

Primary 4 Meet-the-Parents Session

Anglo-Chinese School (Junior)
27 January 2026



Anglo-Chinese School (Junior)

Primary 4 Meet-The-Parents Session



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Primary 4 Meet-the-Parents Session

Part 1 (MTP @ PAH)

- Principal's Address
- **Sharing on School Experiences, Student Matters, Subject-Based Banding and Partnership with Parents**
- **Talk by HOD Student Management**

Part 2 (MTP @ P4 Classrooms)

- Form Teacher's Expectations



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An ACSian Gentleman

In Speech:

- Is polite to everyone;
- Greets everyone;
- Says, “Please” & “Thank you”;
- Responds graciously;
- Speaks at the right volume.



In Actions:

- Treats others with respect;
- Is punctual;
- Wears his uniform smartly;
- Waits for his turn;
- Plays safely and fair;
- Listens attentively;
- Raises his hands to ask/answer questions;
- Keeps his desk area organised and tidy;
- Takes care of his belongings.



Anglo-Chinese
School (Independent)

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ACSIan Outcomes

	ASPIRATION		CHARACTER		SERVICE	
	CURIOSITY	EXCELLENCE	LOVE	INTEGRITY	COLLABORATION	LOYALTY
P3-4	<p>I try out new things and gain new knowledge</p> <p>I take responsibility for my own learning</p> <p>I ask questions to learn more</p>	<p>I put in my best in all that I do</p> <p>I keep trying until I succeed</p> <p>I seek to improve my ideas and knowledge</p>	<p>I am considerate of the thoughts and feelings of others</p> <p>I make an effort to include others</p> <p>I take an interest in the well-being of others</p>	<p>I speak the truth and keep my word</p> <p>I do what is right</p> <p>I take responsibility for my mistakes and follow-up on the consequences</p>	<p>I listen attentively to what is said and respond appropriately</p> <p>I recognise the strengths of my friends when we work together</p> <p>I manage disagreements that arise when working with others</p> <p>I respect the views of others</p>	<p>I participate in school events</p> <p>I serve my school community</p> <p>I celebrate the joy and successes of my classmates</p>



Understanding Primary 4 as a Pivotal Year

Primary 4 (P4) is an important milestone in your child's/ ward's primary school journey, as the school prepares him for Upper Primary education.

- Subjects increase in complexity
- New concepts will be introduced
- Important to build fundamental skills needed for upper primary and secondary school.



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P4 English

All Classes

Language Learning towards building:

- empathetic and confident communicators
- discerning readers
- creative inquirers *equipped with 21st century competencies for the globalised world*

Literacy Support (after-school)

- School-based Dyslexia Remediation programme (SDR)
- Reading Remediation Programme (RRP)

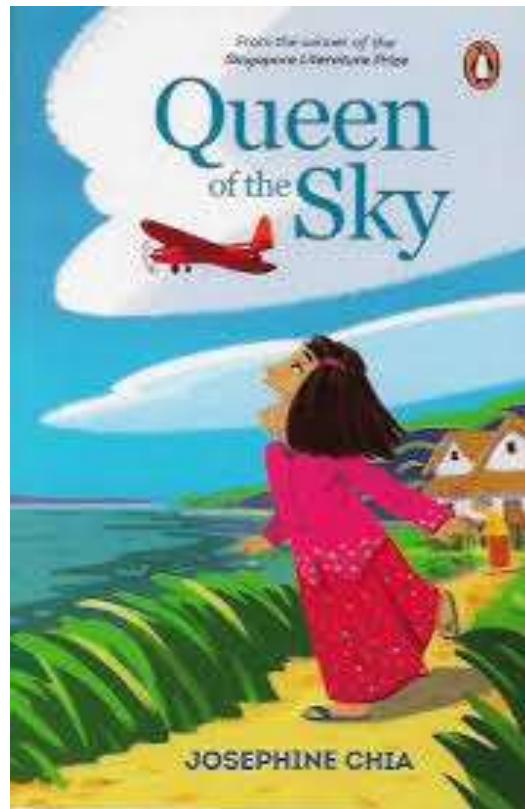


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Growing the ACS(J) Language Learners towards Excellence



P4 Literature Appreciation Programme



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P4 Mathematics

All Classes

- Problem-solving strategies
- Real-life application of Mathematics
- Develop interest

Learning Support for Mathematics (Within Curriculum Hours)

- Building foundation, basic concepts and skills
- Build students' confidence and positive beliefs about their ability to do Mathematics
- Learn through varied activities



