



Middle Primary Parents' Briefing

School Leaders' Address
18 February 2022



Agenda

- COVID-19 Updates
- Changes in the Educational Landscape
- Overview of Assessments
- Learning Dispositions
- Subject-Based Banding
- PSLE Scoring
- Middle Primary Curriculum Matters
- Introduction to Primary Science
- Home-School Partnership



COVID-19 Updates

School Facilitated Vaccination Exercise for COVID-19 Vaccination for P1-6 Students Below 12 Years Old


- PG message sent out by MOE HQ
- Schools will bus students with parental consent to a paediatric Vaccination Centre (VC) between 21 Mar-8 Apr for Dose 1, and three weeks later for Dose 2. Parent/guardian accompaniment is not required.
- If you would like the school to facilitate your child's vaccination, please register via the linked FormSG by 22 Feb, 12pm. Late submissions will not be accepted.



COVID-19 Updates

- Aligning to the national healthcare protocols, students returning to school after recovery from COVID-19 (PCR+, Ag+ from healthcare or self-administered ART) are not required to present medical certificates, doctor's letters or recovery memos. Schools will ask returning students for photo evidence of their ART results for those who self-exit after 72 hours and before their time-based discharge.
- Students who are tested positive for COVID-19 and absent from school's formal assessment and examination would similarly not be required to produce a medical certificate, doctor's letter or recovery memo to cover their absence. Schools will request to have sight of the student's SMS from MOH or photo evidence of the Ag+ test result.

Changes in the Educational Landscape

Currently	From 2019	From 2020 or 2021
Adjusting School-based Assessment Structures		
<p>P1</p> <ul style="list-style-type: none">> No examination, but weighted assessments are conducted throughout the year <p>P2</p> <ul style="list-style-type: none">> Weighted assessments throughout the year and year-end exam <p>P3-P6</p> <ul style="list-style-type: none">> Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year <p>Secondary level</p> <ul style="list-style-type: none">> Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year	<p>P1 & P2</p> <ul style="list-style-type: none">> Removal of all weighted assessments (including P2 year-end exam) <p>S1</p> <ul style="list-style-type: none">> Removal of Mid-Year Exam (MYE) <p>From P3 to S4/5</p> <ul style="list-style-type: none">> Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable	<p>P3, P5, S3</p> <ul style="list-style-type: none">> Removal of Mid-Year Exam (MYE) 

Changes aim to help our students:

- Have more time and space to deepen their learning, especially in the transition years (i.e. P3, P5).
- Better enjoy the process of learning and develop dispositions for lifelong learning.





Assessment - Removal of P3 MYE

- More time for experiments and small projects
- Weighted assessments

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



Co-Curricular Activities (CCA)

Modular CCA Experience (started in 2021)

- 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 P3-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
Drama Club	Football	Modern Dance
Robotics Club	Netball	
Science Club	Table-Tennis	
	Badminton	



Gifted Education Programme

Key Dates

GEP Screening Exercise
(1ST Round)

17 August 2022

GEP Selection Exercise
(2nd Round)

18 - 19 October 2022

Release of results for
GEP Selection Exercise

Early November 2022
(Tentative)

Learning Dispositions

- Learning Dispositions (LDs) are positive behaviours and attitudes towards learning.

Background

- The removal of all weighted assessments will affect the selection of Edusave Academic Awards for lower primary students
- Important to retain such awards, as they celebrate a child's success and learning milestones
- P1, P2 EMB and P2, P3 GPA will instead 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

Learning Disposition	Actions
	Middle Primary
Curiosity The student demonstrates a desire to seek and learn new knowledge while being resourceful, flexible and adaptable. The student demonstrates an eagerness to make connections about the topics he/she is learning and perseveres when encountering challenges.	<ul style="list-style-type: none">▪ Is ready to learn and is on task▪ Is willing to ask questions about the topic being taught and shows his/her interest▪ Contributes relevant ideas and/or seeks to find out more from different sources
Care The student demonstrates care if he/she acts with kindness and compassion, and contributes to the betterment of the school and the larger community. The student believes in succeeding together with peers and his/her actions motivate and inspire others.	<ul style="list-style-type: none">▪ Takes care of learning resources and the class/school environment▪ Encourages his/her peers in group work with kind words and actions▪ Leads his/her own learning, as well as, looks out for his/her shoulder partner's learning
Creativity The student seeks to generate relatively novel and appropriate ideas while being imaginative and having the ability to envisage possible futures. The student then interacts with others to explore and assess information and ideas, to produce interesting, appropriate and imaginative solutions.	<ul style="list-style-type: none">▪ Generates possibilities when presented with a scenario/challenge▪ Contributes his/her ideas and information willingly▪ Suggests simple and interesting solutions

