

Middle Primary Parents' Briefing

Key Personnel's Address

21 February 2025



#CuriousMinds #CaringHearts #CreativeSpirits



Agenda

- Home-School Partnership
- Overview of Assessments & CCAs
- Learning Dispositions (Primary 3)
- Curriculum/Assessment Matters
- Introduction to Primary Science
- P4 Mathematics new curriculum and assessment format
- Overview of Subject Based Banding
- Overview of PSLE Scoring
- Safety Matters
- Q&A

Partnering Parents



Home-School Partnership

- Attendance is critical. Do ensure that your child attends school daily except when he/she is unwell. Doctor's MC must be provided;
- Teachers will communicate and coordinate on the amount of homework to be given per day / school holidays;
- Ensure that your child has a proper breakfast at home before coming to school. A snack break will be given in class before/after recess.





Home-School Partnership

Compliance with MOE attendance guidelines

- For absences that are festival or religion-related, they will be classified as “Absent without Valid Reason”. However, an exception is made for absences associated with funeral rites, which may be considered as valid on compassionate grounds.
- For absences due to valid reasons and covered by a parent’s letter or email, schools will mark these as “Absent with Valid Reason (Private)”. Please note that the school will accept no more than 10 parents’ letters or emails per year for such cases.

Home-School Partnership

Punctuality for School

- Inculcating the value of responsibility by being punctual – report to school by **7.30 a.m.**
- Understanding consequences
 - Late coming: arriving after **7.30 a.m.**
 - After the 3rd instance of late coming, parents will be contacted
 - After the 6th instance of late coming, School-Parent conferencing will be arranged
 - After the 10th instance of late coming, a warning letter will be issued. For persistent late coming, conduct grade will be affected.




Home-School Partnership

School Discipline and Tone


- The school should be a safe environment for all students to learn in;
- In order for the students to feel safe (physically and psychologically), consequences will be meted out for misbehaviour, including bullying, use of physical force and use of hurtful words/vulgarities;
- We would like to work together in strong partnership with all parents in order to ensure that the school remains a safe place for students to learn and grow in.

Home-School Partnership


Monitor usage of screen time by children




Tips on healthy screen use for your Family!

M  **anage**
Your Child's Screen Use


- Consider the needs of your child when setting boundaries of screen use as a family. Discuss with your child where necessary.
- Have a plan that balances screen use with other activities.

M  **odel**
Healthy Media Habits

- Review your own media habits.
- Encourage daily 'screen-free' times, especially during family meals or when interacting with one another.

M  **eaningful**
Screen Use


- Make sure your child is watching content appropriate for their age.
- Discuss with your child about what they are viewing.

< 18 months 

- No screen use unless it is used for interactive video chatting.

DO NOT...


- ✗ Turn on the TV in the background.

1.5 to 6 years 

- Less than 1 hour of screen use a day outside school.
- Choose educational and age-appropriate content.
- Watch content together and discuss the content with your child.

DO NOT...

- ✗ Use screens during meals and one hour before bedtime.
- ✗ Use screens just to occupy or distract your child.
- ✗ Turn on the TV in the background.

7 to 12 years 

- Less than 2 hours of screen use a day, unless related to school work.
- Agree on a screen use plan or timetable.
- Use parental control settings and check content ratings to ensure content is age-appropriate.
- Talk to your child often on what they are viewing online. Offer advice regularly.

DO NOT...

- ✗ Use screens during meals and one hour before bedtime.
- ✗ Allow access to social media services.
- ✗ Give your child mobile devices with unrestricted access to the internet and applications.