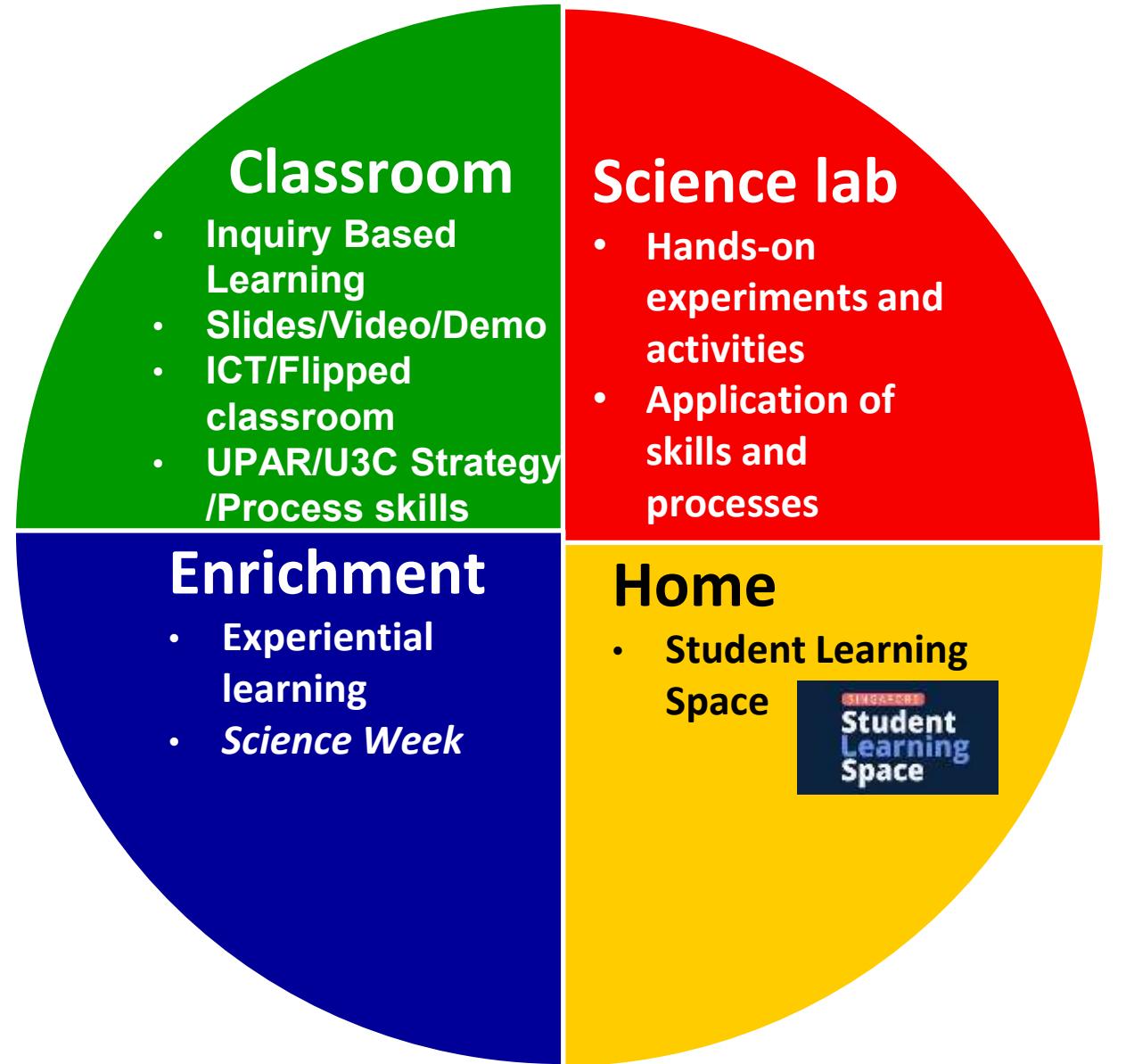
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Science

Through these learning experiences, we hope to have our students be more **engaged** in **scientific inquiry** and to **develop the 21CC skills** such as **critical and inventive thinking skills** as they **communicate** ideas and **collaborate** respectfully with their peers.



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P4 Chinese Curriculum



听说剧场

Oracy Theater

Oral interaction Skills

读写乐园

Literacy Playground

Vocabulary & Sentence

生活运用

Real Life Application

Sharing and Interaction

强化课文 Bridging Chapter

Pull Out Class (Mother Tongue Support Programme) (Pt 1)

核心课文 Core Chapter

All Classes (Pt 2)

深广课文 Enrichment Chapter

All Classes other than Pull Out class (Pt 3)

1. Students in Pull Out Class are in Mother Tongue Support Programme (MTSP), they will study Bridging chapter 强化课文 to learn some new vocabularies and sentence structures first before they learn the Core chapter 核心课文.
2. All students are requested to learn Core chapter 核心课文.
3. Students in Core Classes will learn Enrichment Chapter 深广课文 to enhance learning.



