

# Primary 4



## Curriculum Briefing

*Friday, 3 Feb 2023*



To Serve To Lead



# School Vision, Mission and Values

## School Mission:

Nurturing the Whole Child, Growing Future Leaders

## School Vision:

Every Student An Educated Child and Contributing Citizen, Ready to Serve and Lead

Knowledge  
Dispositions  
Skills

Purposeful Parental Engagement



Empathy,  
Mindfulness, Care

## 21<sup>st</sup> century competencies



## Socio-emotional competencies

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InPsychful

# *HOW TO BE MORE INVOLVED IN YOUR CHILD'S LEARNING*



# Supporting Your Child at Primary 4



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# Expectations at Primary 4

- Strengthen foundation in literacy and numeracy with greater demands in learning subjects
- More afternoon co-curricular commitments such as HMTL, CCAs, NSG, external competitions, enrichments, learning support programmes, LJs, student leadership trainings
- Formative assessments (non-weighted) using alternative modes to monitor students' progress such as quizzes, bite-size class tests, homework, presentations, projects to provide feedback and encourage reflection
- Weighted Assessments in T2 and T3 and End-of-Year Examination leading to Subject-Based Banding at the end of T4



## WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

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 (PRI) AND SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he excels in his subjects, he will have the opportunity to pursue higher-level options at secondary school.

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.





# How does Subject-Based Banding work?

At P4

Student sits for the school-based End-of-Year Examination. **School recommends a subject combination based on student's results.** Parents fill up an option form indicating preferred combination.

At P5

Student takes the subject combination **chosen by parents**

At the end of P5,

School assesses student's ability to cope with the subject combination and make adjustments to the subjects taken at standard and foundation levels.

At P6

Student take a subject combination **determined by the school** and sits for the PSLE at the end of P6



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# To ready them for the future, we provide opportunities for our students to

- **learn to acquire deep knowledge and skills, such as a sense of curiosity, problem-solving, critical and inventive thinking**
- **deepen their learning and develop their strengths, passion and interests**
- **look beyond academic grades and scores as only indicators of success; broaden definitions of success to look at contributions beyond oneself**
- **acquire dispositions of resilience, grit, courage and confidence**





## As Parents, you can:

- Encourage Joy of Learning by not over-emphasising academic performance
- Focus on your child's learning journey, his/her effort and improvement rather than compare them to others.



### Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



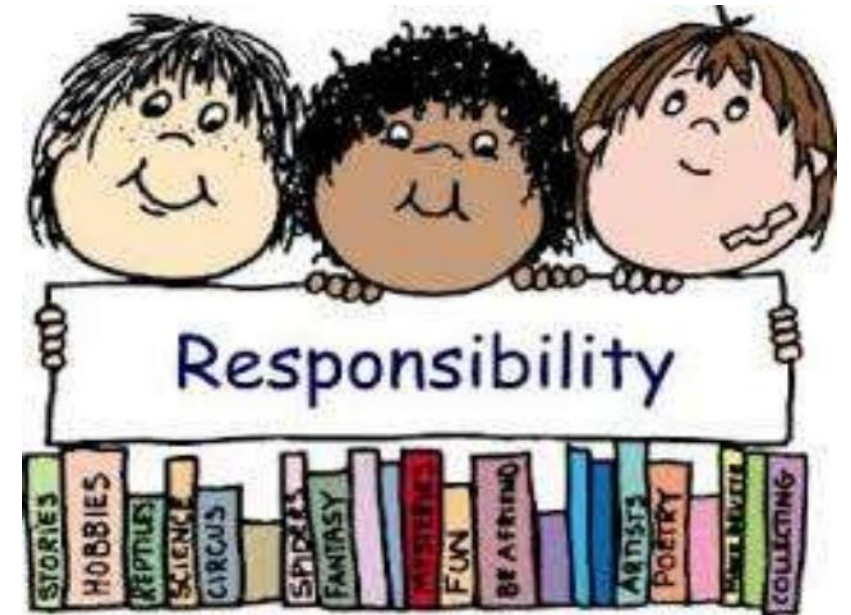
### Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



# Your Support in developing the Mindful Learner ...

- Ensure that they attend school everyday and be in school by 7.25 am *(reinforce the value of punctuality and respect)*
- Build in them the *sense of responsibility* *(remind them to remember to bring their stationeries/assignments, be prepared to accept consequences)*
- Help your child learn self-management *(develop a routine to complete their homework, encourage the habit of reading, manage time for work and play)*
- Limit your child's screen time for gaming and social media



# Stay connected with the Teachers/School

- Collaborate with the Teachers to better support your child.  
Make appointments to see our Teachers when needful

*Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)*

- Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails, through **Parent Gateway**

*Teachers are not expected to share their personal mobile phone numbers with parents*

- We welcome your feedback and suggestions. Give us 2 working days to respond to you.



# Academic Matters



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Total Curriculum for a Well-Rounded Learning in PCPS	
Subject-Based Learning	Character and Values Development
English	Character and Citizenship Education
Mathematics	CCE (MTL)
Mother Tongue	Form Teacher Guidance Programme (FTGP)
Science	Co-Curriculum Activities (CCA)
Physical Education	Applied Learning Programme (EL and ICT)
Art and Craft	Lifelong Learning Programme (Music)
Music	
Social Studies	