Learning Dispositions @ Palm View

Based on our school vision and school values

Learning Disposition	Actions
	Middle Primary
Respect The student demonstrates respect when he believes in his own self-worth and the intrinsic worth of others. The student demonstrates empathy in his interactions, as well as, affirms and values others' input to work towards a shared purpose.	<ul style="list-style-type: none">▪ Practises active listening with eye contact when others are speaking▪ Takes turns to speak and responds respectfully to others' contribution▪ Works in a respectful manner with others in a group setting to achieve group goals
Responsibility 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. The student takes ownership and sets his/her learning goals, from seeking clarification to submitting timely and quality work that reflects his/her best.	<ul style="list-style-type: none">▪ Takes note of assigned work independently and submits work on time▪ Submits quality work that reflects one's best and done with pride
Resilience The student is resilient if he demonstrates emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness. The student demonstrates persistence when facing a challenge in his learning and comes up with possible solutions.	<ul style="list-style-type: none">▪ When faced with a challenge/obstacle, he/she does his/her best to resolve the situation▪ Shows persistence when facing a challenge in one's learning with peers in the classroom (e.g. able to manage relationship with peers when working in a group/within a class)



Assessment for 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	-	Mid-Year Examination (MYE)	-	End-Year Examination (EYE)
Weighting	-	30%	-	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.



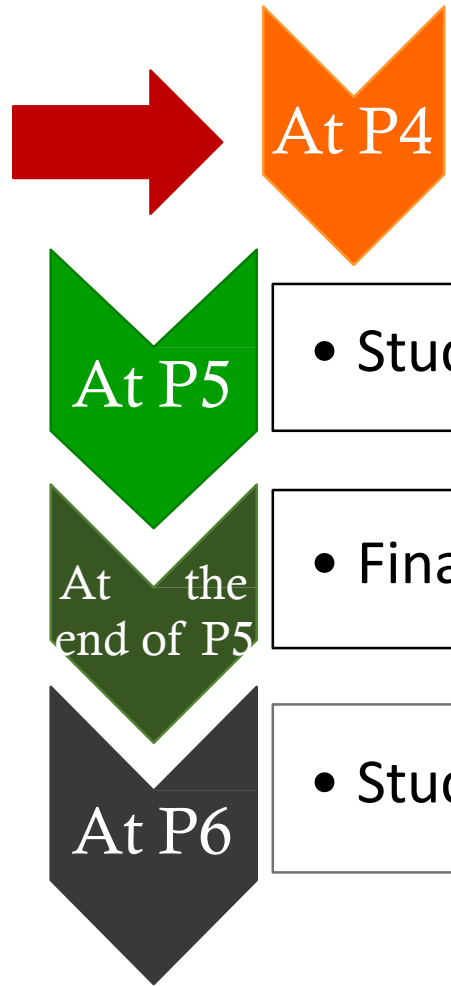
Subject-Based Banding at the end of P4

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



#CuriousMinds

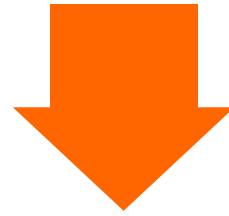
#CaringHearts

#CreativeSpirits

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



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	▪ 1 HCL textbook for both HCL and CL	▪ 2 separate textbooks for HML and ML
Additional Lessons	<ul style="list-style-type: none">▪ 1 hour▪ Once a week▪ Outside of curriculum hours	
Examination	2 examinations: <ul style="list-style-type: none">▪ 1 for CL/ML▪ 1 for HCL/HML (for P5 and P6)	



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Eligibility for Higher Mother Tongue (HMT)

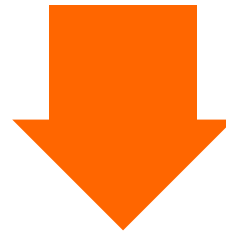
Mother Tongue	English, Mathematics and Science	School Recommendation
Band 1	Band 1 or at least Band 2	Student takes HMT in P5

- 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.