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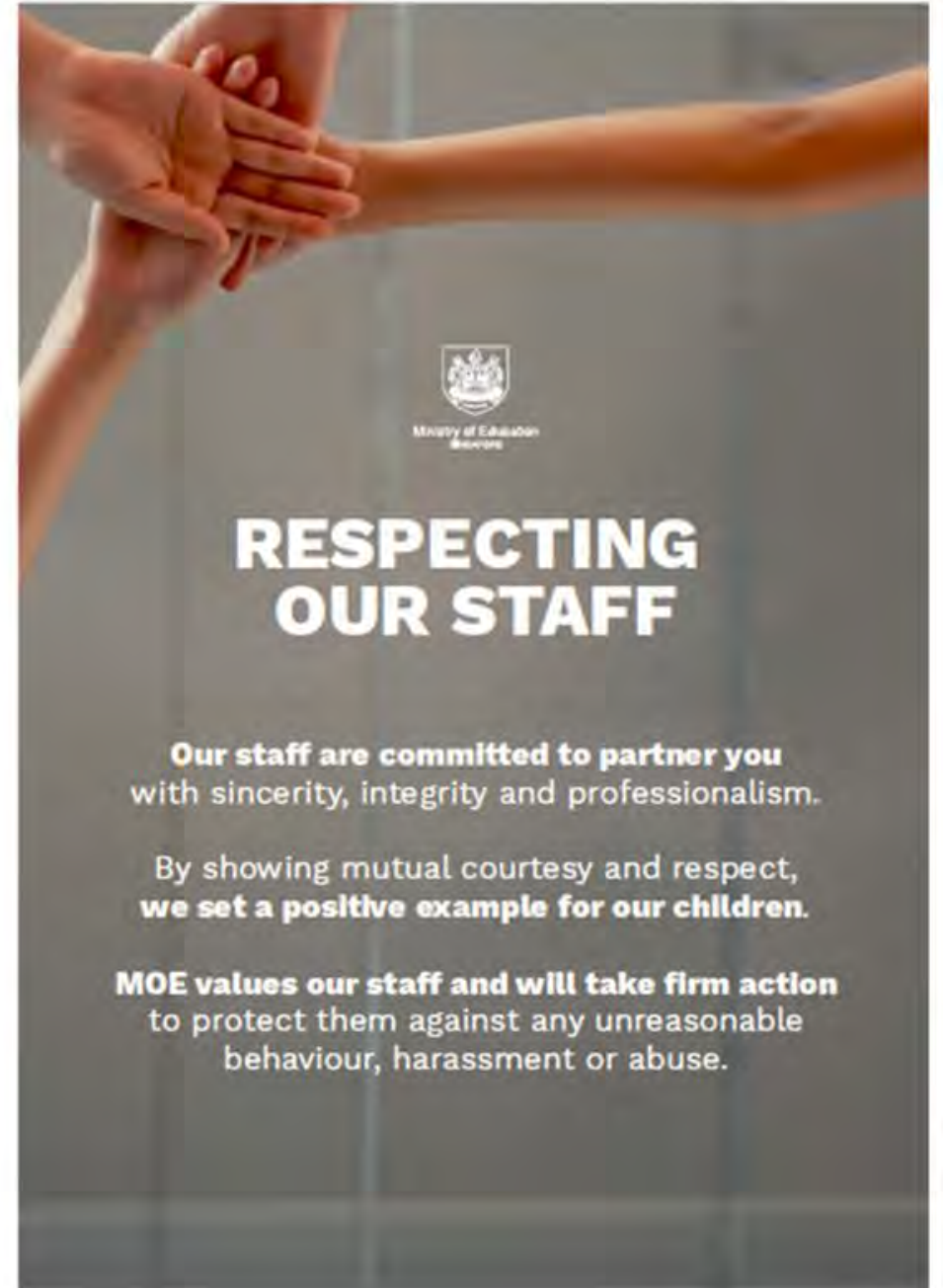



Home-School Partnership

- Celebrate your child's successes, both big and small;
- Provide your child with support and encouragement;
- Make time to find out about your child's day;
- Praise your child as a kind word goes a long way!

Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.




MINISTRY OF EDUCATION
SINGAPORE

RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.