**English**



# ENGLISH LANGUAGE



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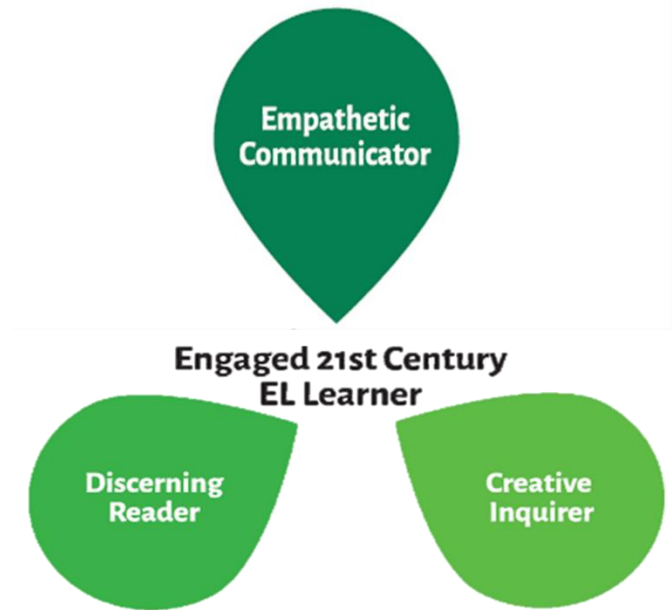




# English Language

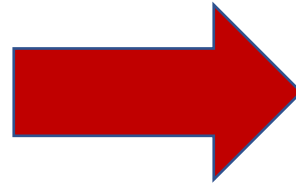
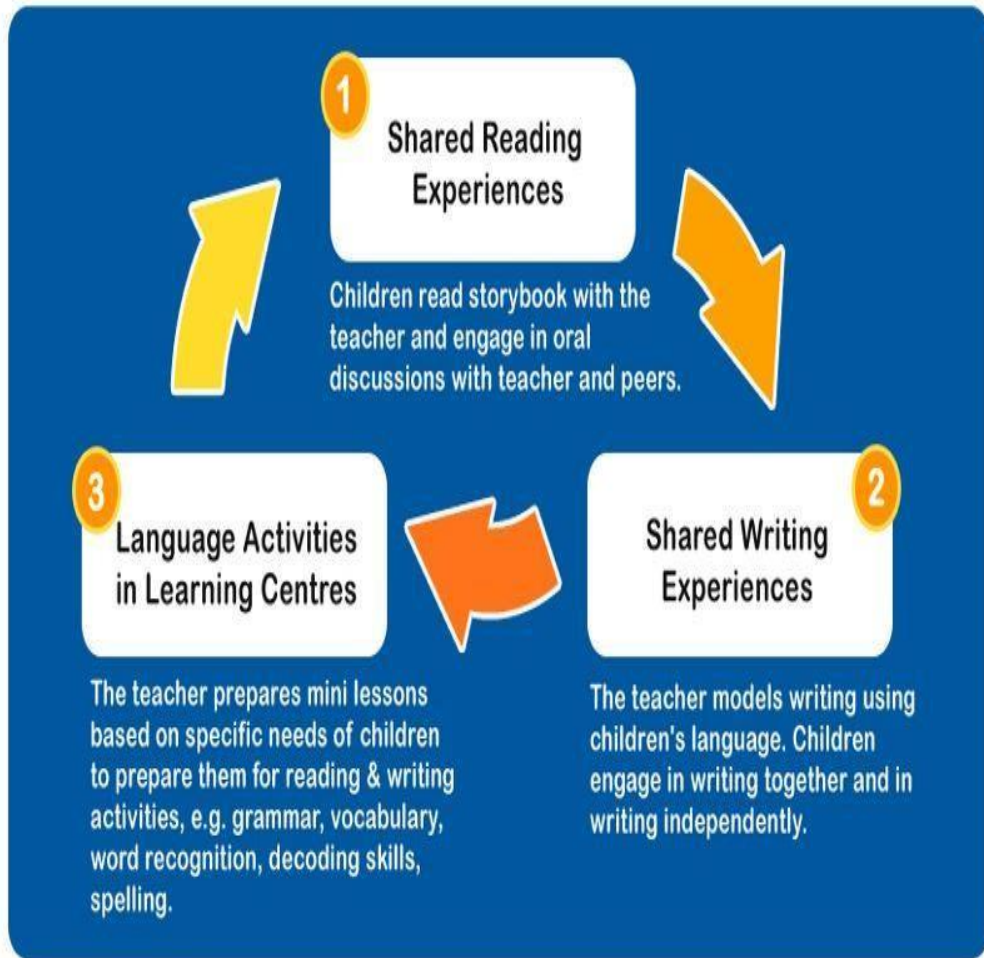
The school adopts the **STELLAR** programme: **S**trategies for **E**nglish **L**anguage **L**earning and **R**eadng

- It focuses on strengthening the foundation in four language areas: grammar, oracy, writing and reading while placing a greater emphasis on the reading-writing connection and reading comprehension skills.
- STELLAR from Primary 4 to Primary 6 involves:
  - Sustained Silent Reading (SSR)
  - Reading Comprehension Strategies
    - Annotation
    - Supported Reading (SR)
    - Know - Want to Know - Learnt (KWL)
    - Retelling (RT)
    - Writing Process Cycle (WPC)