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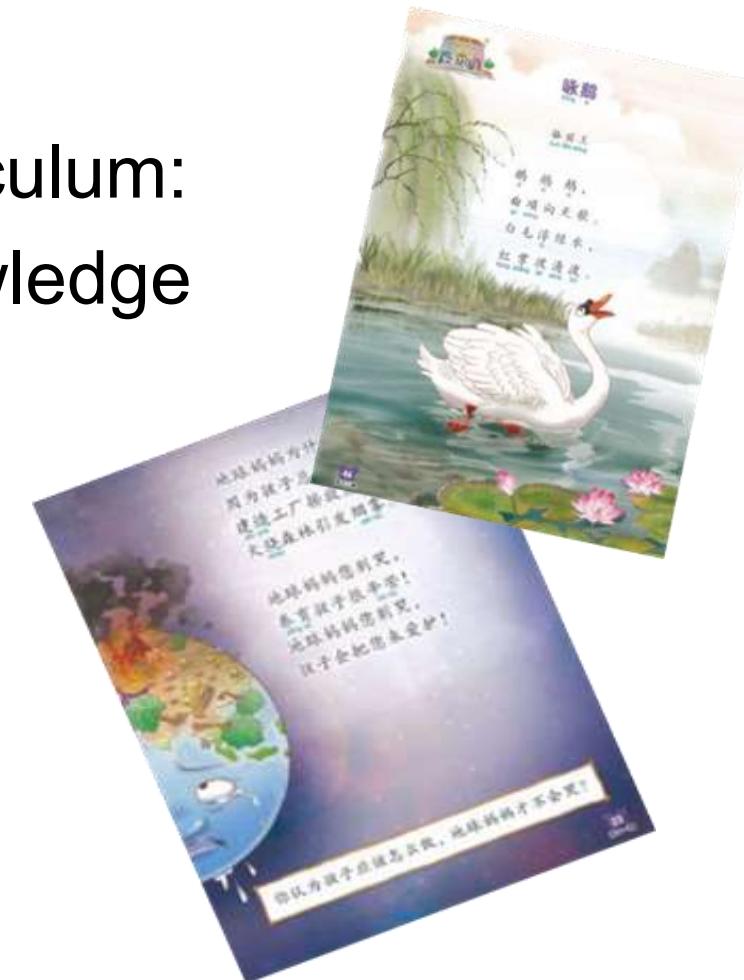
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P4 Higher Mother Tongue Curriculum

Key Features

- Built on existing Mother Tongue Language curriculum:
 - Sustain students' interest and deepen their knowledge in their Mother Tongue Languages
 - Enhance Reading and Writing skills



Thursdays

2pm to 3pm



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Developing Learning Habits

- **Active Engagement**
Ask clarifying questions when needed and connect new information to prior knowledge
- **Strategic Planning**
Plan study schedules and break down complex assignments into steps
- **Persistent Problem-Solving**
Work through challenging problems using multiple strategies and seek specific help when needed
- **Self-Assessment and Goal Setting**
Analyse mistakes to understand why they occurred and set specific academic goals
- **Independent Review**
Check work thoroughly before submission and take ownership of learning quality
- **Time Management**
Manage increased homework load and balance different subject demands



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Purpose of Homework

- Homework contributes towards building responsibility, self-discipline and lifelong learning habits.
- It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.
- Homework assigned would provide students with the opportunity to apply information they have learned, develop skills they were taught, complete unfinished class assignments, and develop independence.



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Social & Emotional Development

Primary 4 students are learning to:

- Navigate more complex social dynamics and group work
- Resolve conflicts independently using problem-solving skills
- Show empathy and support peers through challenges

Teachers will support students in building:

- Self-advocacy skills
- Emotional regulation
- Collaborative teamwork



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Social & Emotional Development



**Weekly
CCE FTGP
Lessons**



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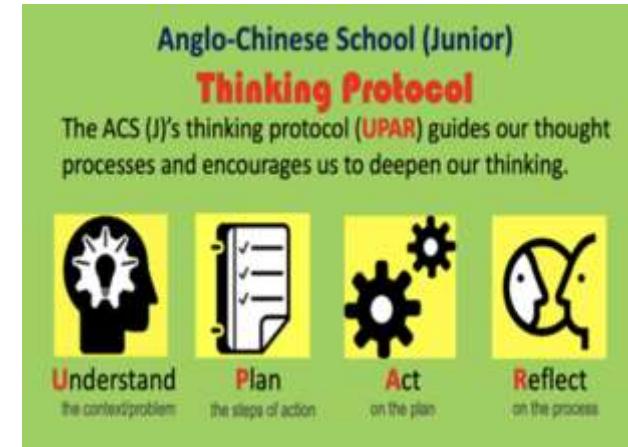
Giving our boys the time and space to deepen learning