Overview of Assessments Co-Curricular Activities (CCA)



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Co-Curricular Activities (CCA)

P3 Modular CCA Experience

- 3 cycles; Physical Sports, Performing Arts and Clubs/Societies

Participation Guidelines

- 1 CCA for each student
- Students are strongly encouraged to keep to the same CCA from P4-P6



Co-Curricular Activities (CCA)

Rationale and Intent

- Provide students with broad exposure (beyond academics) and experiences for holistic development.
- Specific Skills Development
e.g. sports specific game, music or dance
- Character development
- Instil a sense of discipline

Co-Curricular Activities (CCA)



Clubs and Societies	Sports and Games	Performing Arts
Art Club	Basketball	Choir
Infocomm Club	Football	Modern Dance
Robotics Club	Netball	Drama Club
Science Club	Table-Tennis	
	Badminton	

Gifted Education Programme (P3)

Key Dates

GEP Screening
Exercise (1ST Round)

21 August 2025

GEP Selection
Exercise (2nd Round)

14 and 15 October 2025

Release of results for
GEP Selection
Exercise

Early November
2025

Learning Dispositions (Primary 3)

- Learning Dispositions (LDs) are positive behaviours and attitudes towards learning.
- P1, P2 EMB and P2, P3 GPA will be awarded based on qualitative judgement of a student's learning dispositions.
- Signals the importance of cultivating the right learning dispositions and values from young.

Learning Dispositions @ Palm View

Based on our school vision and school values

School Values	Learning Disposition	Actions
		Middle Primary (P3 and 4)
<p style="text-align: center;">Curiosity</p> <p>The student demonstrates a desire to seek and learn new knowledge while being resourceful, flexible and adaptable.</p> <p>The student demonstrates an eagerness to make connections about the topics he/she is learning and perseveres when encountering challenges.</p>	Curious Minds	<ul style="list-style-type: none"> ▪ Asks questions to develop deeper understanding. ▪ Shows interest in learning new things.
<p style="text-align: center;">Care</p> <p>The student demonstrates care if he/she acts with kindness and compassion, and contributes to the betterment of the school and the larger community.</p> <p>The student believes in succeeding together with peers and his/her actions motivate and inspire others.</p>	Enthusiasm	<ul style="list-style-type: none"> ▪ Regular attendance and punctual for school/class ▪ Participates actively in lessons across subjects.
	Caring Hearts	<ul style="list-style-type: none"> ▪ Takes care of learning resources and class/school environment. ▪ Cooperates well with others' and encourages peers with kind words and actions.

Learning Dispositions @ Palm View

Based on our school vision and school values

School Values	Learning Disposition	Actions
		Middle Primary (P3 and 4)
<p>Creativity</p> <p>The student seeks to generate relatively novel and appropriate ideas while being imaginative and having the ability to envisage possible futures.</p> <p>The student then interacts with others to explore and assess information and ideas, to produce interesting, appropriate, and imaginative solutions.</p>	<p>Creative Spirit</p>	<ul style="list-style-type: none">▪ Tries out new ideas or solutions; consider other viewpoints.▪ Generates possibilities to problems/challenges.
<p>Responsibility</p> <p>The student is responsible if he/she recognises that he/she has a duty to himself, his/her family, school, community, nation, and the world, and fulfils his responsibilities with care and commitment.</p> <p>The student takes ownership and sets his/her learning goals, from seeking clarification to submitting timely and quality work that reflects his/her best.</p>	<p>Ownership in Learning</p>	<ul style="list-style-type: none">▪ Works towards goals in a determined / disciplined manner.▪ Completes and submits school/homework done independently and with pride.

Learning Dispositions @ Palm View

Based on our school vision and school values

School Values	Learning Disposition	Actions
		Middle Primary (P3 and 4)
<p>Resilience</p> <p>The student is resilient if he demonstrates emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability, and resourcefulness.</p> <p>The student demonstrates persistence when facing a challenge in his learning and comes up with possible solutions.</p>	<p>Resilience & Grit</p>	<ul style="list-style-type: none">▪ Does not give up easily when faced with difficulties/problems and knows who to approach for help.▪ Acts on feedback and uses it to improve performance.



