

# Welcome to Punggol View

**It is nice to have you with us today**

**P's Engagement with P4 Parents-7 Mar 2024**

# Programme Outline

Time	Programme
6.00pm -6.15pm	<ul style="list-style-type: none"><li>• Registration/Admin Matters</li><li>• Welcome</li></ul>
6.20pm -7.15pm	<b>Principal' s Address on:</b> <ul style="list-style-type: none"><li>• What's in store at P4</li><li>• SBB Matter</li><li>• Revised PSLE scoring system</li></ul>
7.15pm – 7.30 pm	<ul style="list-style-type: none"><li>•Q &amp; A</li></ul>

## Purpose of this session:

- update on Subject-Based Banding (SBB) as well changes to the Revised PSLE Scoring system.
- Provide parents with more info on how SBB works and what it means for your child .





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Parents as co-partners of education

# **Our Vision**

**Confident Learners,  
Active Citizens**

# **Our Mission**

**Touching Lives,  
Inspiring Future**

# Values-based, Holistic Development

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## Punggol View defines 6 MESCAP Student Outcomes

### Morally Upright

Knows the R<sup>3</sup>ICH values, feels the need to act and demonstrates the observable behaviours for each value

### Emotionally Adept

Manages one's emotions, relates well with others and makes responsible decisions

### Physically Active

Exercises regularly and eats wisely



### Socially Responsible

Contributes to the betterment of others and the environment by participating in Values in Action, and works towards becoming a good citizen

### Aesthetically Aware

Is a motivated participant and an appreciative audience of the Arts

### Cognitively Robust

Achieves academic success and is curious, confident and collaborative

# PGVP MESCAP Outcomes

## Confident Learners

- Cognitively Robust
- Aesthetically Aware
- Physically Active



## Active Citizens

- Morally Upright
- Emotionally Adept
- Socially Responsible



# PGVP MESCAP Outcomes

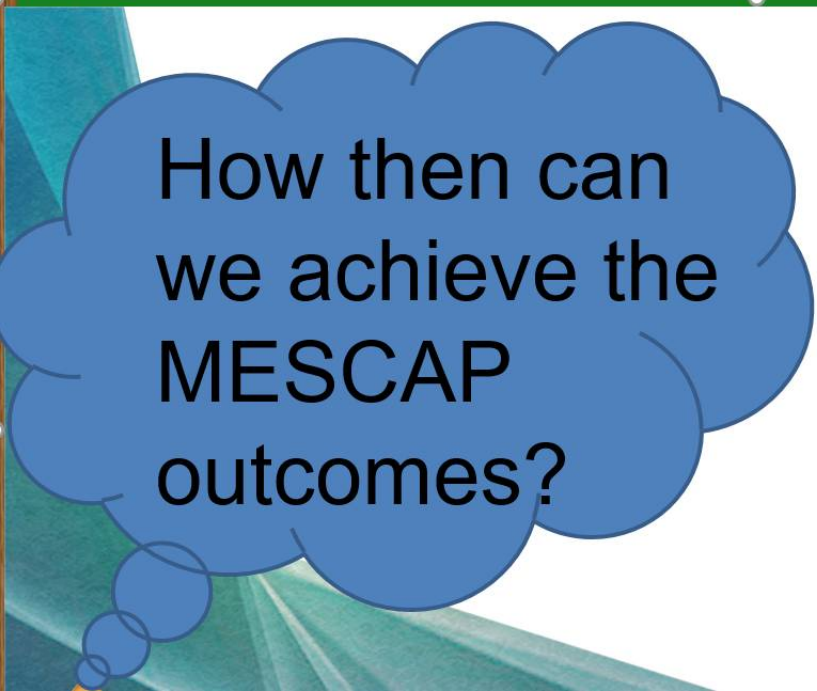
## Confident Learners

## Active Citizens



- Cognitively Robust
- Aesthetically Aware
- Physically Active

- Morally Upright



By demonstrating Positive Learning Behaviours!

