



Restricted / Sensitive Normal

Meet-The-Parents Session Primary 3

27 January 2026



Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Programme

- Welcome and Principal's Address
- P3 Year Head Address
- P3 Assessment Matters
- Introduction to Science in Primary School (HOD Science)
- Selecting a CCA (SH PE/CCA)
- Touring the CCA Fair





Restricted / Sensitive Normal

Meet-The-Parents Session

Primary 3

**Sharing by Principal
Ms Lau Wan Sze**



An Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Primary 3 @ BTPS

- The beginning of formal assessment
- New subject: Science
- Chance to try CCAs
- BUT it also means
 - Growing up
 - Going beyond self
 - Understanding what it means to be part of a community
 - Higher expectations for learning and behaviour



What does Primary 3 mean for your child at BTPS?

Formal Assessments

(are not that scary)



How will I be updated on my child's learning?

Through a variety of assessments conducted at regular checkpoints, teachers will provide timely feedback on your child's learning. This is more effective than only receiving grades/marks at the end of the year.

You can also draw different sources of information on your child's progress via:

- Teachers' written feedback provided through classroom practices such as in-class work, homework, projects, class tests.
- Teachers' meeting with parents in May 2026.

How will school ensure that my child will have sufficient practice to be ready for national exams?

The year-end exams and other forms of assessments, will continue to provide sufficient opportunities to assess your child's ability to apply their learning.

We have a long way to go before PSLE. Give the children time to learn, mature and maintain the Joy of Learning. If we lose that, it will be very boring for your child because they have so many more years of school in their lives.

How can I support my child in his/her learning?

Instead of periods of last-minute cramming, assessments conducted at regular checkpoints can provide our children with ongoing opportunities to consolidate their learning as they go.

Draw up a regular study timetable together with your child and guide them to keep to the schedule.

Talk to your child about his/her learning in school. Help your child reflect on his/her learning so that he/she can remember better.

Use teachers' feedback to learn about your child's strengths and areas of improvement, instead of focusing on the marks awarded.

Affirm your child in areas he/she has done well and share ideas on how he/she can improve in the areas identified by teachers.

Stretching our talented learners

- In our classrooms, we cater to different learner needs.
- Our teachers practise differentiation
- Beyond the classroom, we aim to stretch our students in different areas:
 - EL – Super Journalling
 - MT – Higher MT
 - Maths/Science – Olympiads, Work like a Scientist
 - CCAs – representing in NSG and SYF Arts Presentation and other platforms
 - Student Leadership – leading peers and juniors
- Every child is different in terms of capacity and interest.
- Capacity is not fixed but is constantly growing and changing.
- What is most important now is to build resilience and develop a growth mindset – the power of YET
- BUT that does not mean every child must be in Higher MT, or take any particular programme.

CONNECTING WITH THE SCHOOL

- Listen to and understand each other's perspectives and concerns regarding each child.
- Email addresses of all teachers and Key Personnel, including School Leaders, are on the school website.
- Teachers are not required to share their personal numbers with parents.
- Best person to approach regarding day-to-day matters would be your child's Form Teacher.
- You can choose to email or call the school general office who will pass the message for the teacher to return call.
- Please give our teachers time to return your call.
- Do keep communication to between 7a.m. to 5p.m. on weekdays during term time.
- We will use Parents Gateway (PG) and email as the main mode of communication, supplemented by phone calls.



The CCA Journey

The Story of the Chinese Bamboo Tree

Once upon a time, a man feeling frustrated with his life decided to seek wisdom in the forest. There, he met a hermit who shared the story of the Chinese bamboo tree. The hermit explained that when the bamboo is planted, it requires nurturing, water, and sunlight. However, for the first four years, nothing appears to happen above ground. The gardener diligently waters and cares for the seed, but all that is visible is a patch of soil.

In the fifth year, something miraculous occurs: the bamboo tree suddenly sprouts and grows up to 90 feet tall in just six weeks! The hermit emphasized that while it seemed like nothing was happening for those four years, the bamboo was actually developing a strong root system underground, preparing for its rapid growth.

So about CCAs

- It takes time to learn.
- They may be frustrated at the start.
- You may hear your child complaining about coaches/instructors, being reprimanded, having consequences.
- CCAs have safety standards and we abide by them strictly especially for sports and outdoor activities.
- The expectations are necessary to keep your child safe.
- Please do not take them out of CCA at the first sign of difficulty if you want them to build resilience. Speak to the CCA teacher IC to understand what is happening.
- Use the CCA experience well to explore interests.
- We try our best but not everyone can get their first choice

Student Recognition Framework: Recognising Growth in Every Learner

Adaptive Learner, Empathetic Leader and Future-Ready Citizen



Your Voice. Your Growth. Your Story.

It's often the same people getting awards for the good results. Effort and other talents should be counted too.

Not everyone of us can be top scorer but we worked hard. I vote for that to be recognised too.

Some students are good in PE, Music or Art, not just exams. It's great that we are recognising that now.

Yes, results matter – but is that the only way to measure how far we've come?

We all learn differently... some of us express ourselves better through art, music, or movement.

I love PE so I'm happy there's finally an award for that. There are many strengths you can observe during PE lessons too!

It's Not Just About Marks

Removed Awards



Best in Subject by Level



Top 3 in Class



New Awards

More Recognition

- Subject Awards shifted to Class



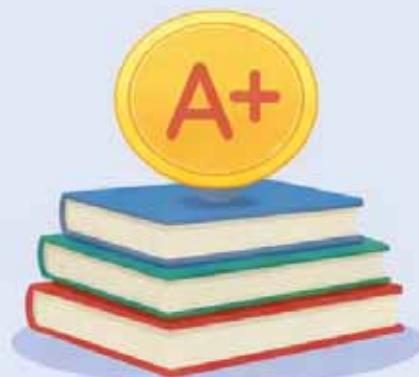
- Recognising Beyond Marks



Resilience Curiosity Innovation

It's About Recognising the Whole child

Academic Results
Still Matter...



&

But So Do
Learning Dispositions



Curiosity Resilience Effort

Both are key for future success

Celebrate How They Think, Communicate and Innovate

2026

Name of Award	To Recognise...
EL Empathetic Communicator	<ul style="list-style-type: none">• excellence in English Language• strong language skills• clear articulation and effective expression
MTL Cultural Language Achiever	<ul style="list-style-type: none">• excellence in Mother Tongue Language• cultural understanding and appreciation• effective communicators
MATH Analytical Problem Solver	<ul style="list-style-type: none">• excellence in Mathematics• flexible thinking and multiple solution pathways• analytical thinking and mathematical resilience
SCIENCE Inquisitive Inquirer	<ul style="list-style-type: none">• excellence in Science• systematic inquiry skills and scientific method application• questioning mindset

Recognising Competencies for the Future

2026

Name of Level Award	Objectives
Linguistics Achiever	<ul style="list-style-type: none">• To recognise excellence in language mastery• To promote bilingualism and cultural awareness• To encourage effective communication across languages• To nurture confident communicators
Future Innovator	<ul style="list-style-type: none">• To recognise excellence in Math and Science• To promote analytical and inventive thinking• To encourage innovative problem-solving• To nurture future-ready competencies



Recognising Competencies for the Future



2026

Name of Level Award	Objectives
BTPS Thinker	<ul style="list-style-type: none">• To recognise students with outstanding thinking skills• To nurture deep thinking capabilities and dispositions• To promote intellectual curiosity
Future-Ready Achiever	<ul style="list-style-type: none">• To recognise students with future-ready capabilities• To nurture 21CC skills like communication and collaboration skills• To promote real-world application in learning

The Students Can Earn These Awards!