Middle Primary Curriculum/Assessment Matters

Supporting our Students' Learning: Typical Week for P3 and P4 students

Monday	Tuesday	Wednesday	Thursday	Friday
CCA (P3 starts only in T3)	ASAP		ASAP CCA P4: Badminton/ Table Tennis	HMT



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Calendar for P3 and P4 students (Semester 1)

	Jan	Feb	Mar	Apr to May	Jun
P3		T1W5: ASAP begins	14 Mar: PCTC 15 – 23 Mar: School Holidays	Term 2: CCA begins P3 Weighted Assessment 1	31 May – 29 Jun: School Holidays
P4	T1W3: CCA begins	T1W5: ASAP begins		Term 2: P4 Weighted Assessment 1	

Calendar for P3 & P4 students (Semester 2)

	Jul	Aug	Sep	Oct - Nov		Nov - Dec	
P3	Term 3: P3 Weighted Assessment 2 Term 3 Week 10 PCTC-Phone call (selected students only)		6 Sep – 14 Sep: School Holidays		T4W4: P3 EYE EL/MTL Paper 1 T4W5: GEP Selection Exercise P3 EYE EL/MTL LC	T4W6: P3 EYE Oral T4W7: P3 EYE Written	12 Nov: PCTC-Phone call (selected students only)
P4	Term 3: P4 Weighted Assessment 2 Term 3 Week 10 PCTC-Phone call (selected students only)			T4W1: P4 EYE Oral		T4W4: P4 EYE EL/MTL Paper 1 T4W5: P4 EYE EL/MTL LC T4W7: P4 EYE Written	12 Nov: PCTC-Phone call (selected students only)

Home-School Partnership

English & Mother Tongue Languages (MTL)

- Encourage your child to read daily (15-30 minutes)
- Read the newspapers and discuss interesting articles with your child
- Watch the news and ask him/her about her opinions on current issues (local/overseas)
- Encourage your child to speak Mother Tongue Language frequently



Home-School Partnership

Mathematics & Science

- Revise previous years' topics to reinforce concepts
- Parental teaching tips provided in Mathematics topical reviews
- Learn Science from daily life, society, environment:
 - Try simple Science experiments at home (daily life)
 - Subscribe to Science magazines and watch the Science documentaries (society)
 - Go outdoors for walks in parks and reserves (environment)



Home-School Partnership

General Tips

- Ensure that your child completes and submits his/her work on time
- Allow time for consistent revision
- Make use of both print and online resources provided





Introduction to Primary Science

Science for **Life** and **Society**



**Personal /
Functional**

**Cultural /
Civic**

**Professional /
Economic**

Possess scientific mind-sets and practical knowledge of science and its applications to make everyday decisions, solve problems, and improve one's life.

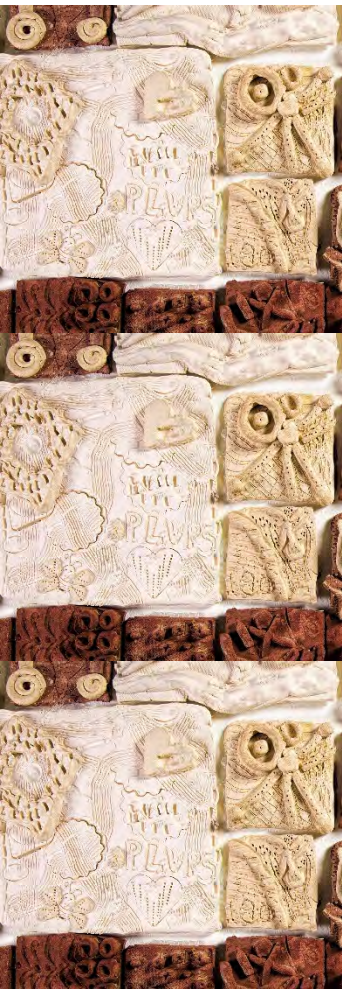
Appreciate science as humanity's intellectual and cultural heritage, the beauty and power of its ideas, as well as participate in socio-scientific issues ethically and in an informed manner.

Apply scientific knowledge and skills, as well as adopt scientific attitudes and mind-sets to innovate and push new frontiers.

**Grounded in strong Science fundamentals:
Scientific Knowledge, Practices and Values**

To enthuse and nurture all students to be scientifically literate

To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work





Mathematics Curriculum

The Mathematics Syllabus aims to enable all students to:

- acquire mathematical concepts and skills for **everyday use** and **continuous learning** in mathematics;
- Develop **thinking, reasoning, communication, application** and **metacognitive skills** through a mathematical approach to problem solving; and
- Build confidence and foster interest in mathematics.