Interdisciplinary Project Work: Food for Thought

Teachers as Facilitators of Learning

Students as Self-directed & Collaborative Learners

Parents as Partners-in-Education to Encourage the boys to producing effortful & quality work



Students collaborating with friends; and sharing their findings with their juniors



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Assessment & Feedback

Assessments are used to:

- Monitor progress
- Identify learning gaps
- Provide targeted support

We encourage parents to:

- Look beyond marks
- Discuss feedback and learning strategies with your child



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Assessment Handbook

- Assessment details will be sent via Parents' Gateway end of **January 2026**.
- Assessment details will also be made available on the School Website end of **January 2026**.



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Subject-Based Banding (SBB)

Subject-Based Banding (Primary)

1. Offers students the option of Standard and Foundation Subjects, depending on their strengths.
2. Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.



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How does SBB work at the end of P4?

Student sits for school-based examinations and the school recommends subject combination based on the student's results; parents fill up an option form indicating the preferred combination.



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How does SBB work at the end of P5?

Student takes subject combination chosen by parents.

At the end of the year, the school will assess the student's ability to cope with the prevailing subject combination and make adjustments to the subject combination, if necessary.



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How does SBB work at the end of P5?

Student to take subject combination decided by the school.

School's considerations are:

- Student's aptitude, motivation and performance in each subject;
- Student's ability to cope with a particular subject combination; and
- Whether the subject combination focuses sufficiently on literacy and numeracy and facilitates the student's articulation to secondary school and beyond.



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P4 SBB Option Form (Part One : School's Recommendation)

PRIMARY 4 PARENTAL OPTION FORM

PART ONE: SCHOOL'S RECOMMENDATION

Dear Parent/Guardian,

Your child/ward, _____, (P4-1) has completed four years of primary education. Here are his results:

Subject	Overall (Band)
English	1
Mother Tongue	2
Mathematics	2
Science	2

Based on his academic records and our assessment of his performance, we recommend that he takes the following course in Primary 5 next year as indicated by a tick:

	4S1 H	English Language, Mother Tongue Language, Mathematics, Science, Higher Mother Tongue Language (HMT)
✓	4S	English Language, Mother Tongue Language, Mathematics, Science
	3S	English Language, Mathematics, Science <i>(Applicable for pupils exempted from Mother Tongue)</i>



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P4 SBB Option Form (Part Two: Parent's Choice)

Option	Subject Combination	Tick (✓) 1 only
1	English Language, Mother Tongue Language, Maths, Science, Higher Mother Tongue Language [4S1H]	
2	English Language, Mother Tongue Language, Maths, Science [4S]	
3	English Language, Maths, Science [3S] <i>*Only applicable for pupils exempted from Mother Tongue</i>	

I understand that this option is only given once at the end of Primary 4. Any subsequent change of subject combination will be decided by the school based on my child's performance at the end of Primary 5.



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Important Considerations for your son's SBB option

1. Consider your son's **overall performance** in **all subjects**.
2. Take into account your son's **aptitude, ability** and **motivation** for each subject.
3. Essential to equip your child with a strong foundation in literacy and numeracy to prepare him for more long-term options in the future.



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Recommended Subject Combination

At the end of P4	Recommended subject combination at P5
Band 1 for all 4 Subjects (EL, MA, MT & SC)	4S1H (4 Standard Subjects + Higher Mother Tongue)
Passes all 4 Subjects	4S (4 Standard Subjects)
Passes 3 Subjects	4S (4 Standard Subjects) / 3S1F (3 Standard Subjects and 1 Foundation)



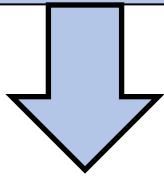
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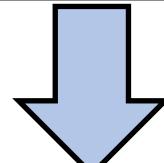
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Summary

School recommends the subject combination
based on P4 exam results.



Parents exercise option (agree or disagree with school's
recommendation)



Student takes the subject combination
indicated by parents



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P5 and P6 Classes

Cater to the differing abilities of the students

1. Standard Subjects and Foundation Level Subject
2. Pull-Out Classes
3. Hinch Programme (only for P6 students, after school)
4. Thoburn Programme (after school)



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Higher Mother Tongue

Considerations for opting 4S1H

If my son does not fulfill the criteria for 4S1H, can I still opt for 4S1H?

