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Middle Primary Parents' Briefing

Key Personnel's Address
30 January 2026



Agenda

- Home-School Partnership
- Overview of Assessments & CCAs
- Curriculum/Assessment Matters
- Introduction to Primary Science
- Overview of Subject Based Banding
- Overview of PSLE Scoring
- Safety Matters
- Q&A

Partnering Parents

1 Respectful
Communication

2 Role Models

3 Real Connections





Home-School Partnership

Supporting Your Child's Attendance and Learning Routine

- Attendance is critical. Do ensure that your child attends school daily except when he/she is unwell. Doctor's medical certificate must be provided where possible;
- 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

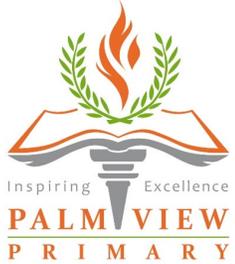
- Inculcating the value of responsibility by being punctual – report to school by **7.30 a.m.**
- Understanding consequences
 - Late coming: arriving after **7.30 a.m.**
 - After the 3rd instance of late coming, parents will be contacted
 - After the 6th instance of late coming, School-Parent conferencing 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/vulgarity;
- 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

Parents as Key Partners in Your Child's Development

- Monitor usage of screen time by children;
- 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!



New MOH guidelines on screen use for children under 12



7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

Here's how you can delay and limit screen time for your child:

#1 Set Rules on Screen Time

#2 Use Parental Controls to Limit Screen Time

#3 Keep an Eye On It

#4 Offer Alternative Activities

#5 No Means No



Home-School Partnership

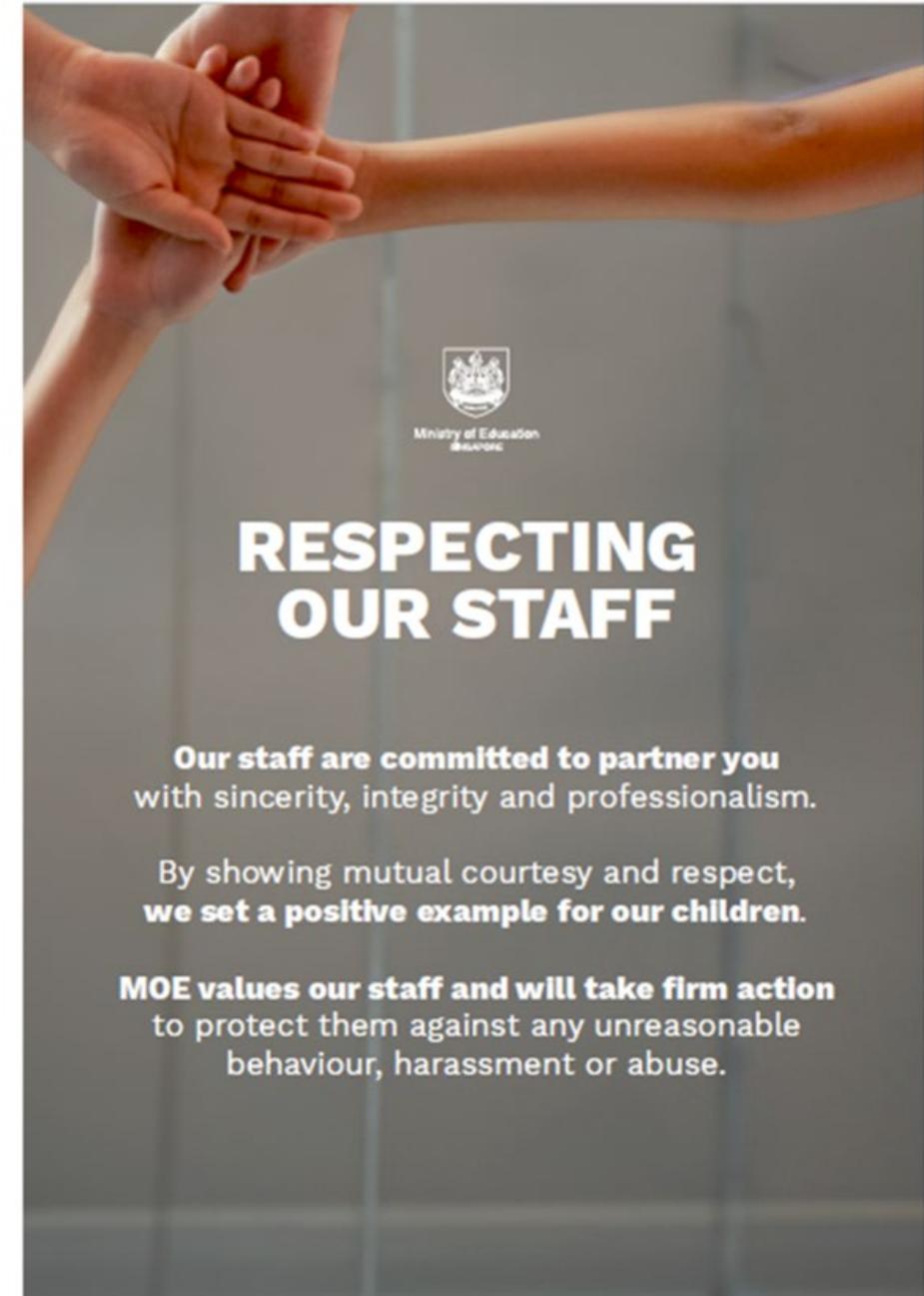
Usage of devices

- All mobile devices, such as handphones and smart wearables (devices capable of advanced functions such as wireless communication - messaging, calling, social media, apps and photo or video capture), are to be switched off and kept in bags during lessons.
- Fitness tracker with only simple functions such as time-telling and fitness tracking (eg. HPB Steps Tracker and POSB Smart Buddy Watch) are allowed.
- Refrain from texting your child during lesson time.
- Contact the General Office if you need to reach your child.



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.





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Overview of Assessments Co-Curriculum Activities (CCA)



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)



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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	



High Ability Learner Education Programme (P3)

(known previously as Gifted Education Programme)

HAL Identification Exercise

There will be a 1-stage identification exercise at the end of P3, to provide schools with an objective assessment of students.



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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 HMT (P4)		ASAP HMT (P3) CCA P4: Badminton/ Table Tennis	

Calendar for P3 and P4 students (Semester 1)

	Jan	Feb	Mar	Apr - May	Jun
P3	T1W4: ASAP remediation begins		13 Mar: e-PCTC 14 to 22 Mar: School Hols	Term 2: P3 Weighted Assessment 1	30 May – 28 Jun: School Holidays
P4	T1W3: CCA begins T1W4: ASAP remediation begins		(Hari Raya Puasa: School Holiday on 23 Mar)	Term 2: P4 Weighted Assessment 1	

Calendar for P3 & P4 students (Semester 2)

	Jul	Aug	Sep	Oct		Nov - Dec	
P3	Term 3: P3 Weighted Assessment 2 T3W9: HAL Identification Exercise		5-13 Sep: School Holidays (Teacher's Day: School Holiday on 4 Sep)		T4W4: P3 EYE EL/MTL Paper 1 P3 EYE EL/MTL LC	T4W6: P3 EYE Oral T4W7: P3 EYE Written	T4W9: PCTC - Phone call (selected students only)
P4	Term 3: P4 Weighted Assessment 2			T4W1: P4 EYE Oral	T4W4: P4 EYE EL/MTL Paper 1 T4W5: P4 EYE EL/MTL LC	T4W7: P4 EYE Written	T4W9: PCTC - Phone call (selected students only)

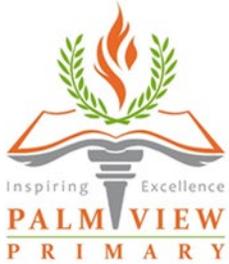
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English & Mother Tongue Languages (MTL)

- 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

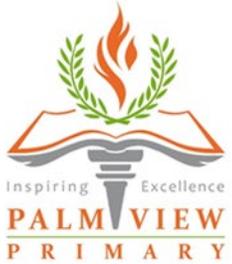
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Mathematics & Science

- 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



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Introduction to Primary Science

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



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**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

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.

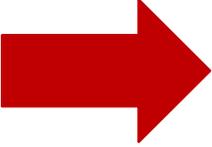
Subject-Based Banding at the end of P4



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



At P4

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

At P5

- Student takes subject combination chosen by parents

At the
end of P5

- Final decision by school

At P6

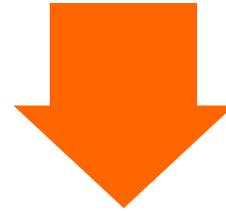
- Student takes subject combination decided by his school and sits for the PSLE



Subject-Based Banding at the end of P4

Possible Recommendation based on Performance

Student passes all 4 subjects (Band 1 or Band 2) & performs very well in Mother Tongue Language



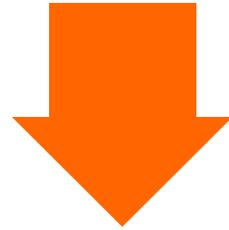
4 standard subjects
+ Higher Mother Tongue Language



Subject-Based Banding at the end of P4

Possible Recommendation based on Performance

Student passes all 4 subjects



4 standard subjects

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

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.



