway, is a termly online newsletter that informs parents about matters on school administration, events and curriculum.

The link is sent via Parents Gateway (PG) on the Friday before the start of each term. We encourage you to read the NewsLink to prepare for the start of the term.



IN TANDEM

In Tandem is jointly published by The Fairfield Methodist Schools' Alumni Association and the Fairfield Methodist Schools (Primary & Secondary)

JUL 2023

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 www.facebook.com/fairfieldalumni



A newsletter jointly published by the Fairfield Methodist Schools' Alumni Association and Fairfield Methodist School (Primary and Secondary). This publication is released twice a year and highlights key events and stories from the year. The featured articles are written by our Fairsians.

Want to know more about the school events? Connect with us @ One Fairfield Facebook Page

Scan the QR code to access the Facebook page



<https://go.gov.sg/onefairfield>