School's advice:

- The student **should not be taking HMT unless he has achieved competency in EMS subjects.**
- For HMT, students are expected to stay for an **additional hour of lesson per week, handle additional homework and be expected to sit for an additional paper (HMT) in P5 and at PSLE.**
- The students should show keen interest in the subject and give his best in learning the subject.
- The students needs to understand the importance of being resilient when learning HMT and be motivated to complete the learning of P5 HMT syllabus.



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Higher Mother Tongue

Considerations for opting 4S1H

1. Parent's Option to take Higher Mother Tongue (HMT) in Primary 5 is **given only once** at the end of P4.
2. Students who do not study HMT at P5 will not be offered HMT at P6.
3. At the end of P5, changes in SBB will be based solely on your **child's performance** and the **school's decision**.



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Foundation Subjects

1. Put focus on mastery of core content and foundational skills in literacy and numeracy.
2. Offered to students who **face difficulties in coping with more than 1 standard subject.**
3. Provide our students with a differentiated curriculum that would best maximise their potential.
4. Offering foundation subjects is not a disadvantage to the student. It enables him/her to focus on building up strong fundamentals in these subjects and better prepares him/her for progression to secondary school.



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Foundation Subjects

Grades for Foundation subjects	Foundation raw mark range	Equivalent Standard level AL
A	75-100	6
B	30-74	7
C	<30	8

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



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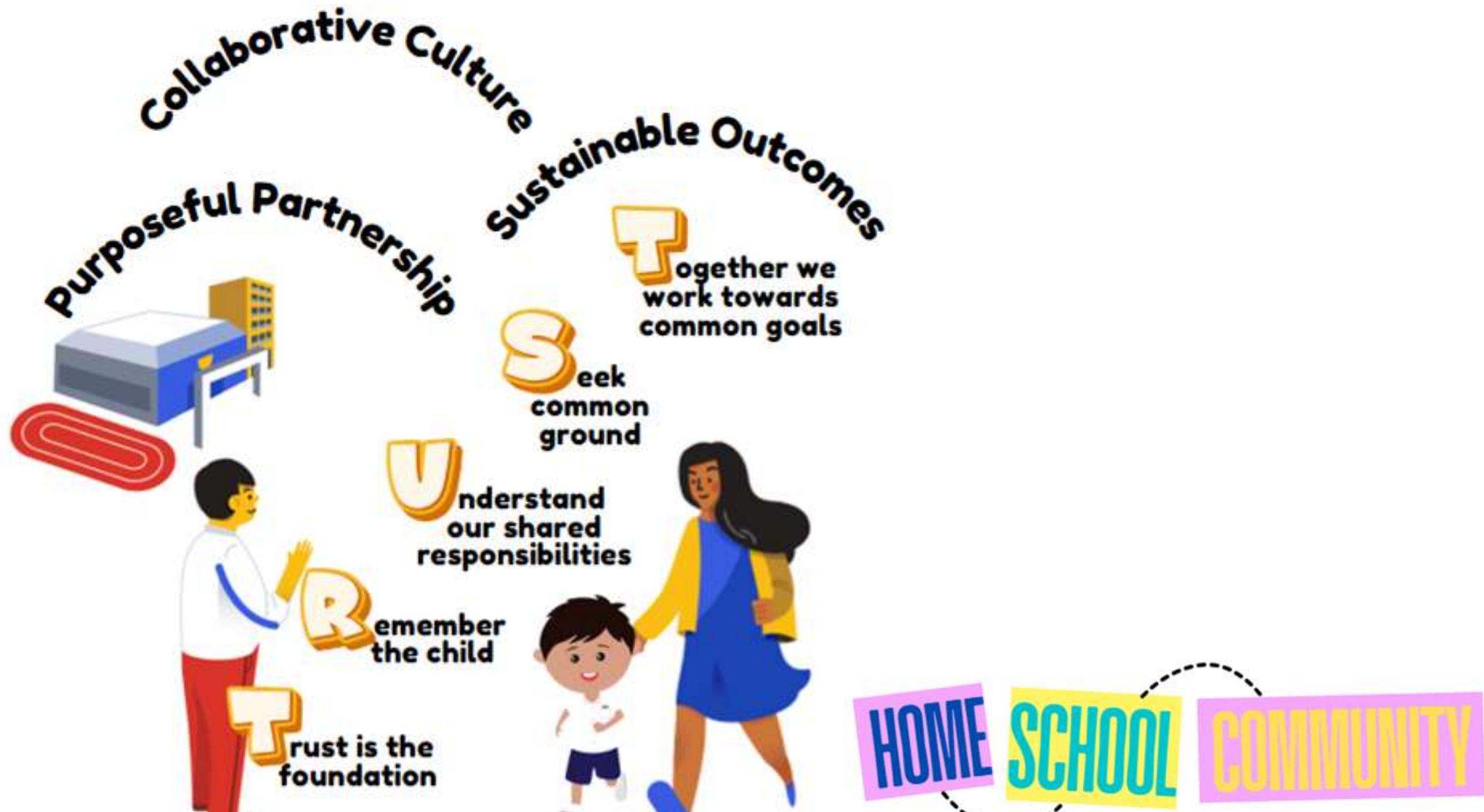
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School-Home Partnership

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Building on Trust, Partnership as One



School-Home Partnership

Partnership Through Open and Respectful Communication

We understand that every family's needs are different.