# What's in store for your child at P4?

## Transition from P3 to P4

- P4 - Last year in the Foundation Stage of Primary Education
- First year of becoming in the “Upper Primary”
- Subject-Based Banding (SBB) to move on to the Orientation Stage (P5)
- Lower Primary years had lots of **teacher-directed** lessons with lots of fun, freedom to explore, and with only your P3 year-end exams as your first exams
- Academic rigour is building up in P4 (e.g. 3 major exams this year) whereby you'd need to take greater **ownership in your learning**



```
graph LR; A[Foundation Stage (Primary 1-4)] --> B[Orientation Stage (Primary 5-6)]; B --> C[Primary School Leaving Examination (PSLE)];
```

Foundation Stage  
(Primary 1-4)

Orientation Stage  
(Primary 5-6)

Primary School Leaving  
Examination (PSLE)



# 5 Learning Dispositions



## JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.



## RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.



## OPEN-MINDEDNESS

Students who are open-minded are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.



## CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.



## COLLABORATION

Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

## What criteria will PGVP use to identify students with positive learning dispositions?

Joy of Learning ■ Resilience ■ Open-mindedness ■ Curiosity ■ Collaboration (JROCC)

Learning Dispositions	Primary 1	Primary 2	Primary 3
<p><b>Joy of Learning</b></p>	<ul style="list-style-type: none"> <li>Listens actively in class</li> <li>Submits work timely and is always neat and presentable</li> <li>Displays willingness to learn new things</li> </ul>	<ul style="list-style-type: none"> <li>Listens and participates actively in class</li> <li>Submits work timely and is always neat and presentable</li> <li>Shows initiative to look for new information</li> <li>Shows positive attitude towards solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Listens and participates actively in class</li> <li>Submits work timely and is always neat and presentable</li> <li>Shows initiative to look for new information</li> <li>Shows positive attitude towards solving problems</li> <li>Shows initiative to learn beyond the classroom</li> </ul>
<p>Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things</p>	<p><b>Primary 4</b></p> <ul style="list-style-type: none"> <li>Listens and participates actively in class</li> <li>Manages work well</li> <li>Shows initiative to look for new information beyond classroom content</li> <li>Shows positive attitude towards solving problems using multiple sources</li> <li>Shows initiative to extend learning beyond the classroom to deepen knowledge</li> <li>Contributes ideas in class</li> </ul>	<p><b>Primary 5</b></p>	<p><b>Primary 6</b></p>

# 4 levels Qualitative Descriptors

- ❖ Personal Qualities of your child
- ❖ Reflected in the Holistic Development Profile

Level 1	Starting Out	<b><u>Beginning</u></b> to demonstrate positive learning dispositions
Level 2	Getting There	Demonstrates positive learning dispositions <b><u>some</u></b> of the time
Level 3	Got it	Demonstrates positive learning dispositions <b><u>most</u></b> of the time
Level 4	Achieved Mastery	Demonstrates positive learning dispositions <b><u>all</u></b> the time

# How do teachers track LD of students?

## Teachers' Observation Checklist of Students' Learning Dispositions Primary 1

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Learning Disposition / Behavioural Indicators	Frequency				Remarks / Reflection	
	Not at all	Most of the time	Some of the time	Always	Evidence of lack of learning opportunities	Strategies to provide learning opportunities
<b>Learning Disposition 1: Joy of Learning</b>						
• Listens actively in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
• Submits work timely and is always neat and presentable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
• Displays willingness to learn new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Learning Disposition 2: Curiosity</b>						
• Asks questions to clarify understanding (e.g. always asking the "why" questions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Learning Disposition 3: Open-Mindedness</b>						
• Is willing to listen and try out ideas suggested by teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

**Working document for teachers to record observations (ongoing)**

# How can Parents help nurture their child's learning Dispositions?



## CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.

### See Think Wonder

- What do you see?
- What do you think about that?
- What does it make you wonder?

See what captivates your child's interest and suggest,  
***Let's learn about this together!***

Find ways to connect with your child's "inner scientist": plant seeds with your child to discover **where** flowers come from; fill glasses with different amount of water, and wonder with your child **why** they sound different when you tap the glass.



## RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.

Resist the Urge to Fix It and Ask Questions Instead

Try using language such as  
***I can see that you're having some difficulty with ... would you like to try doing it again?***

Think Back - Learn from it - Do it better

- What happened?
- What was the first thing you did?
- What have you learnt from...?
- What could you have done?
- Do you like to...? Why?
- If you are asked to... again, what else would you do?
- What would you do if this happens again?

# Blended Learning(BL)

- ❖ 2024- to continue with the BL efforts for P2-P5 [e-learning]. Evolving into Edtech Masterplan 2030. As part of the initiative for Future of Learning.
- ❖ What do we hope to achieve through BL?
- ❖ Blended Learning builds on our continual education reform – “Learn for Life” movement – to:
  - ❖ equip students with stronger abilities, skills and habits for independent and lifelong learning; and
  - ❖ to strengthen our students’ future readiness.

**Key focus: to develop your child in the following areas:**

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Key  
follow

**Self-Directed and  
Independent  
Learners**

yo

**Passionate and  
Intrinsically  
Motivated  
Learners**



# Blended Learning(BL)

- Through Blended Learning, we hope to:
  - Nurture self-directed and independent learners who are able to -
    - Take ownership over learning
    - Plan, monitor and regulate learning
    - Search, access, acquire information
    - Extract and evaluate information, and continually refine understanding
  - Develop passionate and intrinsically motivated learners – learners who possess the desire and passion to learn for life
    - Curious and eager to new knowledge
    - Open and willing to embrace challenges
    - Pursue and sustain areas of passion

**Self-Directed and Independent Learners**

**Passionate and Intrinsically Motivated Learners**

Key  
follo

yo

# Subject-based Banding

NURTURING EVERY CHILD



**For P4 students...**

# Why introduce Subject-Based Banding?

**“We recognise different abilities... and help each student to proceed at a pace that he can manage.”**

**Mr Tharman Shanmugaratnam  
Former Minister for Education 2007**

# Why introduce P4 SBB?

- ❁ To provide more flexibility to students with strengths and abilities that vary across subjects
- ❁ To encourage greater interaction among students with different strengths

# What does P4 SBB mean for your child?

- ❖ There will be greater flexibility in subject combinations
- ❖ Your child has the choice to take a combination of standard and foundation subjects, depending on his strengths
- ❖ SBB will be conducted in place of streaming at the end of P4
- ❖ Your child will be grouped according to the EOY P4 exam results for all 4 subjects( EL, MT, MA, Sci)

# Recommendation Criteria (1)

School recommends a subject combination based on P4 examination results. Parents select preferred combination.

At P4

If your child  
(at the end of P4)

Your child will be  
recommended to take

Passes all 4 subjects and performs very well in Mother Tongue Language (85%)

EL, Maths and Science (85% and above)

- Offer 4 Standard subjects + Higher Mother Tongue Language

**2025: Higher Mother Tongue**

**4S1H**

# Recommendation Criteria (2)

School recommends a subject combination based on P4 examination results. Parents select preferred combination.

At P4

If your child  
(at the end of P4)

Your child will be  
recommended to take

Passes all 4 subjects

Or

Passes 3 subjects

- Offer 4 Standard subjects

**[4S]**

Or

- Offer 3 Standard subjects and 1 Foundation subject (Mother Tongue

Language **[3S1F]**

# Recommendation Criteria(3)

School recommends a subject combination based on P4 examination results. Parents select preferred combination.

At P4

If your child  
(at the end of P4)

Your child will be  
recommended to take

Passes 2 subjects or less

EL (45% and above)

MA (45% and above)

- Offer 3 Foundation subjects + 1 Standard subject (Mother Tongue Language) **3F1S**

Or

- Offer 4 foundation subjects **4F**

**Note : Students who passed 2 subjects at the P4 End-of-Year Examination, can be offered to take 4 Standards subjects based on teachers' recommendation and the child's attitude towards learning**



# How does SBB Work?

[At P4]

School recommends subject combination,  
based on P4 End of Year/SA2 Exam results.  
Parents indicate preferred combination.



[At P5]

Student takes subject combination determined by the  
school with inputs from the parents.