**SPIRAL
CURRICULUM**

P2 2021 Syllabus

Numbers to 1000



Multiplication Tables 2, 3, 4, 5, 10



Picture Graphs



Part of a whole, unit fractions,
like fractions, compare, order



P3 Sequence for 2021 Syllabus

3A

1. Numbers to 10 000

2. Addition and Subtraction

3. Money

4. Multiplication Tables of 6, 7, 8, 9

5. Multiplication and Division

6. Word Problems

7. Bar Graphs

3B

8. Angles **NEW!**

9. Perpendicular and Parallel Lines **NEW!**

10. Fractions **Equivalent, simplify, unlike fractions**

11. Length, Mass, Volume

12. Area and Perimeter **NEW!**

13. Time

P3 Sequence for 2021 Syllabus

3A

1. Numbers to 10 000
2. Addition and Subtraction
3. Money
4. Multiplication Tables of 6, 7, 8, 9
5. Multiplication and Division
6. Word Problems
7. Bar Graphs

3B

8. Angles **NEW!**
9. Perpendicular and Parallel Lines **NEW!**
10. Fractions
11. Length, Mass, Volume
12. Area and Perimeter **NEW!**
13. Time

P4 Sequence for 2021 Syllabus

4A

1. Numbers to 100 000
2. Factors and Multiples
3. Four Operations of Whole Numbers
4. Tables and Line Graphs
5. Fractions (I)
6. Fractions (II)
7. Angles
8. Rectangles and Squares

4B

9. Decimals **NEW!**
10. Four Operations of Decimals
11. Pie Charts **NEW!**
12. Area and Perimeter
13. Nets **NEW!**
14. Symmetry **NEW!**

Make Learning of Mathematics meaningful ...

A. Learning Experiences

1. Using Manipulative in our **Concrete-Pictorial-Abstract (CPA) Approach**
2. **Inquiry-based Learning** – students collaborate actively, ask questions, explore, investigate, reason, communicate ideas and problem solve
3. **Experiential learning**, Authentic tasks, Open-ended tasks, Games
4. Leverage on technology (SLS and online resources)

B. Mastery

1. Pri Math Textbooks, Practice Books
2. Topical Reviews
3. Heuristics Skills Package

C. Formative Assessment Tools

1. Speed & Accuracy
2. Combined Reviews
3. On-line Quizzes (SLS)
4. Weighted Assessments

Academic Support

- **Write mathematical equations** to show full solutions clearly
- **Mastery of Multiplication tables (2, 3, 4, 5, 6, 7, 8, 9 times table) is critical**
- Factual fluency = strong foundation
- **Good number sense** is essential for checking - it helps decide if answer arrived at is reasonable
- **Good model drawing skill** helps in solving word problems
- **Cultivate good habits of mind**

How Can You Support as a Parent?

- Discuss the application of Math intentionally when opportunity arises

math
is everywhere

HOW?

E.g.



CARRIE JUNIOR Baby Toiletries Range

LESS 20%
N.P. 2.32 - 17.24 each

HUGGIES Dry Pants Mega Pack M70+6/L58+6/XL50+6/XXL40+6

2 FOR SAVE 25.91
N.P. 23.90
RM 67⁸⁹

SWEET CHERRY Fiji Car Seat Model: LB321

SAVE 50.00
N.P. 169
RM 119 each

Small Bath Towels 3pcs (Size: 20" x 40")

SAVE 4.00
N.P. 19.99
RM 14⁹⁹ per set

Money

- Packing of party goodie bags
- Application of Math in Authentic Context

What Can I Do As A Parent?

Active involvement in your child's learning

Promote a positive attitude towards Math.
Develop a growth mindset.

Ask your child to talk about and teach you Math.

Ensure that homework is completed neatly and all doubts clarified.

Work closely with and communicate your concerns with your child's teacher.