We encourage parents to:

- Reach out early if there are concerns about learning or well-being
- Share changes at home that may affect the child

This allows teachers to:

- Better understand the child
- Provide timely and appropriate support

Early communication allows us to **support the child proactively**, rather than reactively.



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Respectful Communication

Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



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School-Home Partnership

Partnering Parents in Supporting Learning

Character & Responsibility: Helping Children Take Ownership

In Primary 4, students are expected to demonstrate increased responsibility for their learning and behaviour.

In school, teachers guide students to:

- Manage their study schedules and homework deadlines independently
- Take initiative in seeking help when needed
- Reflect on their learning progress and set personal goals

At home, parents can support this by:

- Encouraging children to plan their own study time and homework schedule
 - Asking reflective questions like:
"What strategies worked well for you last time?"
"How will you manage your time this week?"



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School-Home Partnership

Partnering Parents in Supporting Learning

Excellence with Purpose: Developing a Growth Mindset

What this looks like in Primary 4:

- A student who perseveres through multi-step problems
- A student who seeks feedback and applies it to improve their work
- A student who sets personal learning goals and works towards them

At home, parents can support this by:

- Focusing on process and strategy
“I noticed you tried different approaches to solve that problem”.
- Encourage self-reflection
“What did you learn from this experience?”
“How will you approach similar challenges next time?”

This helps children understand that **growth matters more than perfection..**



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School-Home Partnership

Partnering Parents in Supporting Children Through Challenges (Resilience)

Primary 4 is often when learning becomes more demanding, and children may feel frustrated or discouraged at times.

In school, we teach students that:

- Challenges are opportunities for growth
- Seeking help is a sign of maturity, not weakness
- Progress takes time and consistent effort

At home, parents can support this by:

- Validate feelings while encouraging problem-solving:
“It’s normal to feel overwhelmed sometimes. Let’s break this down together”.
- Foster independence in finding solutions:
“What resources could help you with this?”

When children feel supported rather than pressured, they develop **resilience and confidence**.



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School-Home Partnership

Partnering Parents in Growing the Children Socially Together

In school, we teach students to:

- Collaborate effectively in group projects
- Navigate more complex friendships and peer dynamics
- Demonstrate leadership and empathy
- Resolve conflicts maturely

At home, parents can support this by:

- Discussing social situations and encouraging perspective-taking:
 - “How might your classmate have interpreted that?”
 - Encouraging inclusive behaviour and leadership opportunities
 - Modelling respectful communication and conflict resolution

These social skills prepare them for the more collaborative and independent learning environment of upper primary