# How does SBB work?

## - 3 possibilities...

End of P5

Students take the subject combination determined by the school with inputs from parents



Students who do very well



upgrade or continue with the same subject combination

# How does SBB work?

End of P5

Students take the subject combination determined by the school with inputs from parents



Students who do not meet expectations



switch some subjects to foundation level

# How does SBB Work?

[End of P5]

<b>Student who takes 1 or more foundation subject(s) and does very well in them</b>	<b>Student who takes standard subjects and has difficulty coping</b>	<b>All other students</b>
School may allow him to upgrade 1 or 2 subjects to standard level if school believes he can cope; or continue the same subject combination in P6	School may allow him to take 1 or more subjects at foundation level in P6	School will allow them to continue the same subject combination in P6

# SBB (2023)

Based on EOY exam results, the following is subject combination:

- ❖ 4S1HMTL
- ❖ 4S- **majority**....
- ❖ 3S1F (MTL)
- ❖ 1S (MTL) 3F
- ❖ 4F

SBB and your child's EOY exam outcome will guide class allocation for your child.

# Classroom Allocation for 2025...

Transition Levels	Criteria
P1 to P2	En-bloc promotion with minimal movement.
P2 to P3	<p>Class allocation is based on Learning Outcomes attainment for English and Math and the assessment of Learning Dispositions.</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</p>
P3 to P4	En-bloc promotion with minimal movement.
P4 to P5	<p>Class allocation is based on English, Mathematics and Science SA2 results as well as choices made through the Subject-Based Banding (SBB) Exercise. Students are divided into 3 broad groups:</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</p>
P5 to P6	En-bloc promotion with minimal movement.

# How does SBB Work for P6?

[At P6]

Student takes subject combination decided by school



[End of P6]

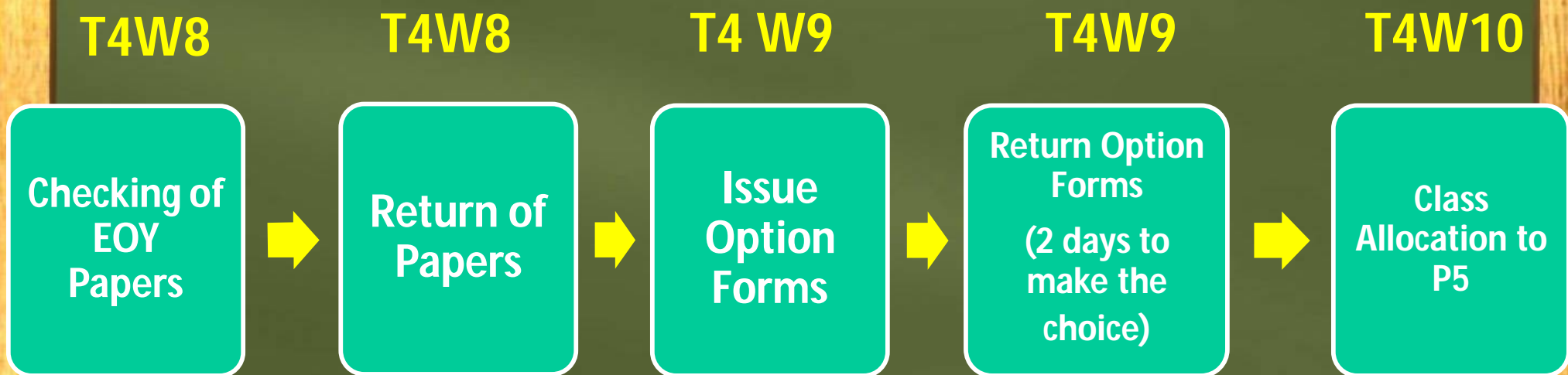
Student sits for Primary School Leaving Examination  
(PSLE)

# Important Information

## After the EOY exams

- The students will check their scripts and teachers will go through their mistakes with them
- The scripts will be returned to the students and parents after checking. Essentially, at the end of the whole subject-banding exercise, students should have their scripts.