<u>Class Awards</u>	No. of Awards
Empathetic Communicator	1
Cultural Language Achiever	1
Analytical Problem Solver	1
Inquisitive Inquirer	1
Sports Trailblazer	1
Creative Explorer	1
Harmonious Explorer	1
Resilient Achiever (P4 – P6)	2

Work Towards It, Your Way!

<u>Level</u> Awards (P3 – P6)	No. of Awards
Linguistics Achiever	2
Future Innovator	2
BTPS Thinker	2
Future-Ready Achiever	2
All-Rounder	2



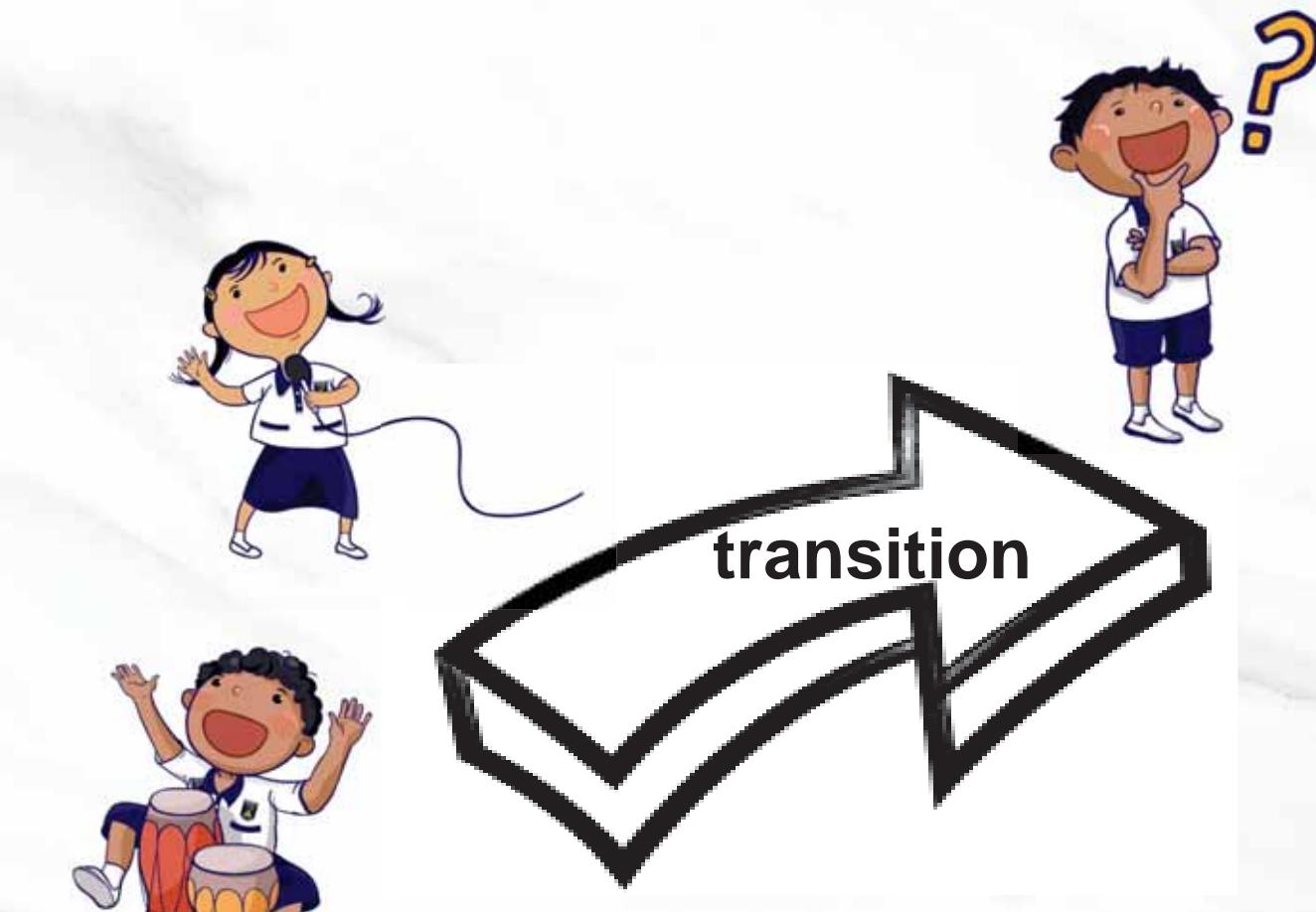
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Meet-The-Parents Session Primary 3

**Sharing by Year Head
Mdm Mas'linda Mas'od**



An Adaptive Learner, Empathetic Leader and Future-Ready Citizen



Lower Primary

Middle Primary

- New class
- New teachers
- New subject
- CCA
- Assessment

Nurturing Growth, Fostering Confidence

It also means...



making and sustaining friendship



opportunities to explore, learn and grow



developing growth mindset

Nurturing Growth, Fostering Confidence

Level Motto

Appreciate and Care



Nurturing Growth, Fostering Confidence

**A SAFE AND HAPPY
CLASSROOM**

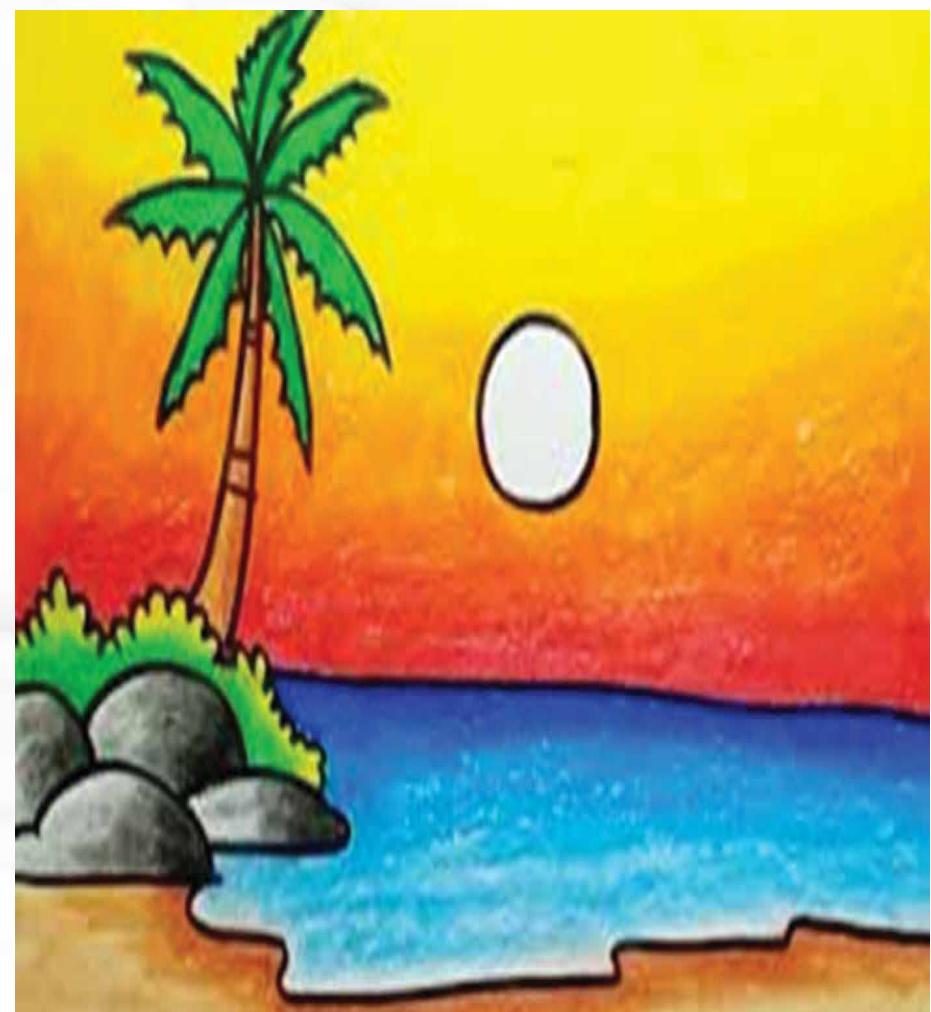


Nurturing Growth, Fostering Confidence



Expectations

Appreciate	<p>Be Grateful & Thankful:</p> <ul style="list-style-type: none">✓ know my own strengths and weaknesses & will tap on my strengths to overcome challenges✓ Respect that everyone is different & will be inclusive✓ Appreciate feedback & suggestions➤ win-win solution
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Nurturing Growth, Fostering Confidence



