



Parent-Teacher Session 1

15 January 2026

Welcome to Ang Mo Kio Primary



**ANG MO KIO
PRIMARY SCHOOL**

Sharing by Upper Primary Year Head

Mr Abdul Razif



Content

1. Introduction of P6 Form Teachers
2. P6 Level Focus and Student Development Experiences
3. School Support System
4. School Wide Routines and Assessment Practices
5. PSLE, Secondary 1 Posting and DSA
6. Awards and Recognition in AMKP
7. Sharing of Useful Resources for Parents





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Introduction of P6 Form Teachers

6 Resilience



**Mr Mohamad Riaz
Sulaimi**



Ms Audrey Kwek

6 Respect



**Mdm Tan Siew
Cheng (Mrs Yau)**



**Ms Suganthy d/o
Mariappan**

6 Integrity



**Mdm Fong Yen
Yen**



**Ms Nursyafiqah
Sawal**



Mr Mark Chin

6 Care



**Mr Chua Gim Sen
Alan**



**Mdm Pamela Tock Yan Qing
(Mrs Thio)**

6 Excellence



**Ms Melissa Wee
Liang Mei**



**Mdm Lina Julianna
Binte Margini**

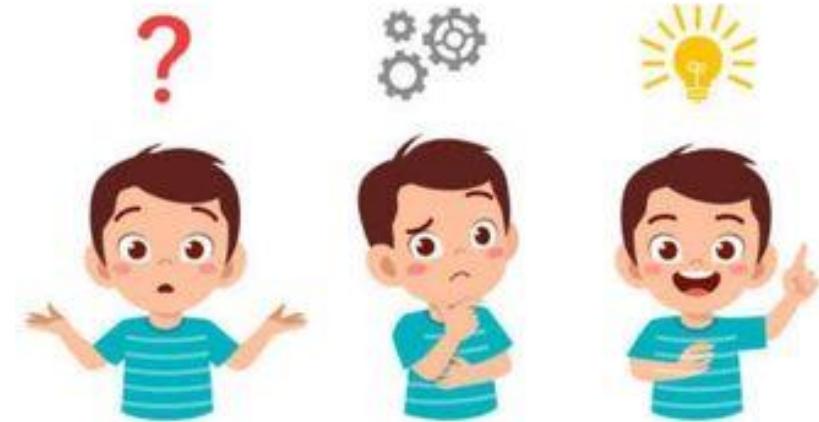


P6 Level Focus and Student Development Experiences

“Every Child, a Confident Person, a Joyful Learner and a Caring Citizen”

Upper Primary Level Focus: Responsible Decision Making

- Makes Thoughtful and Informed Choices
- Takes Ownership of Actions
- Acts with Care and Integrity