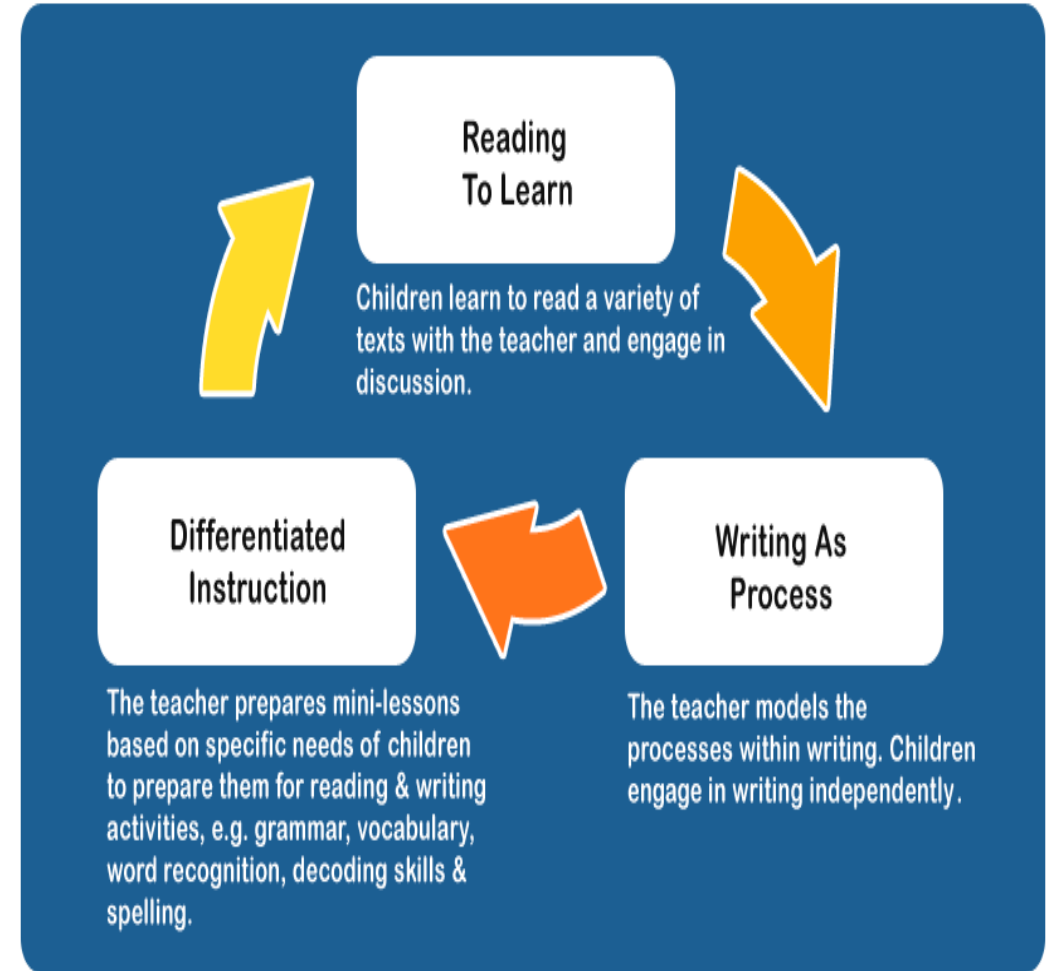


# English Language







## STELLAR at Lower Primary



## STELLAR at Upper Primary



# English Language

LISTENING	SPEAKING	READING	WRITING	GRAMMAR	VOCABULARY
<ul style="list-style-type: none"> <li>- Listening to stories (STELLAR)</li> <li>- Listening Comprehension</li> <li>- Library Sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry Recitation</li> <li>- Show and Tell</li> <li>- Dramatisation</li> </ul>	<ul style="list-style-type: none"> <li>- STELLAR Books</li> <li>- Library Sessions</li> <li>- Reading Aloud</li> <li>- Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to Writing</li> <li>- Creative Writing</li> <li>- Narrative Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Stellar-based Grammar components</li> </ul>	<ul style="list-style-type: none"> <li>- Stellar-based Vocabulary</li> <li>- Spelling (from term 2 onwards)</li> <li>- Vocabulary Activities</li> </ul>
					



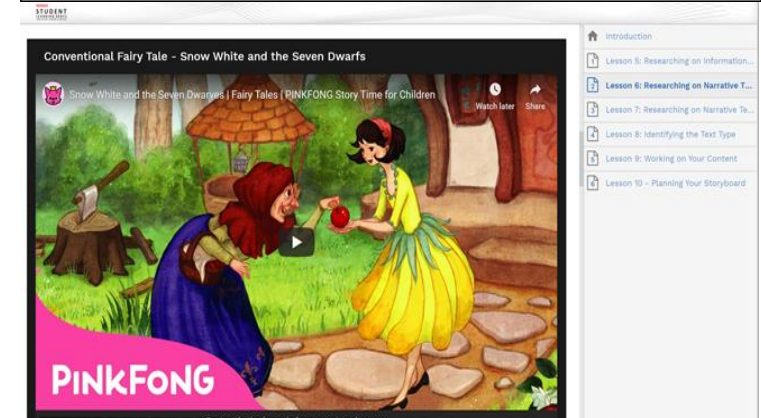


# English Language

## Key Programmes:

- School-Based Dyslexic Remediation(SDR)
- Reading Remediation Programme (RRP)
- Applied Learning Programme - Digital Storytelling Using Animatron

*Students in ALP, 2019*

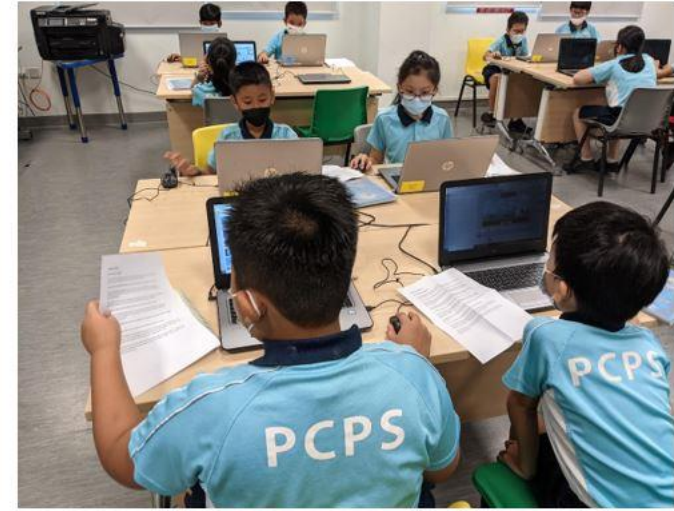


Once upon a time there lived a beast family.They wanted their son to get married but could find a suitable match.



# Applied Learning Programme (ALP)

- Consumer and Creator
  - Basic computing skills
  - Microsoft Office
  - Interactive computer programmes
  - Cyber Wellness





# Applied Learning Programme (ALP)



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Maths



# MATHEMATICS



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Mathematics					
Spiral Approach in the Math Curriculum					
Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers
Measurement	Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis
	Fractions	Fractions	Fractions	Fractions	Fractions
			Decimals	Decimals	Decimals
				Percentage	Percentage
				Ratio	Ratio
				Rate	Rate
					Speed

# Mathematics

- Build interest in numeracy through daily factual fluency.
- Grasp Mathematical concepts through in-class learning experiences.
- Develop good processes in solving Mathematical problems.
- Express thinking logically.