Expectations

Care

Be Empathetic:

- ✓ Use appropriate words & actions
- ✓ Listen without being judgemental
- ✓ Take care of others & the environment

THE GOLDEN RULE

treat others
how you
want to
be treated



Nurturing Growth, Fostering Confidence



When we practise active listening:

- ✓ People feel respected and valued
- ✓ Friends feel cared for
- ✓ Misunderstandings happen less often
- ✓ Our class becomes calmer and happier

This is how we live out "**Appreciate and Care.**"

Nurturing Growth, Fostering Confidence

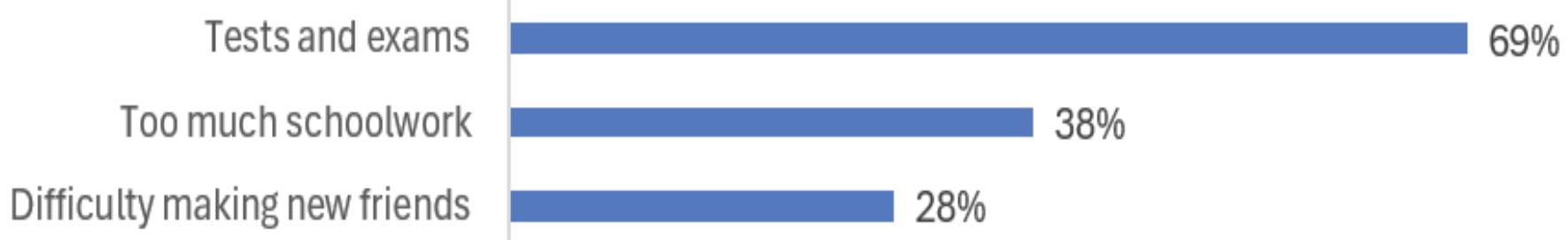


Eyes on the speaker
Attention with your body
Respectful silence
Show you understand

Student Well-Being

Term 1 Check-in Survey Findings

Worries about the new year:



Student Well-Being

Balance between:

- studying and leisure
- structure and autonomy
- encouragement and consequences



Academic Support

Guidelines on Daily Homework

Levels	Weekly Homework Time (estimated)
P3 and P4	5 – 7 hours

Build good study habits & consistent routines.
Balance between school and other types of homework.



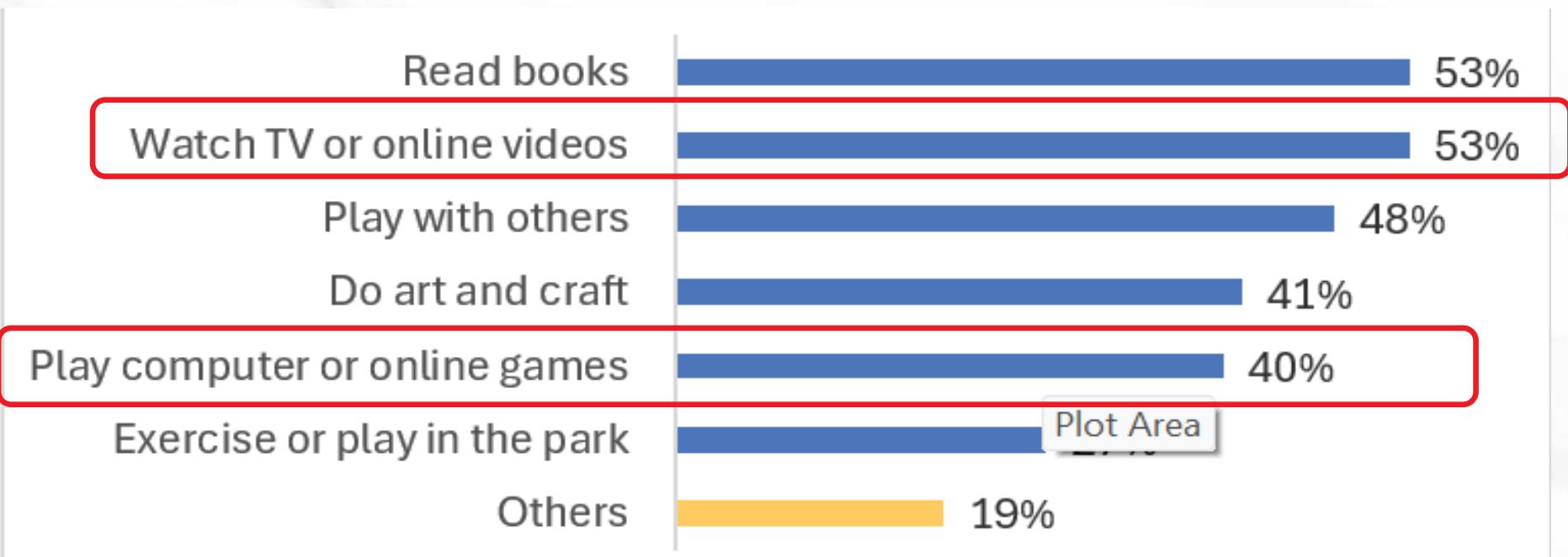
Student Well-Being



Use of devices.

Term 1 Check-in Survey Findings

What do you do to relax or calm down:



Plot Area

Primary 3 and 4

During CCE(FTGP) lessons, students will be taught:

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

How to stay safe online

- Steps to take to determine if an online friend is trustworthy

My Healthy Screen Time Pledge

I, _____ (my name), pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): _____

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

• 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.



Discuss your child's healthy screen time pledge at home and cultivate accountability.

Student Well-Being

MOH's screen time guidelines



Use of devices.

7 to 12 years old



- Screen time: **Under 2 hours daily**, except for schoolwork
- Avoid giving children mobile devices with unrestricted internet and app access
- Avoid giving children access to social media

Infographic: Clara Ho

Source: Ministry of Health, Jan 21, 2025



Student Well-Being

School Rules on Digital Device Use

- Students are prohibited from using personal smartphones and smartwatches' smart functions during school hours (including recess and after-school programmes).
- Smartwatches may only be **used as normal watches**.
- Students **must switch off all devices** and secure them in lockers or school bags before the school day begins
- **Students are responsible for their devices' safekeeping**.
- Students **may use mobile devices** to contact parents or guardians **after school activities**, but **only in the designated waiting area near the security post**.

Student Well-Being

Recess Time	8.30 a.m. to 9 a.m.
Snack Break	11 a.m. to 11.10 a.m.



Online FT Interaction Time

Date	Thursday, 29 January 2026
Time	3 p.m. to 4 p.m.

- Please refer to PG message dated 20 January 2026.



Primary 3 Assessment Matters

**Sharing by HOD Mother-Tongue Languages
Mr Ho Boon Huat**

Adaptive Learner, Empathetic Leader and Future-Ready Citizen



Purpose of Assessment

Assessment is integral to the teaching and learning process. It supports our children in becoming self-directed, lifelong learners by enabling them to monitor, assess, and improve their own learning.