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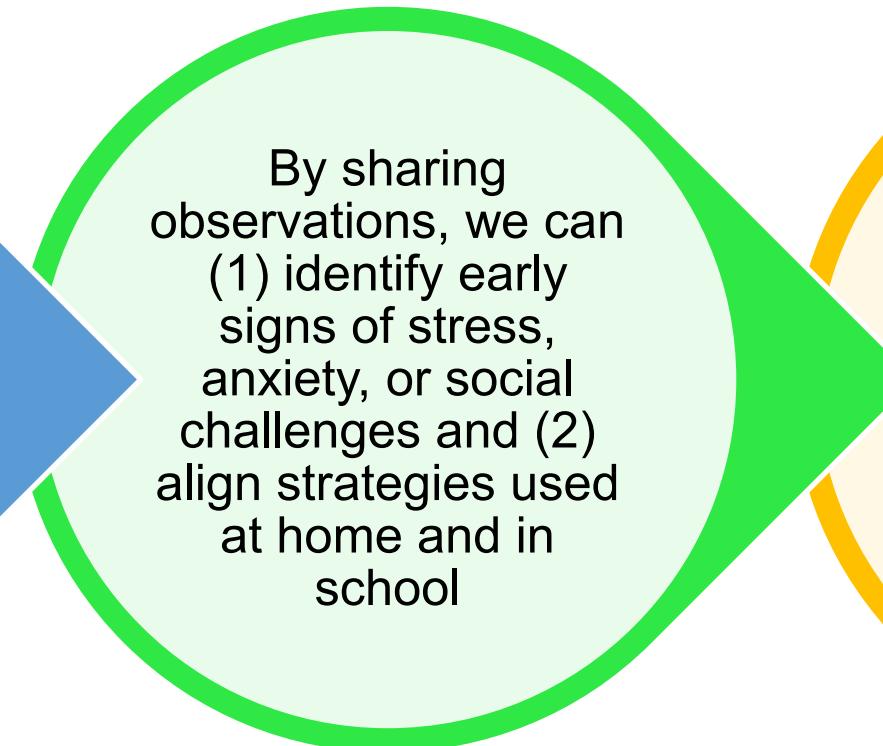
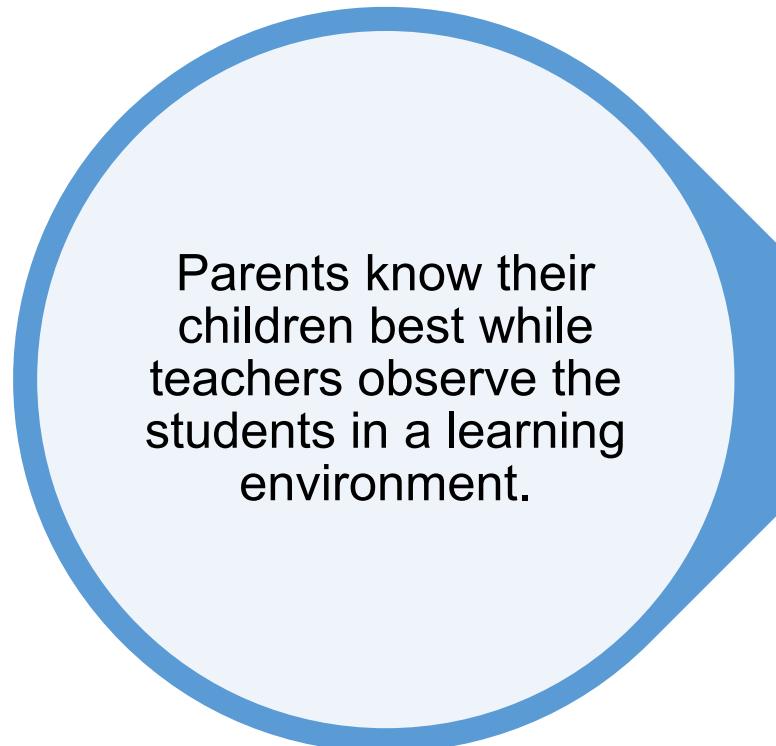
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School-Home Partnership

Supporting Students' Well-Being Together

We are all on the same team!



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School-Home Partnership

Modelling Service & Leadership Through Collaboration

When children see parents and teachers:

Communicating respectfully

Trusting one another

Working together for their well-being

They learn what it means to be **leaders of character**—people who serve others and act with integrity.



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School-Home Partnership

Modelling Service & Leadership Through Collaboration

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



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We get you ready for your primary school journey