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 / Tamil Language
Learning Resources	<ul style="list-style-type: none"> 1 HCL textbook for both HCL and CL lessons 	<ul style="list-style-type: none"> 1 HML/HTL textbook for HML/HTL lessons 1 ML/TL textbook for ML/TL lessons
Additional Lessons	<ul style="list-style-type: none"> 1 hour Once a week Outside of curriculum hours 	
Examination	<p>2 examinations:</p> <ul style="list-style-type: none"> 1 for CL/ML/TL (for P3 to P6) 1 for HCL/HML (for P5 and P6) 	

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.



Movement at the end of P5: 1st recommendation Staying on course

All other students

Continue with the same subject combination

Student takes subject combination decided by school at P6

PSLE at the end of P6



Movement at the end of P5: 2nd recommendation Switching to a different SBB combination

Student does not meet requirements at the end of P5

Switch some subjects to foundation level

Student takes subject combination decided by school at P6

PSLE at the end of P6

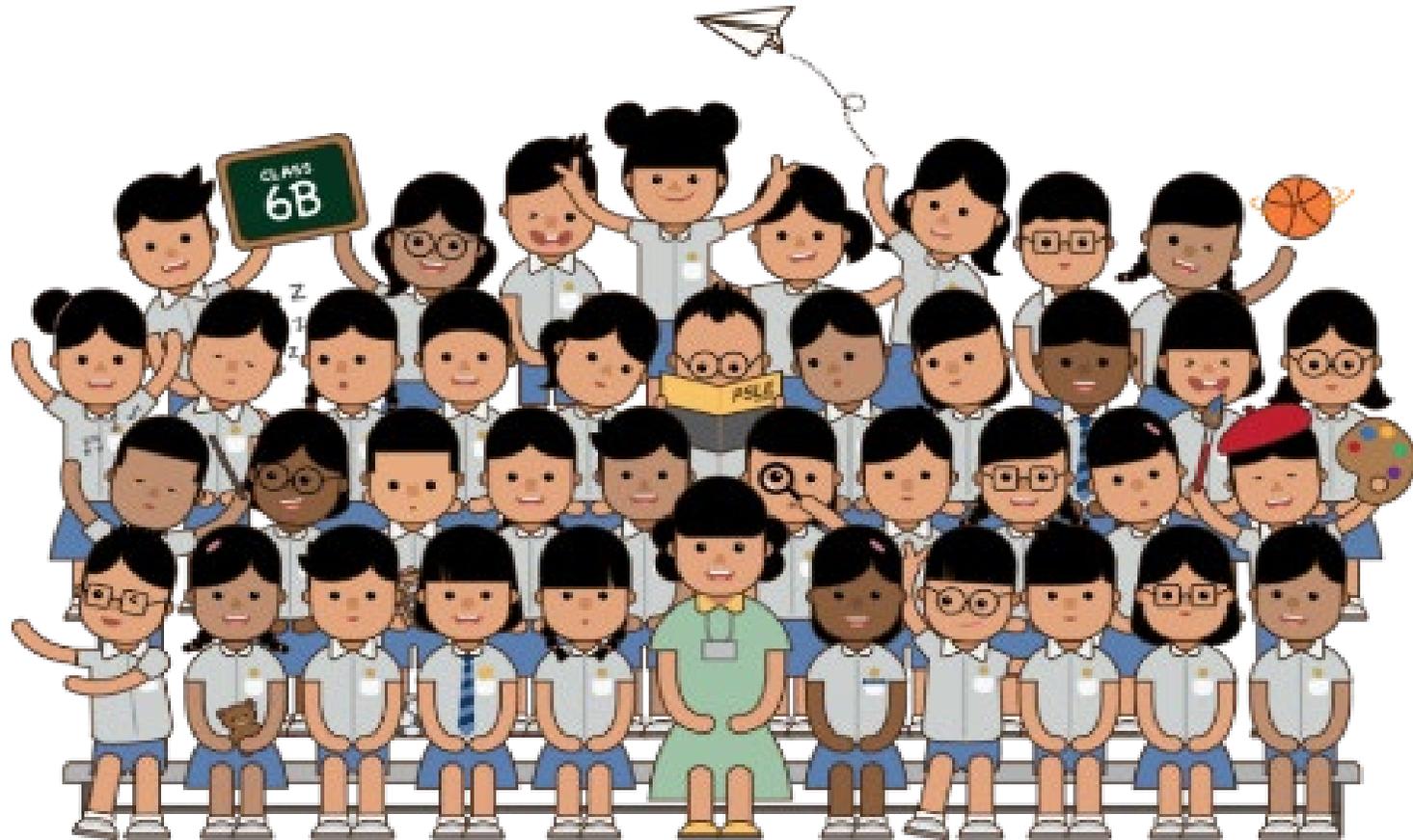
Students who have difficulties coping with standard levels may:

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



The PSLE SCORING

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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	AL A = 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.
 - 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.



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Safety Matters @ PLVPS

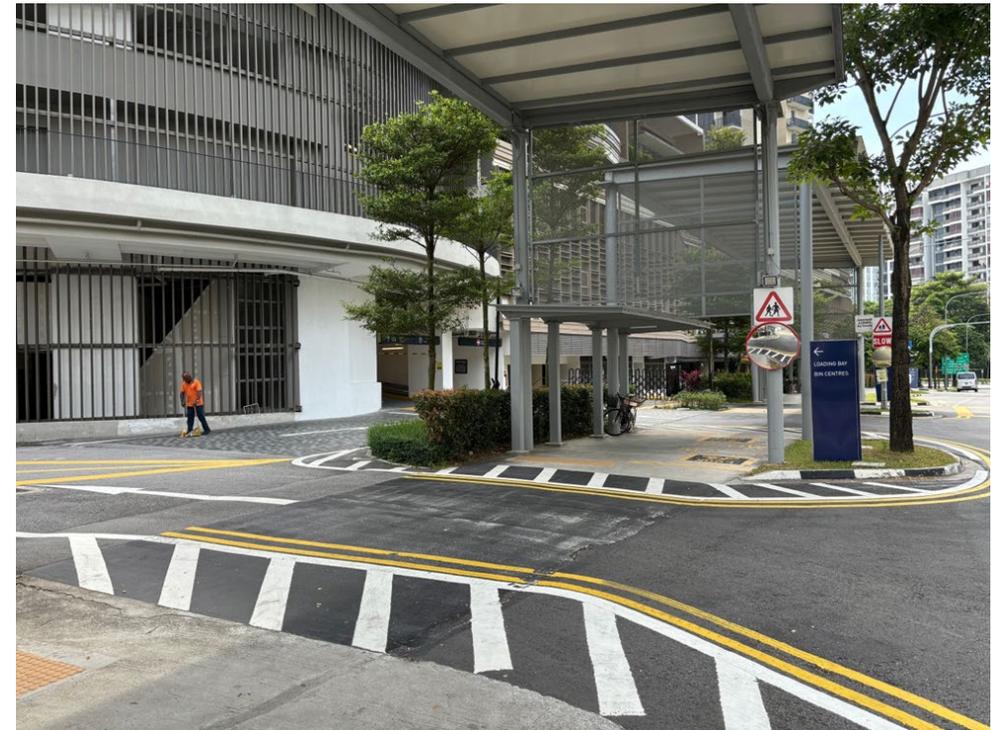
School Safety Motto: *Safety Begins With Me*



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Main Gate/Gate B



To Sengkang Grand Mall

Gate B – Look out for vehicle turning in/ out

School Safety Motto: *Safety Begins With Me*



Safe Cycling

- Ensure your child's bicycle is in good condition.
- Follow safety rules when riding on roads.
- Dismount and push the bicycle when using pedestrian or zebra crossings.
- Inform the Form Teachers if your child is cycling to school

School Safety Motto: *Safety Begins With Me*



Students who come to school by car

- Encourage your child to sit on the left side of the car with the school bags and other belongings.
- Alight safely and quickly

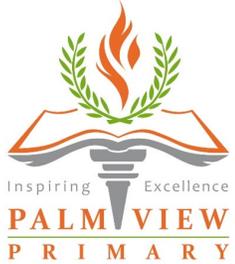
School Safety Motto: *Safety Begins With Me*



Students who take the public buses

- Stand behind the yellow line along bus stop.
- Do not stand too close to the road kerb.
- Queue up and wait for the bus to come to a complete stop before boarding.

School Safety Motto: *Safety Begins With Me*



Students who take the school bus

- Encourage your child to wear the seat belt at all times
- Unbuckle the seat belt only when the bus comes to a stop
- Remain seated at all times.

*Thank you and have a lovely
weekend ahead!*