Assessments are designed with clear purposes to:

- Gather evidence of learners' progress.
- Provide timely and targeted feedback to move learning forward.
- Improve teaching practices based on assessment insights.



Overview of Assessment Approach (P3 – P6)

Besides End-of-Year Examinations (EYE), the school uses a variety of assessments in the form of Weighted Assessment (WA) and non-weighted bite-sized tasks to evaluate and support students' learning.

Level	Term 1	Term 2	Term 3	Term 4
Primary 3 to 5	Weighted Assessment (WA) 1	Weighted Assessment (WA) 2	Weighted Assessment (WA) 3	EYE
Primary 6			Preliminary Examination	PSLE
For all levels, non-weighted bite-sized tasks will be routinely assigned to students.				

Overview of Assessment Approach (P3 – P6)

Weighted Assessment

- Encourage continuous learning through regular assessments across the year.
- Monitor students' progress and identify areas for improvements early.
- Adopt a balanced assessment approach that assesses different skills (e.g. Performance Task, Topical Reviews, selected exam components).

Non-weighted Bite-sized Tasks

- On-going formative assessment tasks that help the teacher assess students' learning.
- Can include class quizzes, class discussions and presentations, in-class work, homework and timed practices.



Primary 3 Assessment Framework

	Term 1	Term 2	Term 3	Term 4
Weighting	10%	15%	15%	60%
English Language	Listening Comprehension	Performance Task – Oracy	Writing – Composition	EYE
Mathematics	Performance Task	Topical Review	Topical Review	EYE
Science	Performance Task	Topical Review	Topical Review	EYE
Mother Tongue	Performance Task – Oracy	Topical Review	Writing – Composition	EYE

Primary 3 Assessment Schedule

Assessment	Assessment Period
Weighted Assessment 1	23 Feb to 10 Mar 2026
Weighted Assessment 2	27 Apr to 15 May 2026
Weighted Assessment 3	3 Aug to 21 Aug 2026
EYE Oral Examination	16 Sep to 30 Sep 2026
EYE Written Examinations	6 Oct to 27 Oct 2026

School-based Assessment Policy

- Students who are unwell will not be allowed to sit for the assessment. Please refrain from sending your child to school for assessments if he/she is unwell.
- All absences must be supported by a valid medical certificate from a registered clinic/hospital.
- There will be no 'make-up assessment' scheduled for the written components of End-of-Year Examinations (EYE) and for Weighted Assessments (WA).
- As oral assessment is conducted over a span of a week, your child will be allowed to take his/her oral assessment within the period of assessment.

Primary 3 Term 1 Assessment Timetable

2026 Primary 3 Term 1 Weighted Assessment Timetable

Date	Subject	Duration	Format	Topics
23 Feb to 10 Mar 2026	Mother Tongue	3 min (each)	Performance Task: Oral Presentation	CL: 3A Unit 2 ML: 3A Unit 1 TL: 3A Unit 2
27 Feb 2026 (Friday)	Mathematics	40 min	Performance Task: Short-Answer Questions Structured Questions	Chapter 1: Numbers to 10000 Chapter 2: Addition and Subtraction Chapter 3: Money
3 Mar 2026 (Tuesday)	English Language	30 min	Multiple-Choice Questions (MCQ)	Listening Comprehension
5 Mar 2026 (Thursday)	Science	30 min	Performance Task	Chapter 1: Diversity of Living and Non-living things Chapter 2: Classification of Living Things

Support from Parents

- Encourage a growth mindset by focusing on learning and improvement, not just results.
- Help your child plan revision by setting a simple study schedule and prioritising key topics.
- Review work together regularly and check in on your child's well-being.
- Affirm effort and progress. Celebrate small improvements along the way!





Primary 3 Science

**Sharing by HOD Science
Mr Christopher Khoo**



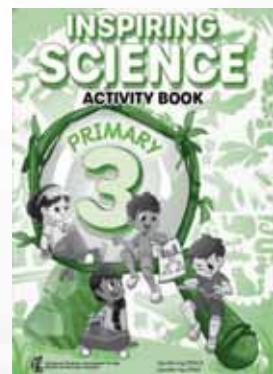
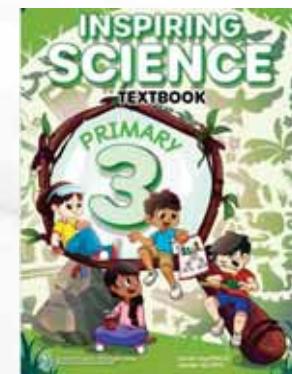
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Science Teaching and Learning @ P3



Programme for Science Learning

- Learning Plots – Science exploration on growing plants in the outdoor
- Science Exploration Day – Application of Science
- Resources for Teaching and Learning
 - Inspiring Science Textbook & Activity Book
 - SAM Journals
 - Topical Review & Examination Practice Paper
- Additional Resources
 - CER approach to tackle structured questions
 - Topical Checklist, Examination Review



Topical Checklist and Examination Review

Name: Aimee () Parent's signature: _____

Self-Assessment on: Diversity- Living and Non-living things

Choose the level that describes how well you have understood each of the Science ideas.

Levels	Descriptors
1	I have understood this Science idea the least . (I don't get it)
2	I have some understanding about this Science idea. (I partially get it)
3	I have understood this Science idea very well and can explain it to my friend. (I get it)

No.	Science Ideas and Skills	Levels
		1 2 3
1.	I can describe the characteristics of living things.	✓
2.	I can describe the characteristics of non-living things.	✓
3.	I can describe the similarities and differences of plants and animals.	
4.	Skill: I use the following senses like sense of sight, sense of smell, sense of hearing, sense of touch and sense of taste in making observations.	✓
5.	Skill: I can make some measurements in my observations.	✓

Bukit Timah Primary School
Science Primary 3 EYE Review 2025

Science Primary 3 End-of-Year Examination Review 2025

Students have done well in the following areas:

Living and Non-Living Things:

Students demonstrated a good understanding of the characteristics of living things and the classification of living things (Q1-4).

Diversity of Materials:

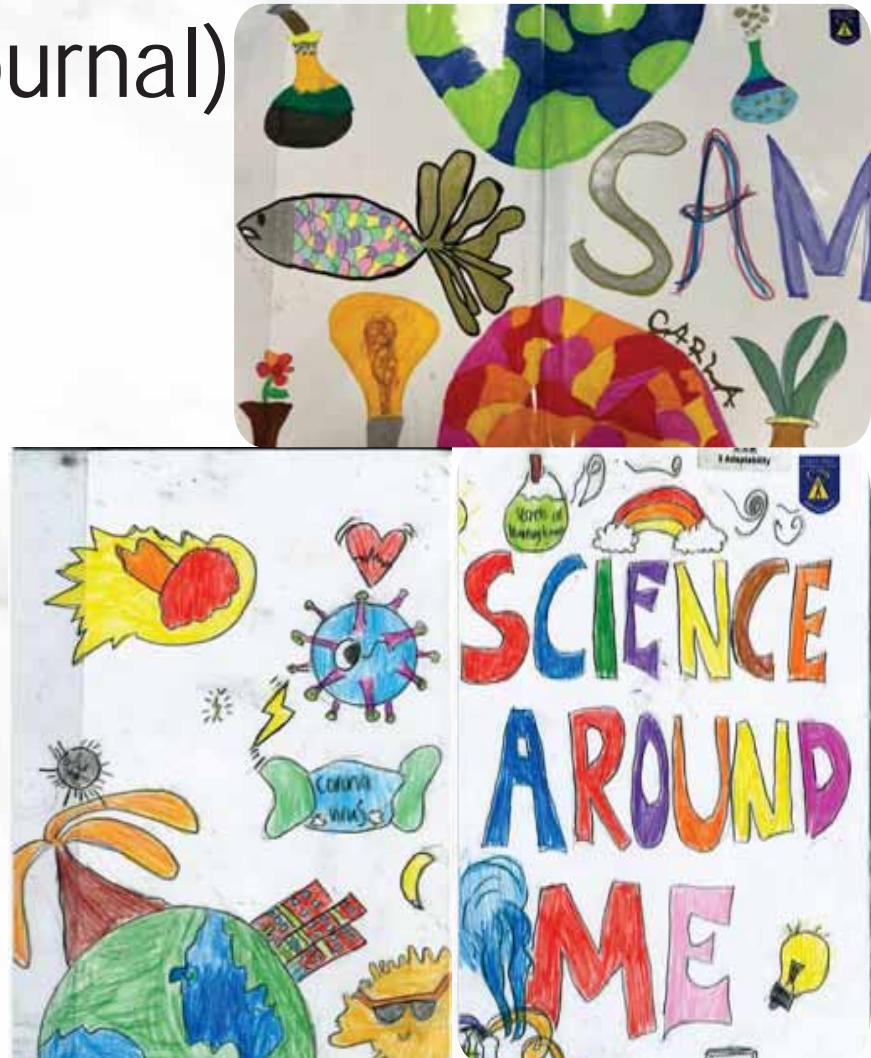
Students exhibited a good grasp of various properties and how they are relevant in an object's function (Q7-8).