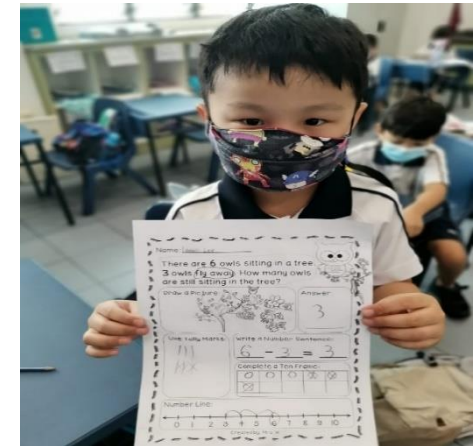
work with numbers



explore patterns



solve problems



express thinking



# Mathematics

## Key Programmes

- Maths Trail via Student Learning Space
- In-Class Learning Experiences via Manipulatives
- Math Assembly Talks
- Daily Factual Fluency Activities
- Termly Heuristics Packages



*Students exploring Maths Wall, 2018*





# Mathematics

## PCPS Approach to Problem Solving: POLYA's 4-step Routine

**Understand**



**Plan**



**Do**



**Check**

- Interpret the question
- List/ highlight/ underline/ circle important information
- Show relationship of numbers or words given through annotation

- Select a strategy

- Apply strategy
- Write equations
- Work out the sums carefully

- Check that the answer is logical/reasonable
- Use an alternative method to solve it
- Work backwards



George Pólya  
Hungarian  
Mathematician  
(1887 – 1985)



# Mathematics

## PCPS Approach to Problem Solving: POLYA's 4-step Routine



George Pólya  
Hungarian  
Mathematician  
(1887 – 1985)

**Understand**



**Plan**



**Do**



**Check**

### *Guiding Questions*

- What information is provided in this question?
- What am I asked to find in this question?
- Can I rephrase the question in my own words?
- What is the first thing I can find based on the information given?

- What are the strategies I have learnt?
- Based on past experiences, is this the appropriate strategy? If yes, go ahead. If no, what else is possible?

- Do I know what I am finding when I do every step?
- Does my working make sense?
- If I am stuck, what other strategies can I use?

- Have I answered the question?
- Is my answer reasonable?
- Have I made any calculation or careless mistakes?





**Science**



# SCIENCE



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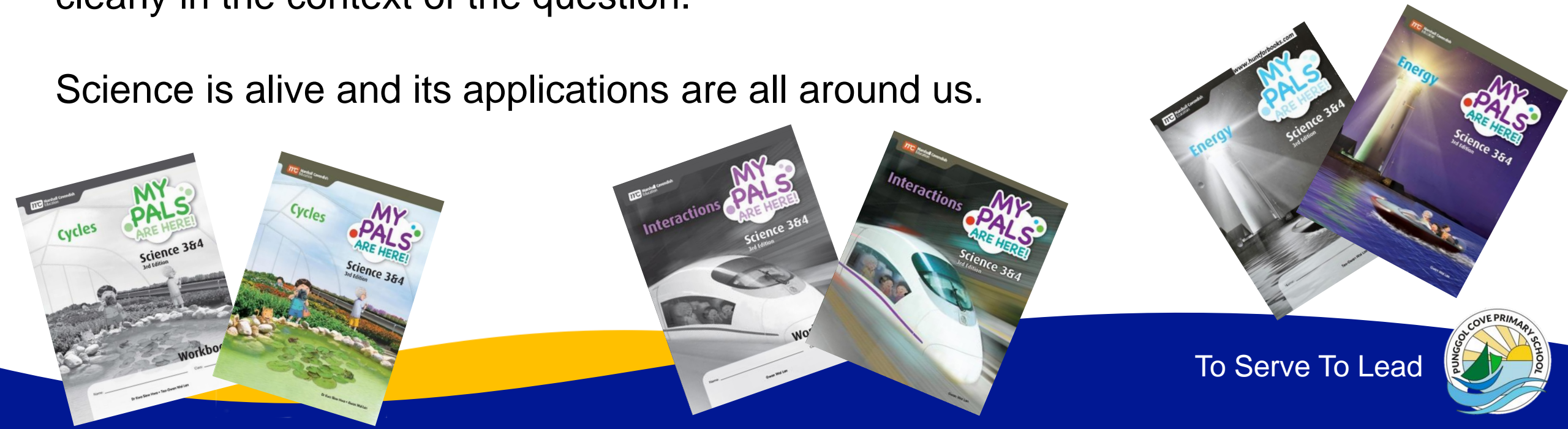
# Science

## Conceptual Understanding in Primary Science

Students learn Science through understanding and applying concepts and skills in different contexts in an age-appropriate manner.

The focus of learning Science is not on giving "standard answers" or keywords. Students can show their understanding by using their own words to explain clearly in the context of the question.

Science is alive and its applications are all around us.



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# Science

## Science Learning @PCPS

**Adopted Inquiry Based Learning in our Science curriculum and programme**

- Develop pupils to be curious about what they see and observe around them.
- To be able to make meaning and draw conclusions about the observation in a scientific way.
- Ask questions, collect data and use such as evidence to communicate explanations and connect these to the world around them.