Assessment for P3 & P4

- Assessment is an integral part of the learning process and helps children become self-directed learners
- To gather quantitative and qualitative information about our students' progress and development

	Term 1	Term 2	Term 3	Term 4
Assessment	-	Weighted Assessment 1	Weighted Assessment 2	End-Year Examination (EYE)
Weighting	-	15%	15%	70%

Subject-Based Banding at the end of P4

Rationale

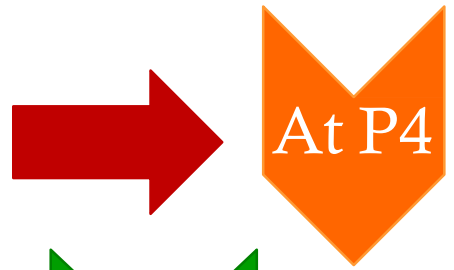
- To further refine the way ability-driven education is delivered in primary education;
- To recognise that each child is unique, and has different aptitudes, capabilities and talents;
- To help each child realise his potential.

Subject-Based Banding at the end of P4

What Subject-Based Banding means to your child

- Provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths;
- 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.

Subject-Based Banding at the end of P4



- School recommends subject combination, based on P4 exam results
- Parents indicate preferred combination on option form



- Student takes subject combination chosen by parents



- Final decision by school



- Student takes subject combination decided by his school and sits for the PSLE

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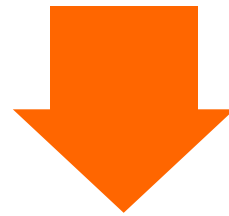
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Subject-Based Banding at the end of P4

Possible Recommendation based on Performance

Student passes all 4 subjects & performs very well in Mother Tongue Language



4 standard subjects
+ Higher Mother Tongue Language

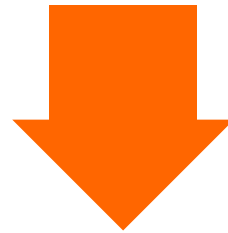


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Subject-Based Banding at the end of P4

Possible Recommendation based on Performance

Student passes all 4 subjects



4 standard subjects



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Subject-Based Banding at the end of P4

Possible Recommendation based on Performance

Student passes 2 subjects or fewer



4 standard subjects

3 standard subjects + 1 foundation subject

2 standard subjects + 2 foundation subjects

1 standard subject + 3 foundation subjects

4 foundation subjects

Higher Mother Tongue

- Higher Mother Tongue is an additional subject. Students must be strong in the other subjects in order to manage studies well;
- Option to take Higher Mother Tongue in P5 is given only **ONCE** at the end of Primary 4;
- Subsequent movement will be based solely on student's performance and advice of the school.

Higher Mother Tongue Structure

	Higher Chinese Language	Higher Malay Language
Learning Resources	<ul style="list-style-type: none">1 HCL textbook for both HCL and CL	<ul style="list-style-type: none">1 HML textbook for both HML and ML
Additional Lessons	<ul style="list-style-type: none">1 hourOnce a weekOutside of curriculum hours	
Examination	2 examinations: <ul style="list-style-type: none">1 for CL/ML1 for HCL/HML (for P5 and P6)	



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Eligibility for Higher Mother Tongue (HMT)

Mother Tongue	English, Mathematics and Science	School Recommendation
Band 1	Band 1 or at least Band 2	Student takes HMT in P5

- School identifies students and advises parents on whether their child is eligible;
- Students are expected to take HMT for a complete year before they can request to drop the subject.