Science ideas that need review:

Area(s) for Improvement	Answers Given	Learning Point(s)
<u>Reading the question carefully</u>		
Q27b) Materials	Students missed out on the requirements for the fishbowl, "people can see the fish inside"	When reading the questions, students should slow down and underline or highlight key information. This will help them to better understand and answer the question accurately.

Science Around Me (SAM Journal)

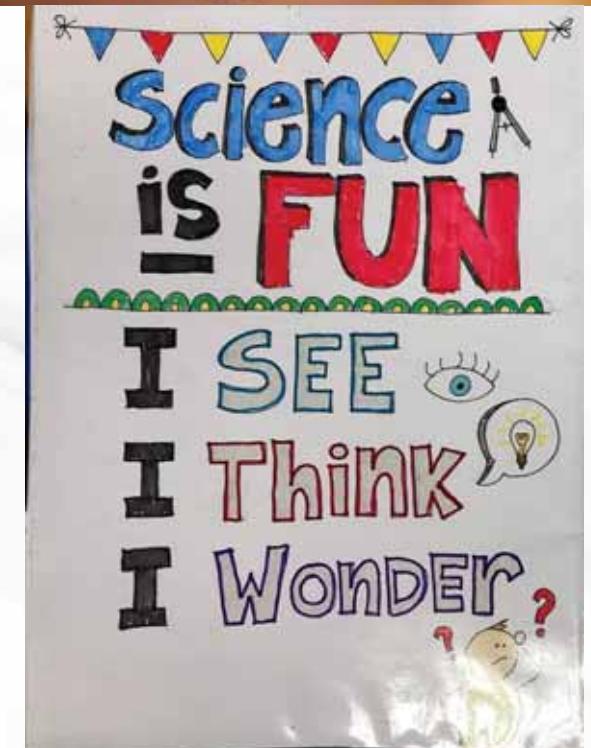
- 1) Strive for the best
- 2) Pose questions and find out more on their own
- 3) Explain their thinking using relevant science concepts
- 4) Link science learning to life
- 5) Reflect on their learning



Thinking Routines

For example, Victoria looked at a picture of a bird and wrote the following.

I see	I think	I wonder
a bird	birds do not	if birds have ears.
feathers	have ears	if birds have
claws	birds have very	senses.
eyes	good eyesight	Are bird's feathers thick or thin?
tail		How do birds find their food?
beak		



1) Strive for the best

CHARACTERISTICS OF ANIMALS			
<p>Mammals</p> <ul style="list-style-type: none"> - Have fur - most of them give birth to young alive - Mammals feed on milk - breathe through lungs - warm-blooded 	<p>Reptiles</p> <ul style="list-style-type: none"> - moist skin - lay eggs - live on land and in water - breathe through lungs, gills, and skin - cold-blooded 	<p>Birds</p> <ul style="list-style-type: none"> - have feathers - have beaks - lay eggs - most can fly - have wings 	<p>Fish</p> <ul style="list-style-type: none"> - has scales - has tails and fins - most lay eggs - breathe through gills
<p>Insects</p> <ul style="list-style-type: none"> - three body parts - six legs - most lay eggs - a pair of compound eyes 			

Classifying animals into different groups

Thursday 12th Jan

Observation #3

1-see

1. It looks like a dried flower
2. It looks like a leaf
3. It looks crumpled

2-touch

1. It feels spiky
2. It is hard
3. It feels like a dried flower

3-hear

1. Its sound is like dropping a rock
2. I hear bugs in it
3. I hear a loud sound from it

4-smell

1. It smells like pepper
2. It doesn't have a nice smell
3. Its smell is disgusting

Reflection

The most important thing I learnt was we cannot just write only easy observations. We should explore deeper.

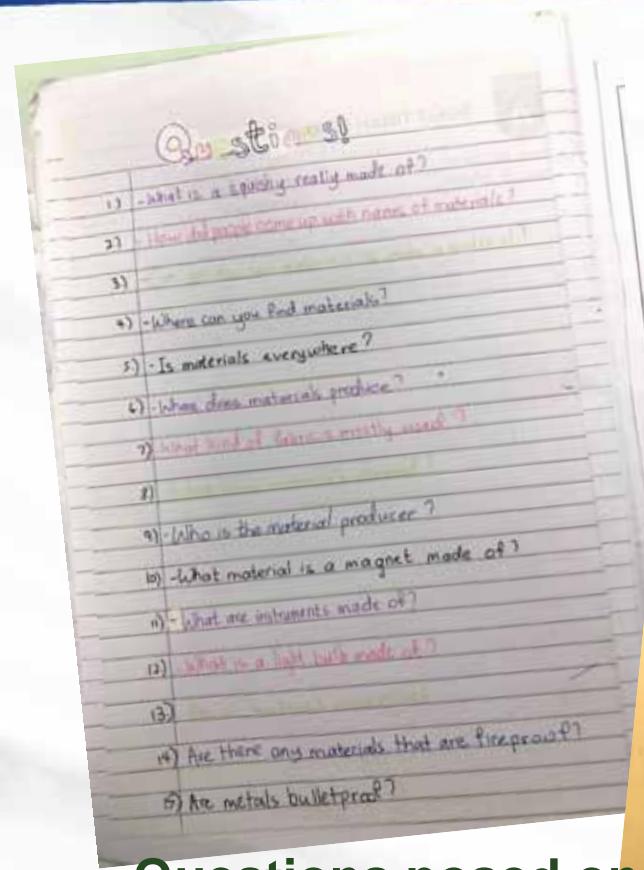
Yes, you're right!

Thanks for your reply:
You're right!

How do you think we can do it?
If we just right It feels like a flower. That is not enough! We should write like which part of it feels like a which part of a flower and how does it feel like a flower.

Use of 5 senses for observation

2) Pose questions to find out more



Self-Assessment on: Diversity- Living and Non-living things

Choose the level that describes how well you have understood each of the Science ideas.