## *Work Flow after EOY exam*





# SBB and Secondary School admission

## Progression to secondary level depends on PSLE Score.

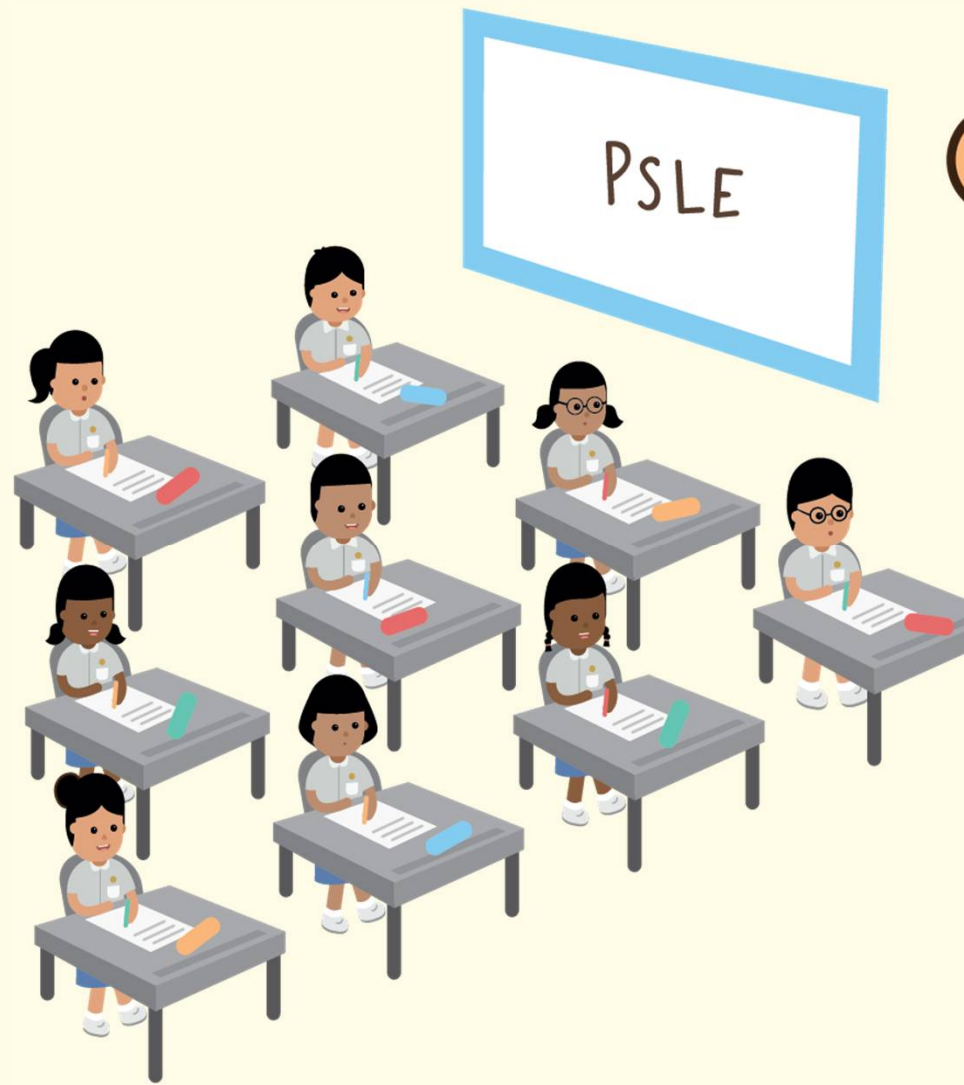
- The scoring system for 2021 batch onwards will be different .
- Based on revised PSLE scoring system. No longer using PSLE Aggregate score. Using Achievement Level ( AL) instead.
- Different expectations of standard and foundation subjects will be taken into account when the PSLE score is calculated

## Offering weaker subjects at foundation level is not a disadvantage.

- Your child will be able to focus on building up strong fundamentals in the weaker subjects (E.g. weak in MTL)