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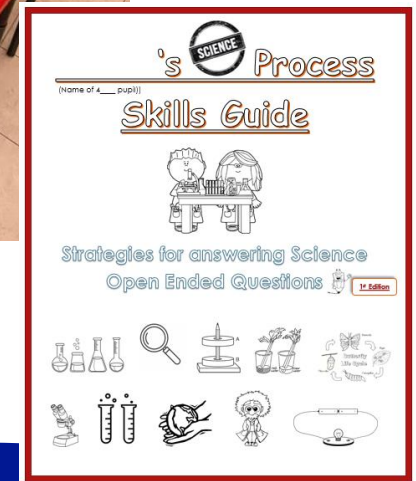


# Science

## Key Programmes:

- Science Process Skills Guide
- Science@Play
- P4 level-wide Differentiated Instruction using SLS as a tool for learning

Why are there bubbles coming out as I push the bottle into the water?



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# MOTHER TONGUE CL / ML / TL



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# Mother Tongue

- Develop Language skills with a focus in Reading and Writing in Primary 4.
- Authentic real world conversation setting.
- Immerse and appreciate Culture.
- Programmes/Activities
  - Mother Tongue Fortnight

Listening

Speaking

Reading

Writing

Understanding Culture



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# Mother Tongue

## Key Programmes

- Mother Tongue Fortnight
- Mother Tongue Camp (During Curriculum)
- Higher Chinese Language for selected students
- Mother-Tongue Support Programme (Small class support for students who needs support in MT)
- Various Festive Celebrations

*Students enjoying MT activities, 2018*



# Character and Citizenship Education (CCE)

**CCE aims to help our students:**

- learn values, social-emotional competencies.
- shape their identities, build relationships and make wise and responsible choices.



**make responsible choices**



**consider others' feelings**



**share personal experiences**



**interact with others**



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# Character and Citizenship Education (CCE)

## Highlight for Primary 4:

- Learning Journey for National Education (Term 4)
  - “Tales of the Emporium” – Geylang Serai Heritage Gallery
  - “Cultural Archives” – Kreta Ayer Heritage Gallery



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# Physical Education (PE)

In primary schools, through the various activities and lessons, students:

- learn fundamental movement.
- learn creativity in movement.
- develop broad-based physical competencies.



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# Physical Education (PE)

## Highlights in Primary 4:

- Acquisition of manipulative skills in sports and mini sided games.
- Introduction to games concepts and rules.
- NAPFA (Physical fitness assessment)



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# NAPFA

<b>Day/ Dates</b>	End of Term 1 (starting 20 February)
<b>1.6km walk / run</b>	During curriculum time 7.30 a.m. – 9.30 a.m.
<b>5 static stations</b>	After school 2.00 p.m. – 4.30 p.m.





# NAPFA STANDARDS (PRIMARY)

## STANDARDS FOR MALES

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	* 1.6 / 2.4 km Run-Walk time (min : sec)
9	A	5	>35	>168cm	>33cm	>21	<11.3sec	<9:40
	B	4	30-35	159-168	30-33	18-21	11.3-11.8	9:40-10:40
	C	3	25-29	149-158	26-29	13-17	11.9-12.2	10:41-11:40
	D	2	20-24	139-148	21-25	9-12	12.3-12.7	11:41-12:40
	E	1	15-19	130-138	16-20	3-8	12.8-13.1	12:41-13:50
10	A	5	>36	>174cm	>35cm	>22	<11.1sec	<9:30
	B	4	31-36	165-174	32-35	19-22	11.1-11.6	9:30-10:30
	C	3	26-30	156-164	28-31	14-18	11.7-12.0	10:31-11:40
	D	2	21-25	146-155	23-27	9-13	12.1-12.4	11:41-12:40
	E	1	17-20	137-145	18-22	3-8	12.5-12.9	12:41-13:40
11	A	5	>39	>188cm	>37cm	>23	<10.7sec	<8:50
	B	4	34-39	177-188	34-37	20-23	10.7-11.2	8:50-10:00
	C	3	30-33	166-176	30-33	15-19	11.3-11.6	10:01-11:10
	D	2	25-29	155-165	25-29	10-14	11.7-12.0	11:11-12:20
	E	1	20-24	144-154	20-24	4-9	12.1-12.5	12:21-13:30
12	A	5	>41	>202cm	>39cm	>24	<10.4sec	<8:40
	B	4	36-41	189-202	36-39	21-24	10.4-10.9	8:40-9:40
	C	3	32-35	176-188	32-35	16-20	11.0-11.3	9:41-10:40
	D	2	27-31	163-175	28-31	11-15	11.4-11.7	10:41-11:40
	E	1	22-26	150-162	23-27	5-10	11.8-12.2	11:41-12:30

AWARD REQUIREMENTS	
Awards	Minimum Scores
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points

**\*1.6 km Run-Walk time**  
**(All students between 9 to 13 years old)**

**2.4 km Run-Walk time**  
**(All students 14 years and above)**

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STANDARDS FOR FEMALES

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	*1.6/ 2.4 km Run-Walk time (min : sec)
9	A	5	>26	>158cm	>33cm	>14	<11.8sec	<10:40
	B	4	22-26	148-158	31-33	12-14	11.8-12.3	10:40-11:40
	C	3	18-21	139-147	28-30	9-11	12.4-12.8	11:41-12:50
	D	2	14-17	129-138	24-27	6-8	12.9-13.3	12:51-13:50
	E	1	10-13	119-128	19-23	2-5	13.4-13.8	13:51-15:00
10	A	5	>27	>161cm	>35cm	>14	<11.7sec	<10:30
	B	4	23-27	152-161	33-35	12-14	11.7-12.2	10:30-11:25
	C	3	19-22	143-151	30-32	9-11	12.3-12.7	11:26-12:30
	D	2	15-18	134-142	26-29	6-8	12.8-13.2	12:31-13:25
	E	1	11-14	125-133	21-25	3-5	13.3-13.7	13:26-14:30
11	A	5	>28	>164cm	>37cm	>15	<11.6sec	<10:20
	B	4	24-28	156-164	35-37	13-15	11.6-12.1	10:20-11:10
	C	3	20-23	147-155	32-34	10-12	12.2-12.5	11:11-12:10
	D	2	16-19	138-146	28-31	7-9	12.6-12.9	12:11-13:00
	E	1	12-15	129-137	23-27	3-6	13.0-13.4	13:01-14:00
12	A	5	>29	>167cm	>39cm	>15	<11.5sec	<10:10
	B	4	25-29	159-167	37-39	13-15	11.5-11.9	10:10-11:00
	C	3	21-24	150-158	34-36	10-12	12.0-12.3	11:01-12:00
	D	2	17-20	141-149	30-33	7-9	12.4-12.7	12:01-12:50
	E	1	13-16	132-140	25-29	3-6	12.8-13.2	12:51-13:50

AWARD REQUIREMENTS	
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Gold	C grade in all 6 stations with a minimum of 21 points
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\*1.6 km Run-Walk time  
(All students between 9 to 13 years old)

2.4 km Run-Walk time (All students 14 years and above)



# Art and Craft

See

Observe the physical surroundings and environment.