Level	Descriptors
1	I have understood this Science idea the least. (I don't get it)
2	I have some understanding about this Science idea. (I partially get it)
3	I have understood this Science idea very well and can explain it to my friend. (I get it)

No.	Science ideas and skills	Level
1	I can describe the characteristics of living things.	1 2 3
2	I can describe the characteristics of non-living things.	✓
3	I can describe the similarities and differences of plants and animals.	✓
4	Skills: I use the following senses like sense of sight, sense of smell, sense of hearing, sense of touch and sense of taste in making observations.	✓
5	Skills: I can make some measurements in my observations.	✓

a) One important Science idea I have learnt about Living Things is ...
 Things are air, land, water and living things.

b) 1 Thing I will like to find out more is ...
 I will find out more (check one):

on my own	<input checked="" type="checkbox"/>	by asking my friend	by asking my teacher
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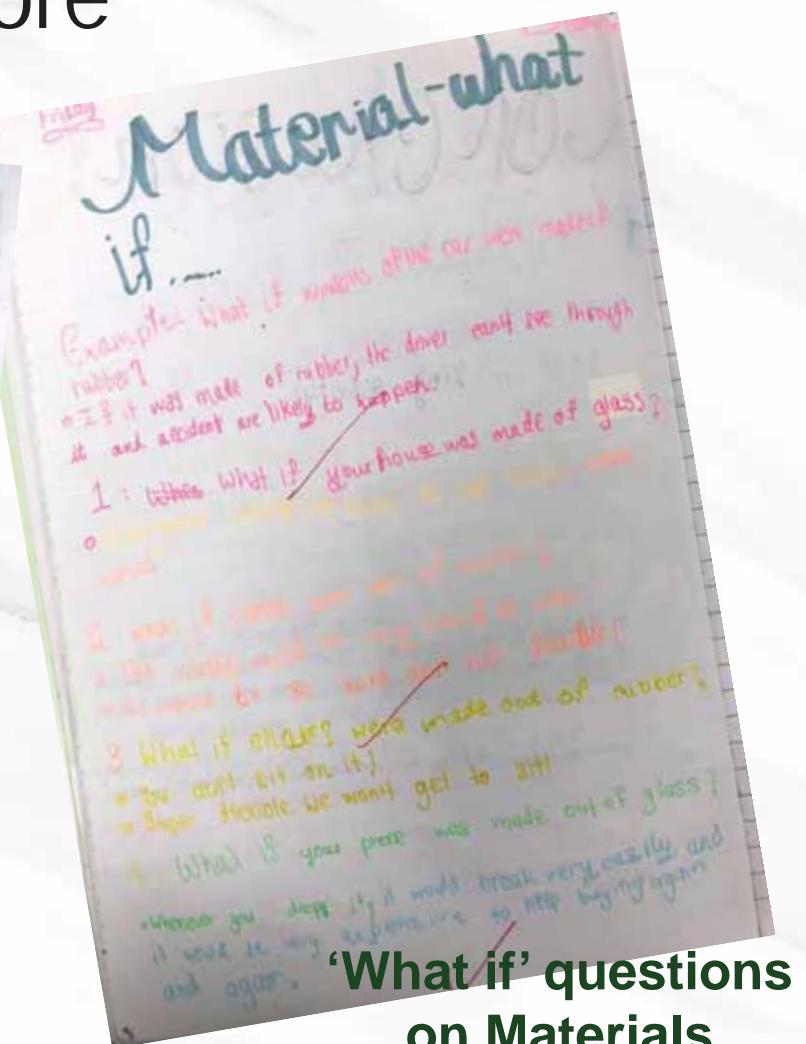
c) Write down or draw what you have learnt after you have carried out step (b).

Dolphins

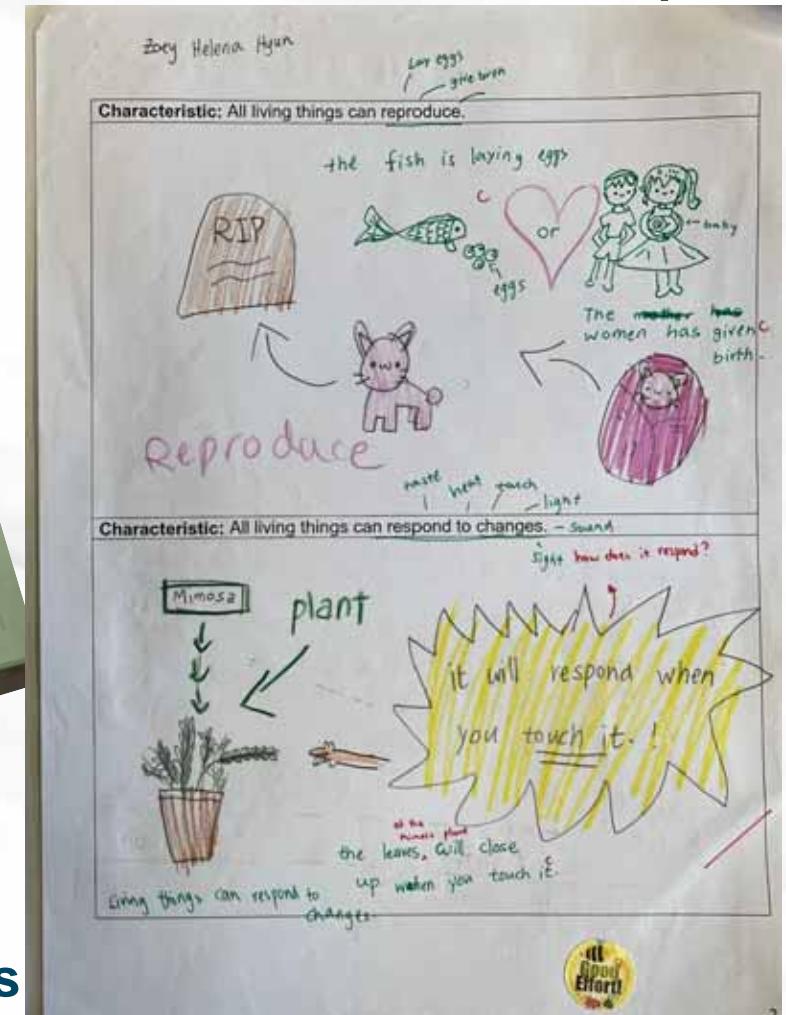
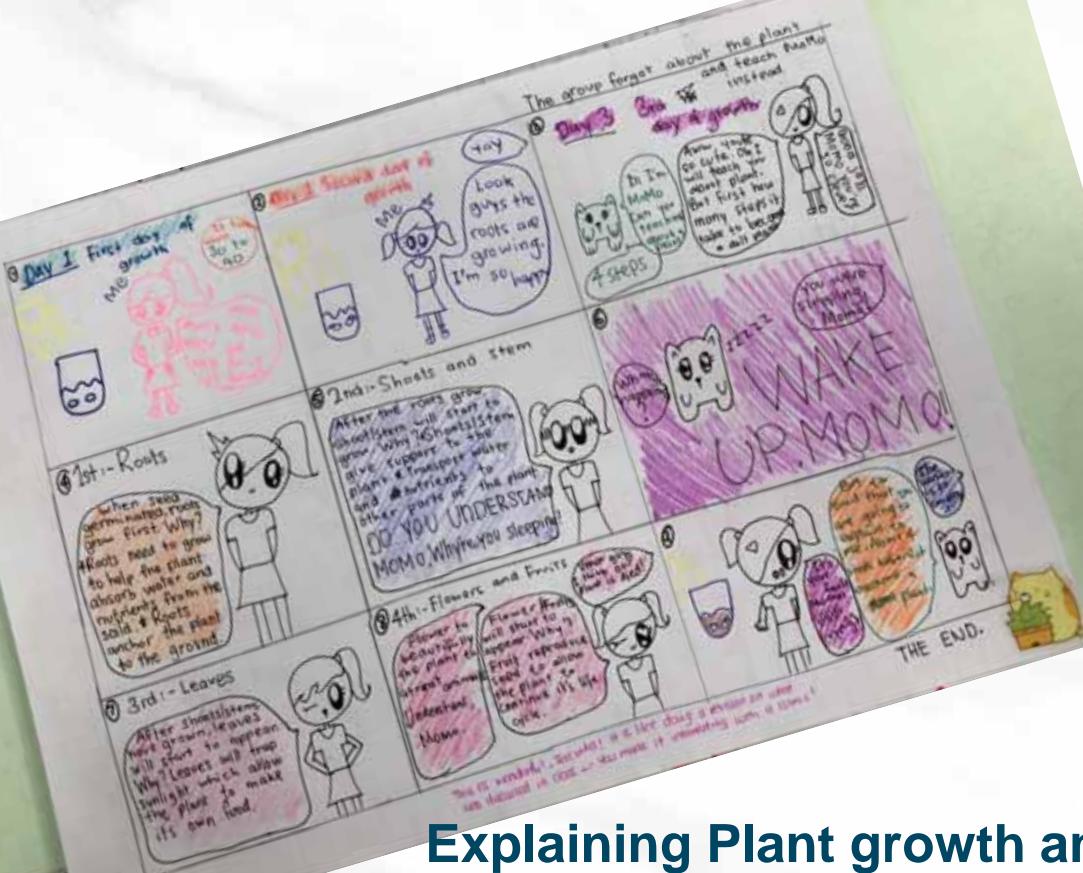
Dolphins are carnivores, known for their playful behavior. Dolphins are highly intelligent, they are as smart as apes, and the evolution of their brain is surprisingly similar to humans.