# THE PSLE REMAINS A USEFUL CHECKPOINT.....

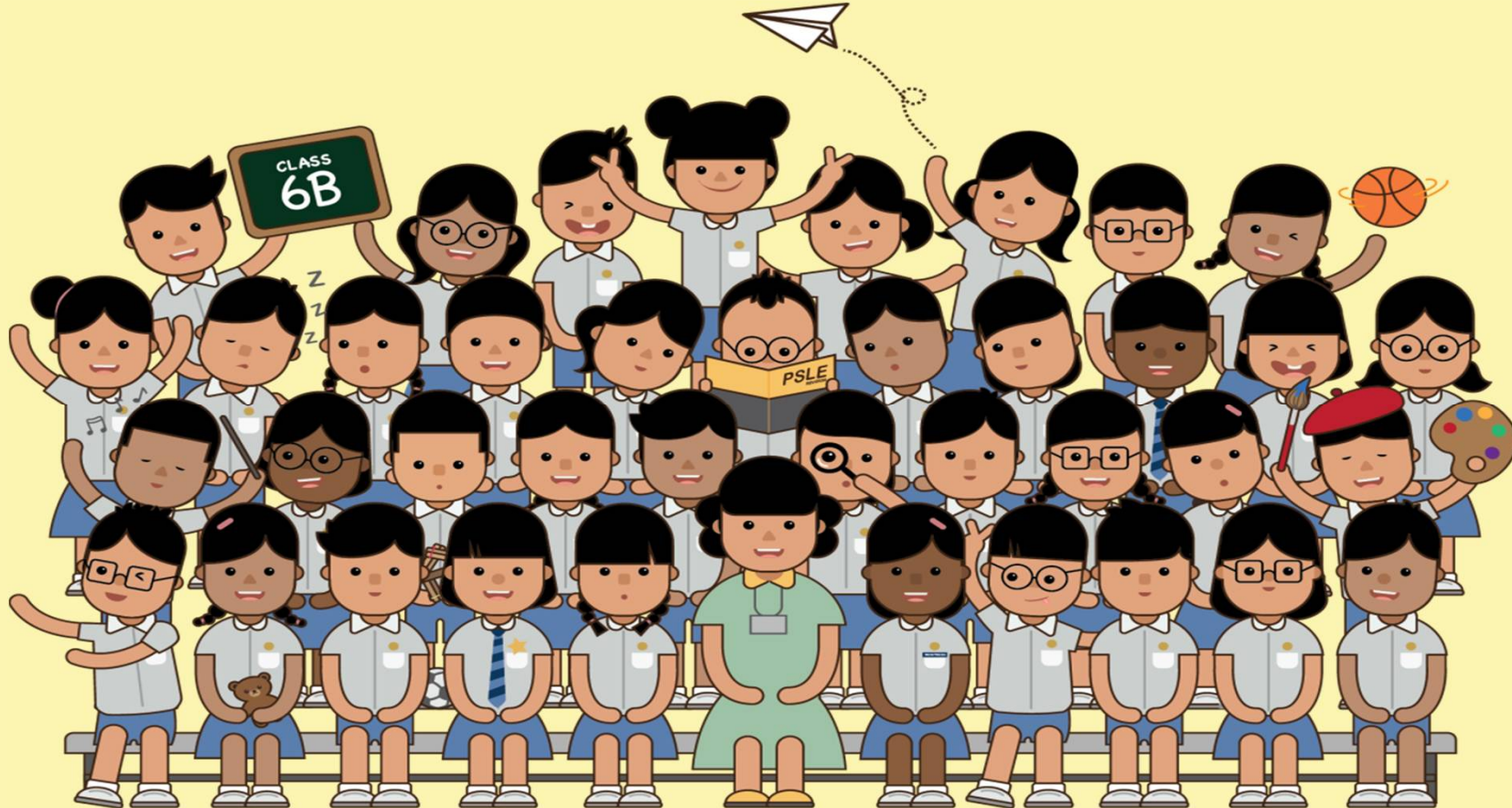
It gauges the level of students' learning (in the key subjects) at the end of six years of primary school and guides his future choices.