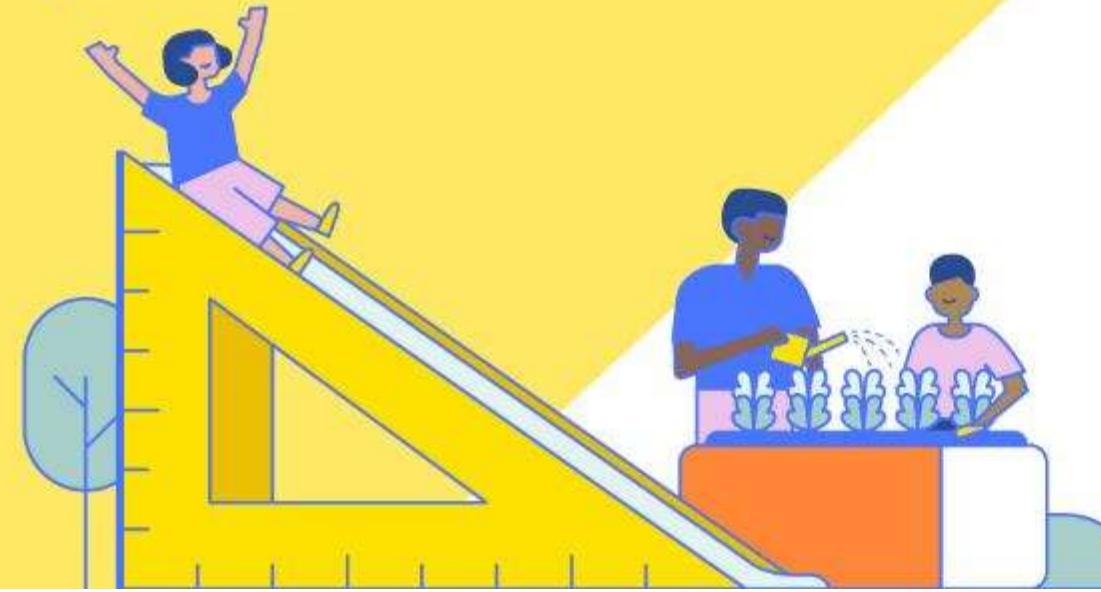
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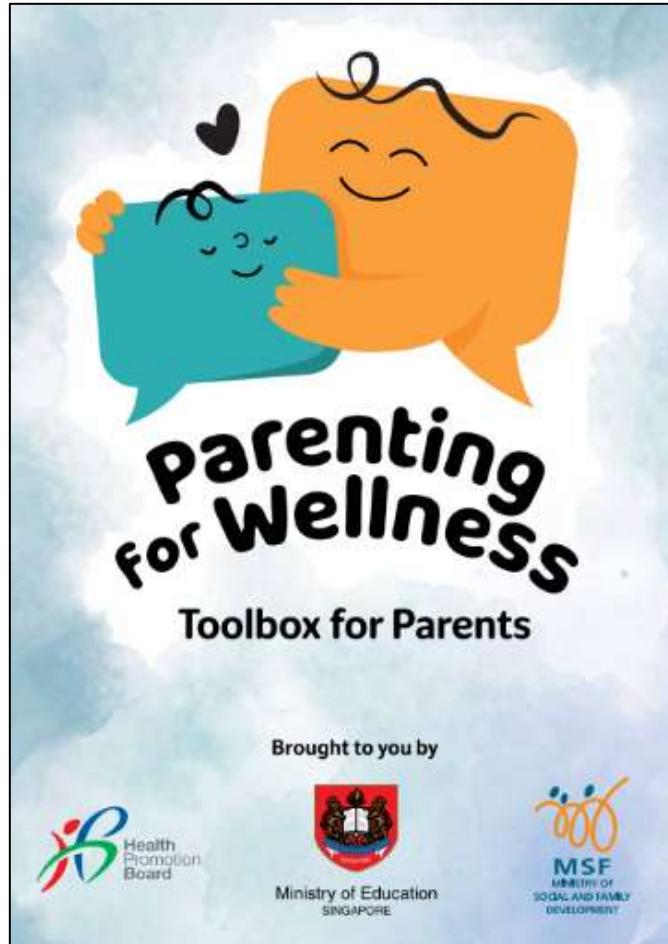
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Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and sta



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Check out Parenting Resources on Parents Gateway

Repository of parenting resources

A repository for parents to browse resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.

The image shows two screenshots of the Parents Gateway website. The left screenshot, titled 'Parenting', displays a 'Highlights' section with a news item about 'Refreshed Guidelines for School-Home Partnership'. Below this is a 'Based on your preferences' section with a 'Cyber wellness' tab selected, showing an image of a person interacting with a digital screen. A blue circle and arrow highlight the 'PARENTING' tab in the bottom navigation bar. The right screenshot, titled 'Education Stages', shows a 'Preparing for Primary 1' tab selected, displaying a resource titled 'How to pick & pack your schoolbag' with a preview image and a 'PARENT KIT' for 'Starting Your Primary 1 Journey'.



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Find out more about Parents Gateway here.

Resources in PG for every educational stage

Supporting your child through the Primary 1 journey



Fri, 23 September 2022

[Preparing for P1 - PDF] Supporting Your Child Through the Primary 1 Journey

Click to download or view this issue on preparing your child for P1.

Teach Your Child Social Emotional Skills

BE READY FOR LEARNING

What your child may learn in school

What you can do at home



Mon, 18 October 2021

[PDF] Social skills to prepare your child for Primary 1

Click to download or view this resource to learn how you can help your child learn social skills.



Mon, 23 August 2021

Are you over-preparing your child for P1?

Learn how overpreparing your child may hinder learning.



Wed, 15 December 2021

[NLB] LearnX Reading - Primary

Create fun experiences for your child to discover the joy of reading.

Find out what your child really needs for Primary 1.

Help develop your child's social and emotional skills by referring to this infographic.

Are you over-preparing your child for primary school?

How to cultivate the love for reading? Check out resources from the National Library Board.



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Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.



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MOE Social Media Platforms



www.instagram.com/parentingwith.moesg



www.facebook.com/moesingapore



www.instagram.com/moesingapore



www.youtube.com/moespore

In 2026, we are working towards:

- Creating a memorable year for all boys
- Creating opportunities for them to build firm ties and friendships
- Preparing them for academic challenges
- Creating experiences to prepare our boys for their life ahead



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*It takes an entire village to raise a child...
we are all on the SAME SIDE*



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