SB19 Science Around Me (Level 2) Assessment 2b: Identifying, Asking, and Answering Questions

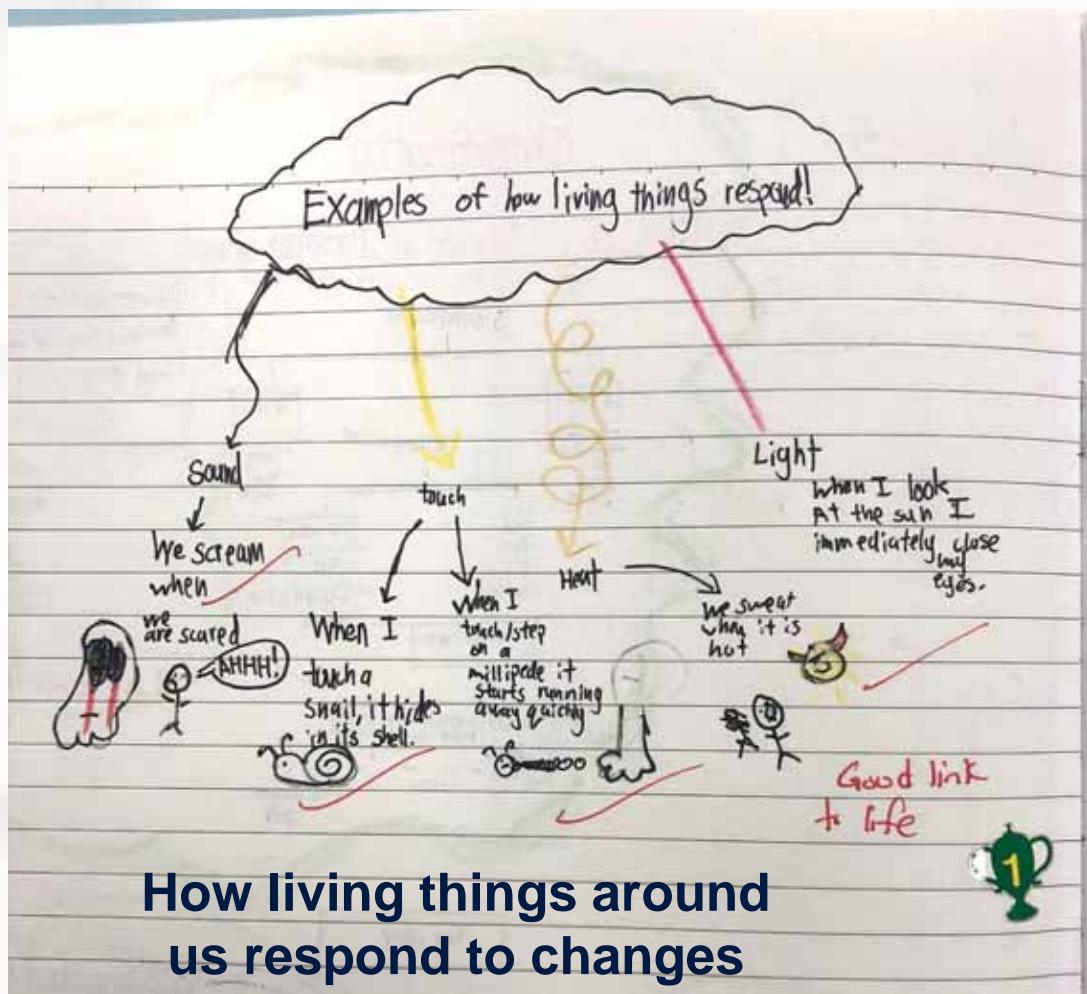
Questions posed on Materials & Animals



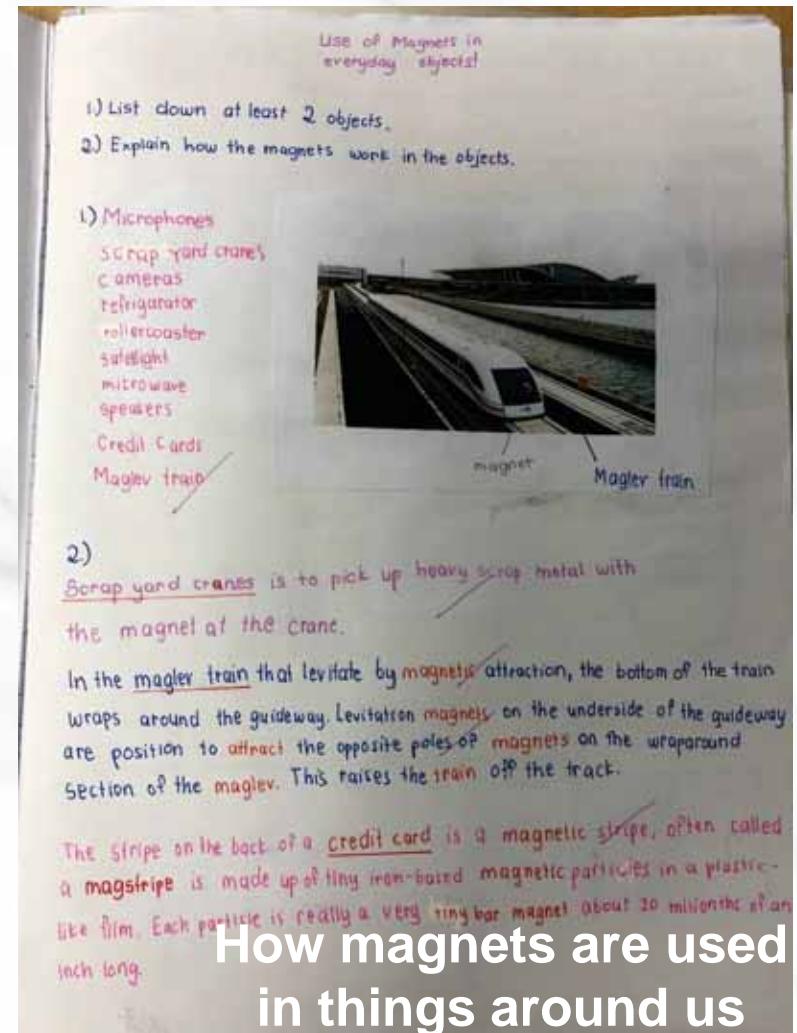
3) Explain thinking using relevant science concepts