# THE NEW PSLE SCORING & S1 POSTING SYSTEM

First Batch of PSLE students - 2021

Your child will be the 6<sup>th</sup> batch...[2026]



# What is different? Currently....

## THE T-SCORE AGGREGATE DETERMINES S1 POSTING

- It shows how well a student has done compared to his cohort.
- The T-score Aggregate largely determines which secondary school a student is posted to.
- A student with 'better' letter grades may have a lower T-score Aggregate than a student with 'poorer' letter grades.

SUBJECT	GRADE
ENGLISH LANGUAGE	A
MOTHER TONGUE	A
MATHEMATICS	A*
SCIENCE	A*
<b>T-SCORE AGGREGATE</b>	<b>244</b>
SECONDARY SCHOOL COURSE ELIGIBLE FOR	EXPRESS

# STUDENTS WITH SIMILAR SCORES IN EACH SUBJECT WILL BE GROUPED INTO ACHIEVEMENT LEVELS

- **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

\*PASS GRADE IS  
AL7 OR BETTER

# THE CHANGES TO THE PSLE SCORING ARE MEANT TO REDUCE AN OVER-EMPHASIS ON ACADEMIC RESULTS



**By reducing fine differentiation at a young age**



**By recognizing a student's level of achievement, regardless of how his peers have done**

# CHANGES COMPARED TO CURRENT PSLE ....

## BROADER ACHIEVEMENT LEVELS INSTEAD OF T-SCORES

- Reduces fine differentiation of students at a young age based on exam scores.
- Standards-referenced – Recognise a student's level of achievement in each subject, regardless of how his peers have done.

The PSLE Score will remain the first criterion for posting

AL	RAW MARK RANGE	FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE
1	≥ 90		
2	85 – 89		
3	80 – 84	A	75 – 100
4	75 – 79	B	30 – 74
5	65 – 74	C	< 30
6	45 – 64		
7	20 – 44		
8	< 20		

CHOICE  
ORDER OF  
SCHOOLS  
TO MATTER  
MORE  
( 6 CHOICES  
OF  
SCHOOLS..)

- Updates to Eligibility Criteria & Reporting of Grades

## FORMAT FOR REPORTING OF PSLE SUBJECT PERFORMANCE FOR 2021 PSLE

### For Candidates:

#### Result Slip

SUBJECT	ACHIEVEMENT LEVEL
ENGLISH LANGUAGE	3
MATHEMATICS	4
SCIENCE	2
CHINESE LANGUAGE	1
HIGHER CHINESE LANGUAGE	MERIT
PSLE SCORE	10
SECONDARY SCHOOL COURSE ELIGIBLE FOR:	EXP

SUBJECT	ACHIEVEMENT LEVEL
ENGLISH LANGUAGE	6
MATHEMATICS	7
FOUNDATION SCIENCE	C
CHINESE LANGUAGE	8

P5 students will be getting results slips of similar format for EOY exam

#### Notes:

- PSLE Score and Secondary School Course E
- The equivalence table for foundational ALS
- AL 8 and AL C will be reported in Result Slip who sat for the examinations. In the current

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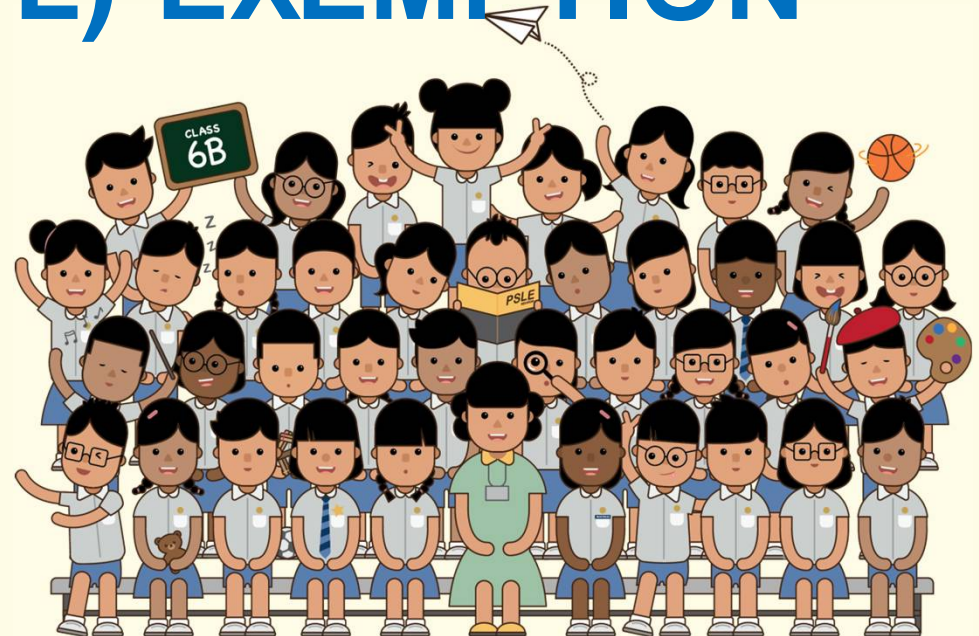
system, only subjects passed by candidates are printed on the certificate.



