
Parent-Teacher Meeting

WHAT TO BRING

01

A notebook and pen to jot down bullet points. Note down any challenges your child faces at home.

BEFORE THE MEETING

02

Discuss what your child enjoys the most, and if there is anything they want you to talk to the teacher about.

03

Look through recent worksheets or weighted assessment tests (Pri 3 onwards) and look for gaps and effort levels.

SOCIAL & EMOTIONAL STABILITY

01

How does my child handle transitions like moving from recess back to formal lessons?

02

How does my child interact with their peers during times like group work or recess?

03

Have you noticed any negative behaviours from or toward my child?

04

Does my child show empathy or help classmates when someone is upset or struggling?

05

How does my child react when they make a mistake during a game in PE or when doing group work?

06

Is my child able to express their needs clearly to you when they are uncomfortable or confused?

Parent-Teacher Meeting

INDEPENDENCE & BEHAVIOURAL HABITS

07

Is my child able to follow multi-step instructions without needing repeated reminders?

08

Does my child finish their classroom tasks within the given time, or do they struggle with pacing?

09

How is my child's ability to sit and focus during a standard lesson block?

FOUNDATIONAL LEARNING HABITS

10

Does my child show confidence during reading aloud activities, or do they seem hesitant?

11

Does my child need to train their pencil grip and fine motor skills to improve handwriting speed and neatness?

12

Does my child actively participate in discussions, or are they mostly passive?

PRIMARY 3- SPECIFIC QUESTIONS

13

Regarding open-ended questions in Science, can they understand the scientific concepts and use the specific keywords in their explanations?

14

Can my child use the right heuristic method - model drawing or systematic listing - for 3 or 4-step questions? Are they stuck in the planning stage?

15

Is my child's vocabulary expanding sufficiently for the new rubrics, e.g., picture composition writing and situational language use?

Parent-Teacher Meeting

16

During timed assessments, can my child finish the paper on time, or do they rush and make careless mistakes?

17

Is my child independently writing down homework in their handbook and passing in assignments on time?

ROOM FOR IMPROVEMENT

18

What are some learning gaps that we should address early?

19

What does support look like for [this problem] in the classroom, and how can I match that at home?

20

What specific routine or habit should we introduce at home to support your classroom goals?

21

Thank your child's teacher for the feedback and suggestions.

AFTER THE PTM

22

Celebrate the positive feedback and introduce the new routine as an exciting and positive change.