4) Link science learning to life

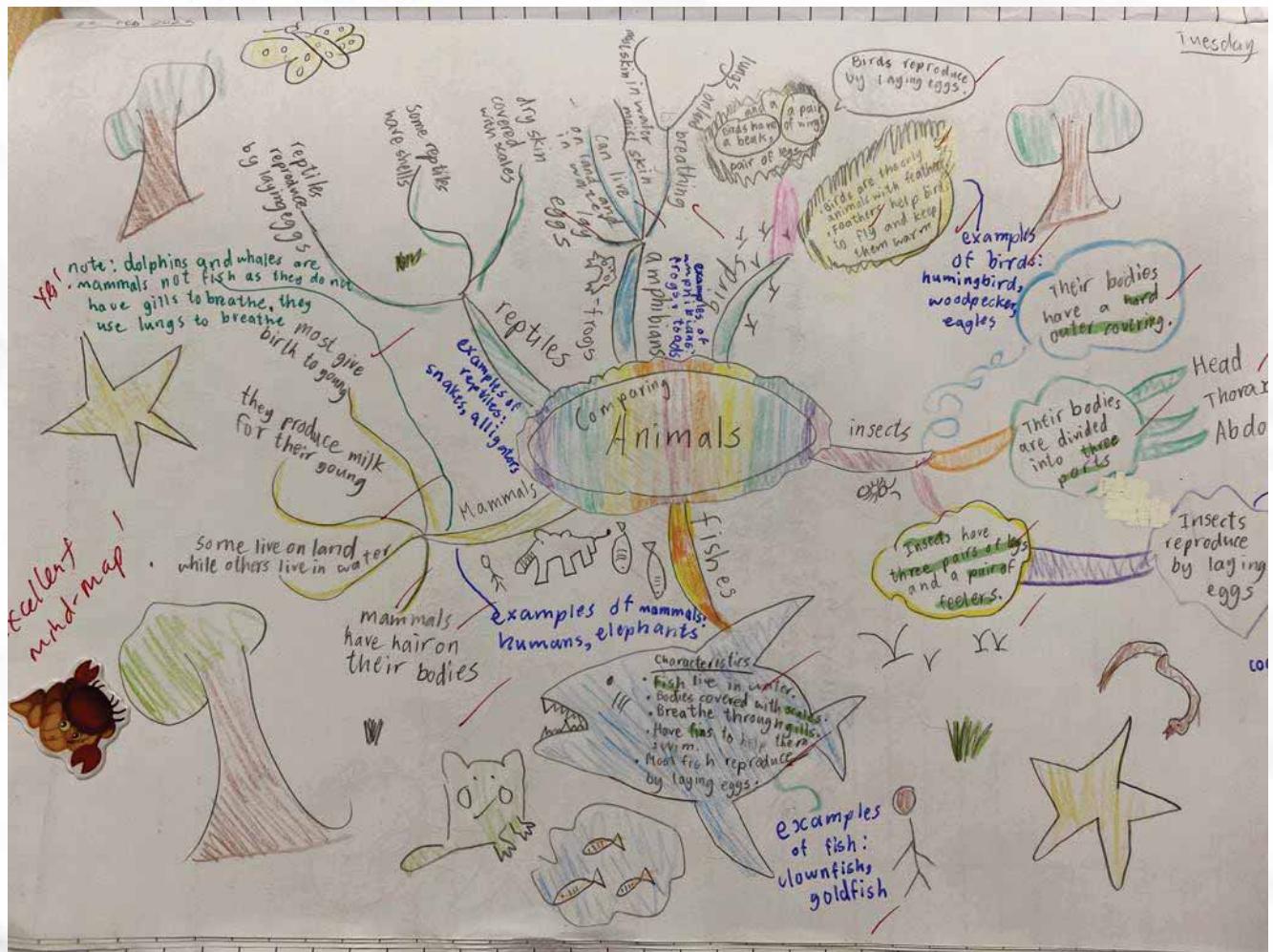


How living things around us respond to changes



5) Reflect on their learning

Drawing a Mindmap on Animals



Science Weighted Assessment @ P3

	Term 1	Term 2	Term 3
Base Mark	20	30	30
Weightage	10%	15%	15%
Schedule	23 Feb (Mon) - 10 Mar (Tue)	27 Apr (Mon) - 15 May (Fri)	3 Aug (Mon) - 21 Aug (Fri)
Format	Performance Task	MCQ, Structured Questions	MCQ, Structured Questions
Duration	30 min	40 min	40 min



Science End-of-Year Examination (EYE) Format

Term 4	
Weightage	60%
Schedule	23-29 Oct



Duration: 1 h 30 min

Booklet	Type of Questions	Number of Questions	Marks
A	MCQ (2 marks)	24	48
B	Structured (2-5 marks)	10-11	32
TOTAL	TOTAL	34-35	80

FAQs on learning Science...

- What assessment books do you recommend?
 - None.
- How many practice papers must my child do?
 - Just what our school gives.
- What are all the words my child needs to memorise for Science?
 - Understand the concepts. Simply memorising words without understanding won't help much.
- Do I need to give my child spelling for Science?
 - No.



Partnership with Parents

How can you help your child?

- ✓ Monitor their homework and gradually guide them towards taking ownership of their own learning.
- ✓ Encourage them to:
 - ✓ Read Science materials such as books and magazines or watch Science documentaries.
 - ✓ Pose questions and explore answers independently.
 - ✓ Create Mind Maps to summarise their knowledge.
- ✓ Help them observe the world around them and relate their observations to the Science concepts they learn in school.
- ✓ Most importantly, be encouraging and supportive!





Primary 3 Co-Curricular Activities (CCAs)

**Sharing by SH/Physical Education
Mr Chua Peng Swee**

Adaptive Learner, Empathetic Leader and Future-Ready Citizen



What does CCA mean in BTPS?

CCA in BTPS is not just an activity.

It is about building character and values through doing.

Experience
CCA Experience
Programme

Exposure
Competitions,
Performances, Events

Excellence
Personal Best,
National Platforms
(NSG / SYF)

**Adaptability, Empathy, Integrity, Respect,
Resilience, Responsibility**

CCAs @ BTPS

Physical Sports

Basketball
Badminton
Football
Netball
Rugby
Wushu



Uniformed Groups

Boys' Brigade
Scouts

Clubs & Societies

Infocomm Club
RSVP Club



Visual & Performing Arts

Art Club
Brass Band
Choir
Drama Club
International Dance



Important information

- Each student will take part in **one CCA**.
- Students are given choices (3), but allocation depends on **capacity, safety and resources**.
- Students have the option to go through the CCA Experience Programme before choosing the CCA to commit for the year.
- Interest takes time to develop – **commitment**.
- CCAs are about **growth and values** – not just DSA.
- CCA selection and allocation process

Timeline

Time Frame	Activity
T1W4	P3 CCA Fair
T1W5 – T1W8	CCA Experience Programme
T1W8 – T1W9	CCA Selection Exercise
T1W10	Result of CCA Allocation
T2W1	CCA Commences for P3 Students

CCA Experience Programme

- Students may try up to 3 different CCAs from T1W6–T1W8.
 - **3, 10 & 24 February 2026 – Tuesdays**
 - **Rugby: 4, 11 & 25 February 2026 – Wednesdays**
- Sign-ups are on a **first-come-first-served** basis (**20 slots per CCA per week**).
- A Parents Gateway message will be sent after the CCA Fair for sign-ups.
- Participation is **not compulsory**.
- Participation in the CCA Experience Programme **does not** affect final CCA allocation.

Thank You