Identify colours, lines and shapes through observations.

Explore the use of varied materials in the process of art making.

Share thoughts and opinions through artful thinking routine.

Find joy in looking at varied artworks from artists and peers.

Engage in discussion about artworks.

Express

Appreciate



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# Artists and Themes – Primary 4

Term	Appreciation of Arts By:	Genre	Materials explored
1	Andy Warhol, Roy Lichtenstein	Pop Art	Oil Pastels
2	Various Artists	Museum Based Learning	Various Medium
3	“A toast to Mr Lee” <i>Students CHIJ Toa Payoh</i>	Positive and Negative Space	Drawing Core (Paper cut)
4	Liu Kang	Nanyang Art Style	Collage using recycled materials and cardboard



# Primary 4 Art samples



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# Music

**Students in Primary 4 will continue to deepen their music learning:**

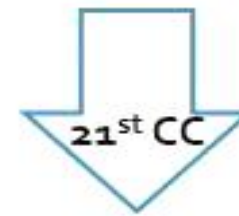
- Xylophone – Play melodies on the xylophone.
- Ukelele – Strum and sing songs (4 chords)
- Creation of a class song (melody and lyrics) for the Kindergarten 2 students at MOE Kindergarten@PCPS (LLP)
- Learning songs from other cultures (World Arts Term)





# Co-Curricular Activities (CCA)

## PCPS CCA Framework



Primary 3

### **Exposure, Understanding & Appreciation**

Awareness of opportunities

Understand, appreciate and learn the fundamentals

Primary 4

### **Development of FUNDamental Skills**

Developmentally and age-appropriate activities

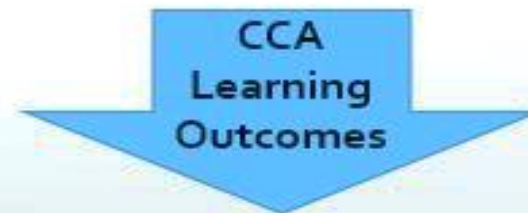
Focus on fun, enjoyment and learn to train

Primary 5 & 6

### **Participation, Leadership & Service**

Train to compete

Champions of area of interest



# Co-Curricular Activities (CCA)

## CCAs in General:

- CCA is a non-academic activity that all students are encouraged to undertake as part of their education outside of school curriculum hours.
- The activities offer supplementary opportunities for students to explore their interests, talents or develop them into hobbies.
- CCA also allow students to develop their character, learn values, social emotional competencies and skills to prepare them for future challenges.
- CCAs are introduced from Primary 3 onwards and participation is optional.
- Students who took Modular CCA in Primary 3 to explore different sports will be given a choice at Primary 4 to select one of the 4 sports as their main CCAs to commit to.

# Co-Curricular Activities (CCA)

## CCAs:

- From Primary 4 onwards , we encourage students to develop their interests and talents in their chosen CCAs and build on values such as resilience, discipline and commitment.
- We strongly encourage students to remain committed to the CCAs they have chosen.
- Students selected for school teams may be required to attend additional training sessions. These sessions may start at a later time and end no later than 6 p.m. Consent forms with schedule will be given to students.



# CCA Schedule for Semester 1

**Tuesday**

(Note: **P3** starts CCA only on 7 February)

S/N	CCAs	P3	P4	P5	P6	Venues	Dates
1	P3 Modular CCA (Sports)	✓				Cove, MPH, ISH, Field	Jan – 17, 31 Feb – 7, 14, 21, 28 Mar – 7, 21, 28 Apr – 4, 11, 18, 25 May – 16, 23
2	Art & Crafts	✓	✓			Art Rooms	
3	Modern Dance	✓	✓			PAL Room	
4	English Language Literary & Debating Society (ELLDS)	✓	✓	✓	✓	Music Room 1	
5	Environmental Science	✓	✓	✓	✓	Science Room	
6	<u>Infocomm</u> Technology	✓	✓	✓	✓	Computer Rooms	
7	Badminton		✓	✓	✓	MPH	
8	Basketball		✓	✓	✓	Cove	

- ISH – Indoor Sports Hall (Level 3)
- MPH – Multi-Purpose Hall (Level 3)

# CCA Schedule for Semester 1

## Thursday

(Note: **P3** starts CCA only on **2 February**)

S/N	CCAs	P3	P4	P5	P6	Venues	Dates
1	Choir	✓	✓	✓	✓	Music Room 2	Jan – 19, 26 Feb – 2, 9, 16, 23 Mar – 2, 9, 23, 30 Apr – 6, 13, 20, 27 May – 18, 25
2	Health & Fitness	✓	✓	✓	✓	MPH	
3	Scouts	✓	✓	✓	✓	CCA Rooms	
4	Football		✓	✓	✓	Field	
5	Floorball		✓	✓	✓	ISH	
6	Art & Crafts			✓	✓	Art Rooms	
7	Modern Dance			✓	✓	PAL Room	

- ISH – Indoor Sports Hall (Level 3)
- MPH – Multi-Purpose Hall (Level 3)



# **Holistic Assessment to Support Learning and Development of the Child**



# Assessment is Part of Learning



# Academic Matters

- There will only be one End-of-Year Examinations for all levels starting 2023. There will be no MYE. We will have termly weighted assessments to evaluate students' learning.
- There will be formative assessments and non-weighted timed practices put in place throughout the year to help them prepare for weighted assessments and End-Year Examinations.
- The school will continue to communicate with parents / guardians on students' progress through Meet-The-Parent Sessions at the end of Term 2 and Term 4(needs basis).