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

Subject-Based Banding at the end of P5

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

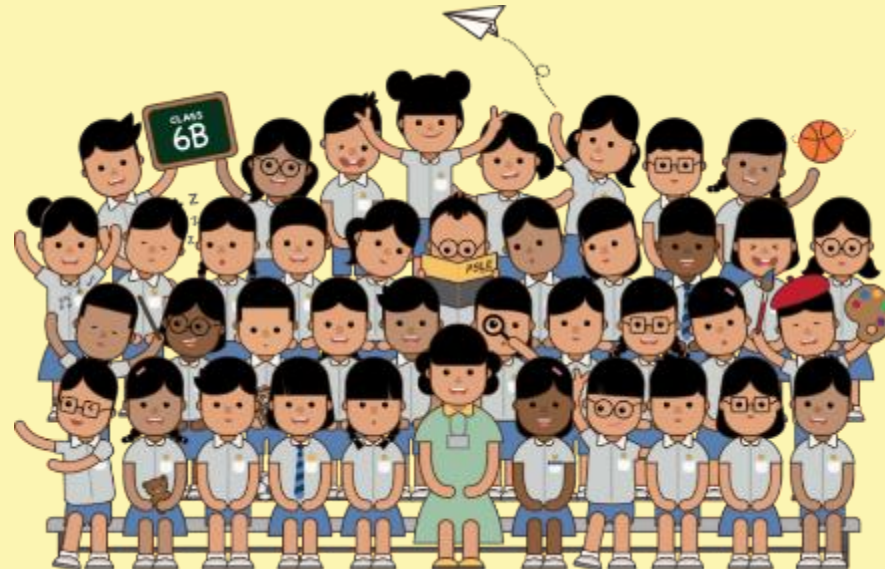


PSLE Scoring

CHANGES TO THE PSLE SCORING AND S1 POSTING SYSTEMS

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

2022 Briefing Deck to P5 and P6 Parents



HOW THE PSLE SCORING SYSTEM WORKS



FROM T-SCORE TO SCORING BANDS

a) Reduces fine differentiation of students' examination results at a young age

- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.

b) Reflects a student's individual level of achievement

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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

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**.
- Similar to the PSLE T-score system, 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

4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

- The PSLE Score can range from 4 to 32, with 4 being the best.
- Students are placed in secondary school courses based on their PSLE Score – Express, Normal (Academic) or Normal (Technical).

ENGLISH LANGUAGE	AL 3
MOTHER TONGUE LANGUAGE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2
PSLE SCORE: 8	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) OPTION	25
N(T)	26 – 30, with AL 7 or better in both EL <u>and</u> MA

Express, N(A) and N(T) courses will be phased out by 2024.

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

ELIGIBILITY CRITERIA FOR HMTL

- (i) An overall PSLE Score of 8 or better**
- or**
- (ii) An overall PSLE Score of 9 to 14 (inclusive); and attain**
 - AL 1 / AL 2 in MTL or**
 - Distinction / Merit in HMTL**

- The eligibility criteria for taking HMTL takes reference from past criteria.
- It ensures students can cope with the higher academic load.
- Secondary schools continue to have the flexibility to offer HMTL to students who do not meet the criteria if they:
 - have high ability and interest in MTL, and
 - are able to cope with the learning load required.

SUBJECT-BASED BANDING (SECONDARY)

[SBB (SEC)] ELIGIBILITY CRITERIA

SBB (Sec) provides students posted to the N(A) and (NT) courses with **greater flexibility** to take various subjects at a more demanding level based on their subject-specific strengths. Under the new PSLE Scoring System, the SBB (Sec) eligibility criteria is as follows:

FOR STUDENTS POSTED TO THE N(A) OR N(T) COURSE	
PSLE SUBJECT GRADE	OPTION TO TAKE SUBJECT AT
AL 5 or better in a Standard level subject	Express level
AL 6 or better in a Standard level subject <u>OR</u> AL A in a Foundation level subject	N(A) level

As students progress in secondary school, they continue to have opportunities at various junctures to take subjects at more demanding levels based on their performance in school. Students posted to the Express course will take all their subjects at the Express level.