## UPDATES ON IMPLEMENTATION OF THE PSLE SCORING & S1 POSTING

# UPDATES ON MOTHER TONGUE LANGUAGE (MTL)-EXEMPTION

Educators' Engagement  
July 2019



CONFIDENTIAL

guiding parents in making subject choices

## 6. SCORING FOR MTL-EXEMPT AND ASIAN LANGUAGE/ FOREIGN LANGUAGE STUDENTS

- Bilingualism is a cornerstone of our education policy. We require all students to take two languages: English Language and an official MTL.
- Students with extenuating circumstances may be considered for MTL-exemption or take an Asian Language/Foreign Language (AsL/FL) in lieu of our official MTL. Applications are considered on a case-by-case basis.

For example:

- Special Educational Needs (SEN) students with difficulties coping with overall learning
- Returning Singaporeans who have not kept up with MTL/ MTL-in-lieu learning while overseas

## 6. SCORING FOR MTL-EXEMPT AND ASIAN LANGUAGE/ FOREIGN LANGUAGE STUDENTS

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects.
  - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.
  - This is the same approach taken in today's T-score system.

Guiding parents in making subject choices

## 6. SCORING FOR MTL-EXEMPT AND ASIAN LANGUAGE/ FOREIGN LANGUAGE STUDENTS

- In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:
  - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
  - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.
- From 2021, MTL-exempt students will be given an assigned MTL score between AL 6 to 8, as the scores for Foundation level subjects are pegged to AL 6 to 8

# MTL Exemption...

For Example ...

STUDENT A	
<u>Subject</u>	<u>AL</u>
English	2
Mathematics	4
Science	5
Mother Tongue	7
PSLE Score: 18	

MTL-EXEMPT STUDENT	
<u>Subject</u>	<u>AL</u>
English	2
Mathematics	4
Science	5
Imputed MTL Score	7
PSLE Score: 18	

Referencing similar EMS scores from peers

**As parents.....  
what can you  
do to support your child?**

Parents as co-partners in education

# Our Philosophy

Values-based, Holistic Education

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**Do the Right Thing  
And  
Give of Your Best**

**This starts with  
cultivating the right  
habits ...**

**Do the Right Thing  
And  
Give of Your Best**



Part of the preparation for PSLE  
depends on  
building the right habits  
starting from P3, P4.....

4As to Success

# Do the Right Thing ; Give of Your Best

## Need to have Right Routines

**4As:** Attendance ; Appearance; Attitude; Assignment

### Attendance/ Punctuality

- Shows your readiness to learn
- Be in school everyday
- Be Punctual (7.25)
- Tr want to help you - you must be present for tr to help you

### Appearance

- You represent the school; Looking smart is imp
- When you are neat, you will look good, feel good and you will be confident...

### Attitude

- Your attitude affect what you do and will determine your success
- Orderliness- PQR
- Right attitude to learn
- Pay attention in class; Take part actively in class discussion
- Don't know - ask
- Caring attitude- care for each other .

### Assignment

- Put in your best effort to do your work
- Hand in your work on time
- Don't know - ask
- Mistake - do correction

# Conclusion



**Together,**  
**let's prepare our children to be**  
**Confident Learners,**  
**Active Citizens**  
**of the future.....**