# PCPS Assessment Plan

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Primary 4	-	15% Term 2 Weighted Assessment	15% Term 3 Weighted Assessment	70% End-Year Examinations



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# Assessment Matters

- **Topics and Weighting :**

- Refer to Assessment Letter which will be issued on a later date.

- **Absences:**

- Any absence must be supported by medical certificate issued by a medical doctor.
- Letters of excuses are not acceptable.

## NOTE:-

- If your child/ward is unwell, he/she should be resting and recuperating at home.
- The well-being of the child is MOST IMPORTANT.





# SUBJECT-BASED BANDING



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# SUBJECT-BASED BANDING

- Subject-based Banding caters to the different aptitudes, capabilities and talent of each student.
- Subject-based Banding helps each student to realise his/her potential, based on his/her interests and strengths.
- Students will be provided the option of a combination of standard and/or foundation subjects after a year's learning at end of Primary 4.



# SUBJECT-BASED BANDING

- School will make recommendations of subject combinations based on the student's academic performance (Term 2 + Term 3 and Term 4).
- Students will be offered Standard subjects they are strong in.
- Students may be recommended to take on foundation subjects which may be more suitable for their learning development.



## Subject Combinations

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue language	4 standard subjects + Higher Mother Tongue
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subject; or
	1 standard subjects + 3 other foundation subject; or
	4 foundation subjects



## Subject Combinations: HMT

- Students taking Higher Mother Tongue Languages will be using HMT materials in P5.
- Students taking HMT will also be exposed to cultural enrichment and external competitions.
- There will be an additional hour of curriculum time weekly, conducted after school.
- Students taking HMT at Primary 5 will also take an additional paper during the End-of-Year examinations.





# USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



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# SUBJECT-BASED BANDING

## @ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

## @ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

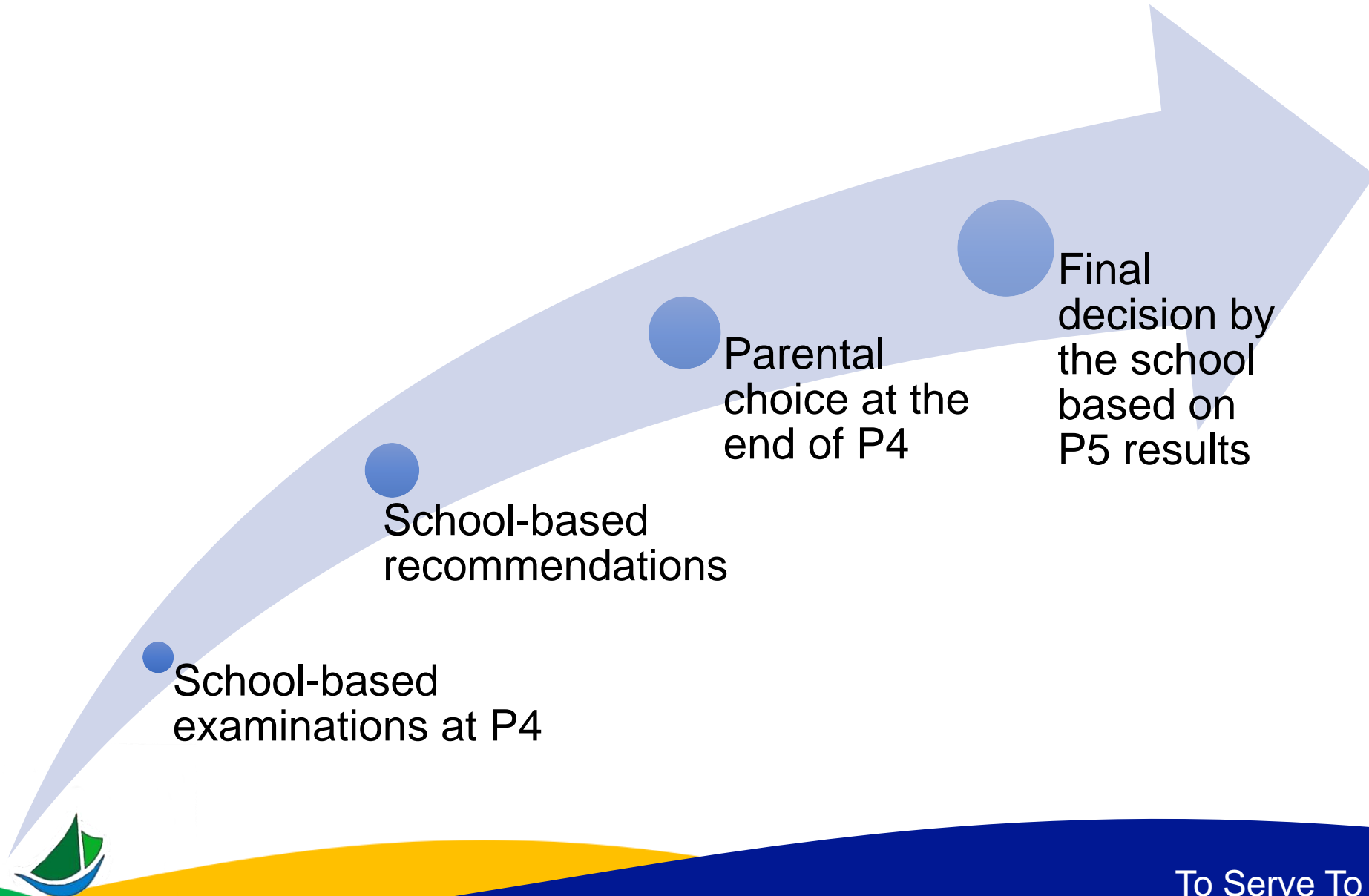
Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

## @ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

# SUBJECT-BASED BANDING



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# P5 AND 6 SCORING SYSTEM



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**STUDENTS WITH SIMILAR SCORES  
IN EACH SUBJECT WILL BE GROUPED  
INTO THE SAME ACHIEVEMENT LEVEL**

- There will be 8 Achievement Levels (ALs), with AL1 being the best.
- A student's AL for each subject will reflect his level of achievement, rather than how he has performed relative to his peers.