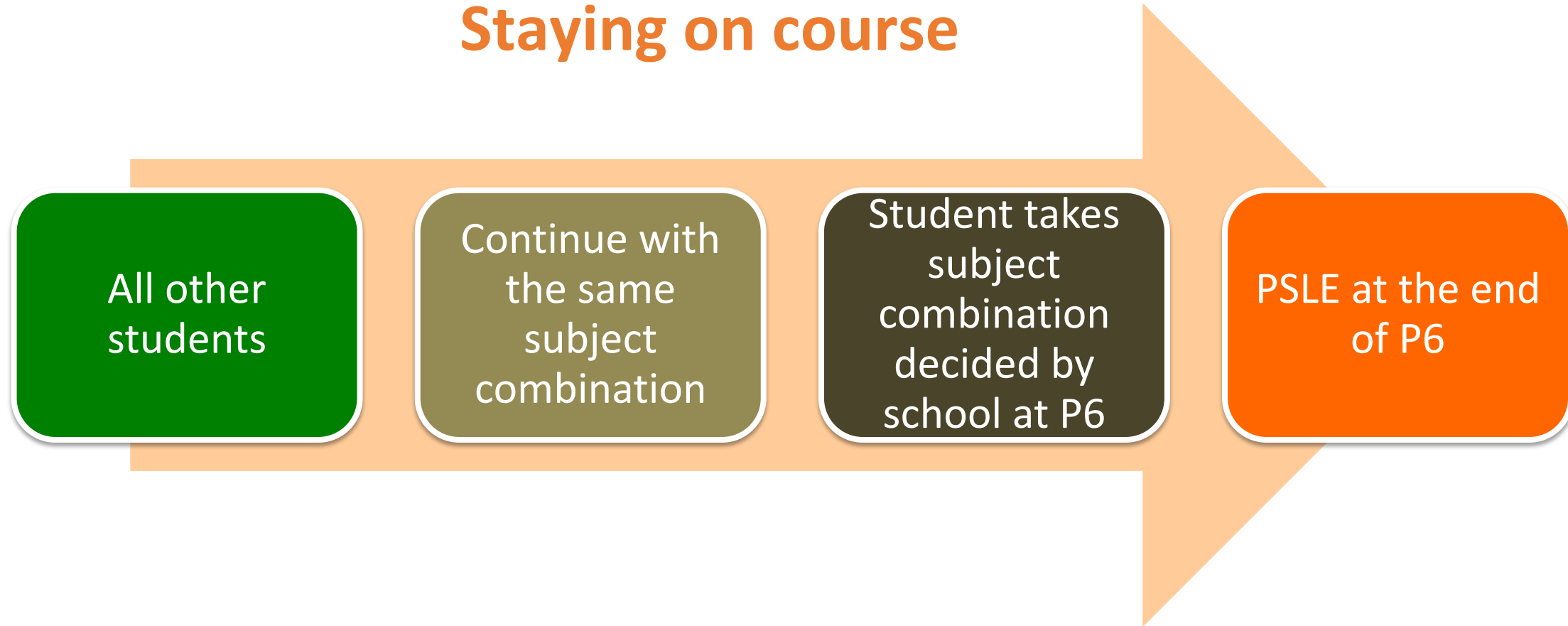
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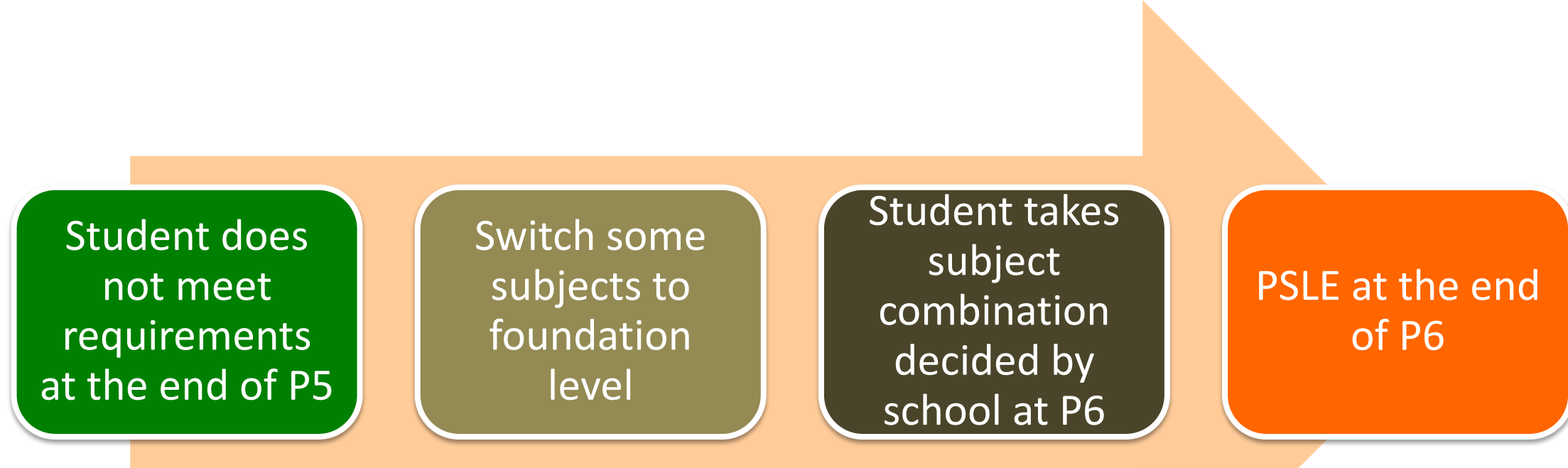
Movement at the end of P5: 1st recommendation