Middle Primary Curriculum Matters



P3 Assessment Weighting

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

P4 Assessment Weighting

Examination	Mid-Year (Term 2)	End-of-Year (Term 4)
Weighting	30%	70%

English Language

P3 and P4 End-of-Year Examination

Paper	Component	Item Type	No. of items	Weighting	Duration
1	Composition	Open-ended	1	20%	1h
2	Language Use & Comprehension	Multiple-choice & Open-ended	50	50%	1h 15min
3	Listening Comprehension	Picture matching, sequencing, note-taking, comprehension (MCQ)	12	14%	About 20min
4	Reading Aloud	Reading Aloud	1	6%	About 10min
	Stimulus-based Conversation	Speaking	1	10%	

P3 Mathematics

Examination (1h 45min)

Section	Item Type	No. of questions	Marks per question
A & B	Multiple-choice / Short-answer questions	32	2
C	Long-answer questions	5	3 to 4
			Total: 80 mark

P4 Mathematics

Examination (1h 45min)

Section	Item Type	No. of questions	Marks per question
A & B	Multiple-choice / Short-answer questions	34 - 40	2
C	Long-answer questions	5 - 8	3 to 4
			Total: 100 mark

P3 Mother Tongue Languages

P3 End-of-Year Examination

Paper	Component	Item Type	No. of items	Weighting	Duration
1	Picture Essay	Open-ended	1	15%	40min
2	Language Use & Comprehension	Multiple-choice & Open-ended	32	45%	1h
3	Listening Comprehension	Multiple-choice	10	10%	About 30min
4	Reading Aloud	Reading Aloud	1	10%	About 10min
	Picture Description	Speaking	1	10%	
	Dialogue	Speaking	1	10%	

P4 Mother Tongue Languages

P4 Mid-Year & End-of-Year Examination

Paper	Component	Item Type	No. of items	Weighting	Duration
1	Picture Essay	Open-ended	1	15%	40min
2	Language Use & Comprehension	Multiple-choice & Open-ended	22	45%	1h
3	Listening Comprehension	Multiple-choice	10	10%	About 30min
4	Reading Aloud	Reading Aloud	1	10%	About 10min
	Picture Description	Speaking	1	10%	
	Dialogue	Speaking	1	10%	

P3 & P4 Science

P3 End-of-Year Exam & P4 Mid-Year Exam (1h 30min)

Booklet	Item Type	No. of questions	Marks per question	Total Marks
A	Multiple-choice	24	2	48
B	Open-ended	10-11	2-4	32

P4 Science

P4 End-of-Year Examination (1h 45min)

Booklet	Item Type	No. of questions	Marks per question	Total Marks
A	Multiple-choice	28	2	56
B	Open-ended	12-13	2-5	44

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

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)

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Introduction to Primary Science



Primary Science: Curriculum

The Primary Science curriculum allows children to learn and apply scientific concepts and skills to develop a better understanding of themselves and the natural world around them.

- Science in daily life
- Science in society
- Science and the environment



Primary Science: 5 Themes

The concepts in the Primary Science curriculum are organised and taught under five overarching key themes, namely:

- Diversity
- Cycles
- Systems
- Interactions
- Energy





Primary Science: 2 Blocks

The curriculum is further organised into two blocks of learning:

- Lower Block (Primary 3 and 4)
- Upper Block (Primary 5 and 6)





Theme: Diversity

Your child will learn that there is a great variety of living and non-living things in the world and we classify the living and non-living things to better understand the world in which we live in.

Topics

- P3: Living Things (Plants, Animals, Bacteria, Fungi)
- P3: Materials



Theme: Cycles

Your child will learn that there are repeated patterns of change in nature such as life cycles of living things. Your child will also learn about the three states of matter – solid, liquid and gas.



Topics

- P3: Life Cycles
- P4: Matter





Theme: Systems

Your child will learn that a system is a whole consisting of parts that work together to perform a function. Your child will also learn about the parts and function of the plants and human digestive system.

Topics

- P3: Plant Parts
- P4: Human System (Digestive System)



Theme: Interactions

Your child will learn about the properties of magnets and how the interaction of magnets is used in everyday life.

Topic

- P3: Magnets





Theme: Energy

Your child will learn about the importance and uses of light and heat energy.

Topics

- P4: Light
- P4: Heat

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 where possible with the exception of PCR+/AG+ cases.
- ❖ 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 meal break will be given in class before/after recess.

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, Form Teacher will call the parents
 - After the 6th instance of late coming, there will be School-Parent conferencing
 - For persistent late coming, a “Fair” conduct grade would be given

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.



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!

Home-School Partnership

❖ Main communication channels with the school:

1. Student Diary
2. Class Teachers' email address and direct phone extension number
3. MOE iCON email
4. MOE Parents Gateway App

Your feedback is important to us.

Thank you and have a lovely weekend.



<https://go.gov.sg/plvps-middle-primary-briefing>