**PER SUBJECT**

**AL 1**  
(BEST)

**AL 2**

**AL 3**

**AL 4**

**AL 5**

**AL 6**

**AL 7**

**AL 8**  
(UNGRADED)



# WHY 8 ACHIEVEMENT LEVELS?

NEW SYSTEM

- This offers a good balance.
- It reduces fine differentiation between students while still giving parents and educators a gauge of a student's progress at the end of primary school.
- Students can then be matched to suitable academic programmes in secondary schools.

## PER SUBJECT

**AL 1**  
(BEST)

**AL 2**

**AL 3**

**AL 4**

**AL 5**

**AL 6**

**AL 7**

**AL 8**  
(UNGRADED)

# REFERENCE RAW MARK RANGES

- To guide school-based assessments, we will provide reference raw mark ranges for each AL.
- These are based on learning objectives of the curriculum.

## Considerations

- To have educationally meaningful differentiation of students.
- At the top ALs, the ranges are narrower as the PSLE is designed to show what students can do – on average, about half of the students will score AL4 or better.

AL	RAW MARK RANGE
1	$\geq 90$
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	$< 20$


## FOUNDATION-LEVEL SUBJECTS WILL ALSO BE SCORED ON ACHIEVEMENT LEVELS

- Foundation-level subjects are designed to support a small number of students who may not be able to cope with Standard-level subjects.
- This enables them to focus on building up strong fundamentals so that they are better prepared for secondary school.
- This way, the student will also build confidence to pursue learning at a level suitable for them.

Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 - 100	6
B	30 - 74	7
C	< 30	8

## FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best possible score.
- Students will be placed in secondary school courses based on their overall PSLE score – Express, Normal (Academic) or Normal (Technical).



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

**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 AL7 or better in both EL and MA

# SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH AL3

FOUNDATION  
MOTHER TONGUE ALB

FOUNDATION  
MATHEMATICS ALB

SCIENCE AL5

**PSLE SCORE: 22**

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 AL7 or better in both EL and MA



# SUBJECT-BASED BANDING (SECONDARY)

## SBB (SEC) ELIGIBILITY CRITERIA

Under the new PSLE scoring system, the SBB (Sec) eligibility criteria is as follows:

FOR STUDENTS OFFERED 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

# Reminders and Updates for Parents



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# Attendance

- Encourage our students to be early and punctual for school.
- Students who are not in class by 7.30 a.m. will be considered late.
- For persistent latecomers, students will be referred to the HOD Discipline and Student Management for further actions.



# Absence from School

- **Medical Certificate or a letter** from parent/guardian is needed to explain child's absence. (Limit of 5 letters per semester)
- Call the General Office and leave a message for your child/ward Form Teacher.
- For matters pertaining to Covid-19, please reach out to the form teachers or school for clarifications.
- Remind your child/ward to **pass** the MC or letter to their Form Teacher when he/she is back in school.



# Communication School and Home

- School Handbook
- Email the form teachers or school
- Make appointments to meet our teachers/staff in person from **7.30am- 4.30pm**
- Parents Gateway
- School generic email address@school website for feedback to school
- Form teachers' alternative platforms
  - FTs will share their preferred mode of communication later in the respective class.





# Communication with External Stakeholders

- For communication with external stakeholders such as school dental services, school bookshop, school bus service, school uniform and student care centre, please refer to the following for their contact details:
  - Student Handbook
  - School Website (For Parents – Useful Links):  
<http://punggolcovepri.moe.edu.sg/>



# School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, check Parent Gateway for notifications
- Build good relationships and trust the teachers to want the best for each student



# Homework Policy

## General Guidelines on Homework

### Definition of Homework

Homework refers to any learning activity that schools require students to complete outside curriculum time, regardless of the mode of delivery (i.e. pen-and-paper, virtual/ online). This includes assignments and projects but not revision of school work or studying for tests and examinations.

### Objectives of Homework

Effective use of homework can help students to :

- Reinforce learning and deepen understanding of lessons taught
- Allow students to regularly practice, and apply skills and concepts taught
- Develop good study skills and habits
- Encourage greater ownership and responsibility for independent/ self-directed learning

# Homework Policy

## General Guidelines on Homework

### *Students' Role*

To enjoy the benefits from the value of homework, students need to understand the importance and relevance of homework assigned and work towards:

- Completing and submitting in quality assignments on time.
- Seeking help from teachers and parents when encountering difficulties despite trying a few times independently.
- Reviewing feedback from teachers and take the necessary follow-up actions to improve.



# Homework Policy

## General Guidelines on Homework

### ***Parents' Role:***

Parents play an important part in their children's education. With proper guidance and supervision at home, parents can help to keep track of their children's progress and support their learning by:

- Taking an active interest in the work assigned to their children.
- Encouraging and supporting their children with praises when they complete their work.
- Providing a conducive environment, preferably a quiet and well-lit place, for the children to study and do their homework.
- Setting aside time for the children to complete their homework.
- Monitoring the child's Student Handbook for the type and amount of homework given each day.
- Working closely with teachers to support the holistic development of their children.



# Homework Policy

## General Guidelines on Homework

Level	Monday – Thursday	Friday – Sun
Primary 4	2 hours per day Max 30 min per subject	2 hours in total Max 30 min per subject





# THANK YOU



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