Staying on course



Movement at the end of P5: 2nd recommendation

Switching to a different SBB combination



Students who have difficulties coping with standard levels may:

- Proceed to P6 with 1 or more standard subject(s) switched to the foundation level

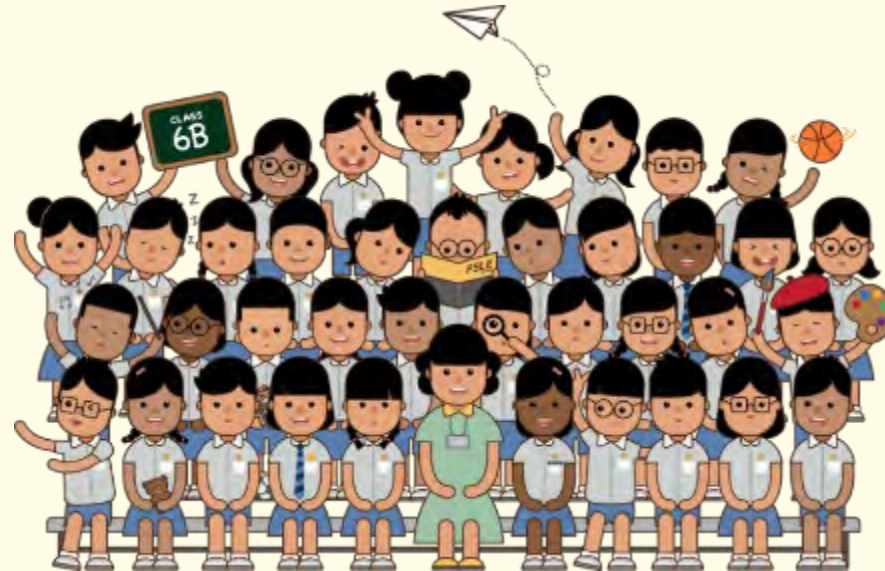
Considerations

- Students who pass 2 or fewer subjects at P4 may offer Foundation subjects, after due consideration is given to the overall and individual subject score obtained as well as the overall ability and aptitude of the child;
- 1S(MT)3F - Academically weaker students should not offer Standard Mother Tongue Language (MTL) at the expense of building a strong foundation in literacy and numeracy. Students offering Standard MTL should also have demonstrated strong MTL performance at P4;
- Offering Standard subjects should not put the child at risk of getting AL8 and not qualifying for progression to secondary school.

The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**

Briefing Deck to P5 and P6 Parents



WHAT ARE ACHIEVEMENT LEVELS (AL)?

WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.


As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

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

HOW DOES THE PSLE SCORING SYSTEM WORK?

- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



Elena		PSLE Score 14
PSLE Subject	AL Score	
English	2	
Math	2	
Foundation Science	ALA = 6	
Mother Tongue Language	4	

GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR HMTL

- (i) An overall PSLE Score of 8 or better**
or
(ii) From 2026, they can take up Higher Mother Tongue as a subject in secondary school as long as they obtain AL1/AL2 in their Mother Tongue at the PSLE, or a distinction or merit in Higher Mother Tongue.

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.



Safety Matters

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School Safety Motto: *Safety Begins With Me*



Entrance to School

- Watch out for traffic entering and exiting the school

School Safety Motto: *Safety Begins With Me*



Entrance to School

- Refrain from cutting across lanes or stopping at unauthorised areas to allow child to alight from vehicle

School Safety Motto: *Safety Begins With Me*



Walking to the mall

- **Watch out for traffic entering and exiting the loading and unloading carpark of the mall next to school**

School Safety Motto: *Safety Begins With Me*



Walking to the mall

- **Watch out for traffic entering and exiting the carpark of the condominium next to school**

*Thank you and have a lovely
weekend ahead!*