Confident Persons

P6 Study Skill Workshop

- Confidence and self-efficacy
- Self-management skills



Confident Persons

Motivational Talk

- Self-belief
- Resilience
- Purposeful goal-setting



Joyful Learners

P6 Cohort Trip

- Experiential learning
- Adaptability
- Curiosity



Caring Citizens

P6 VIA

- Empathy & Respect
- Social Responsibility
- Active Citizenship





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School Support System

School Support System

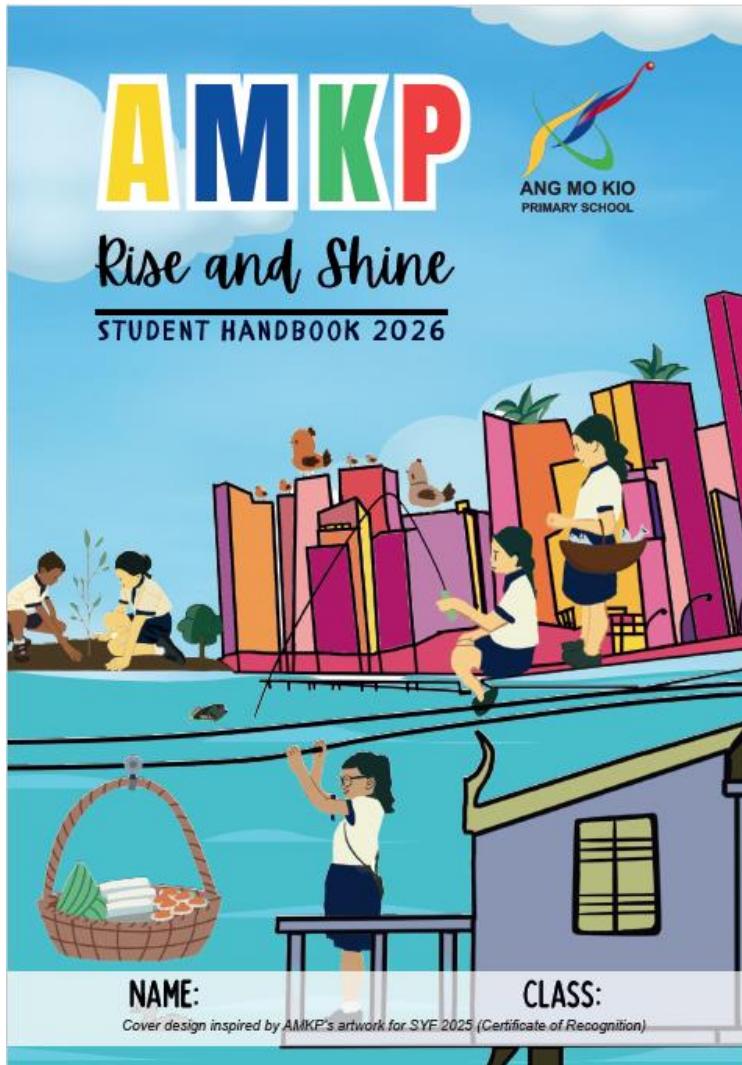
- MOE Financial Assistance Scheme (FAS)
 - School-based FAS
 - Form Teacher Guardian Period CCE (FTGP) lessons
 - Counselling
 - SEN Support
 - Student well-being Programmes
 - ASPIRE After-school programme
-
- The diagram consists of three overlapping circles. The top circle is blue and labeled 'Financial'. The bottom-left circle is yellow and labeled 'Social-emotional'. The bottom-right circle is red and labeled 'Academic'. All three circles overlap in the center.
- After-school remedial lessons
 - After-school learning support programmes
 - After-school enrichment programmes
 - Support groups for English, Science and Maths lesson during curriculum time
 - Mother Tongue Support Programme
 - Banded groups during curriculum



School Wide Routines and Assessment Practices

Student Handbook (pg 8 to 15) (pg 18-19, 34-35)

Student Handbook 2026



Attendance and Punctuality

- Attendance is **compulsory**.
- Students must be in school **by 7.30 am** for flag-raising ceremony.
- Parents are to **refrain** from taking children out of school for vacation during term time.
- Please submit **medical certificate (MC)** or other supporting documents (e.g. parent's letter) if your child/ward is absent from school.
- Only **10 parent's letter** will be accepted in a year.



Please see Annex:

- . **School Attire and Appearance**
- . **Use of Mobile Devices**
- . **Homework Policy**



Assessment Practices

Student Handbook (pg 18-19, 34-35)

School-Based Assessment for P6

Term	Assessments	Weighting
Term 1	Timed Practice 1	-
Term 2	Time Practice 2 (English Language and Mother Tongue Language)	-
Term 3	Time Practice 2 (Mathematics and Science) Preliminary Examinations	100%

See Annex for School Assessment Policy



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PSLE, Secondary 1 Posting and DSA



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Changes to the PSLE Scoring

From T-score to Wider Scoring Bands

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done

PSLE Microsite



<https://www.moe.gov.sg/microsites/psle-fsbb/index.html>

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.

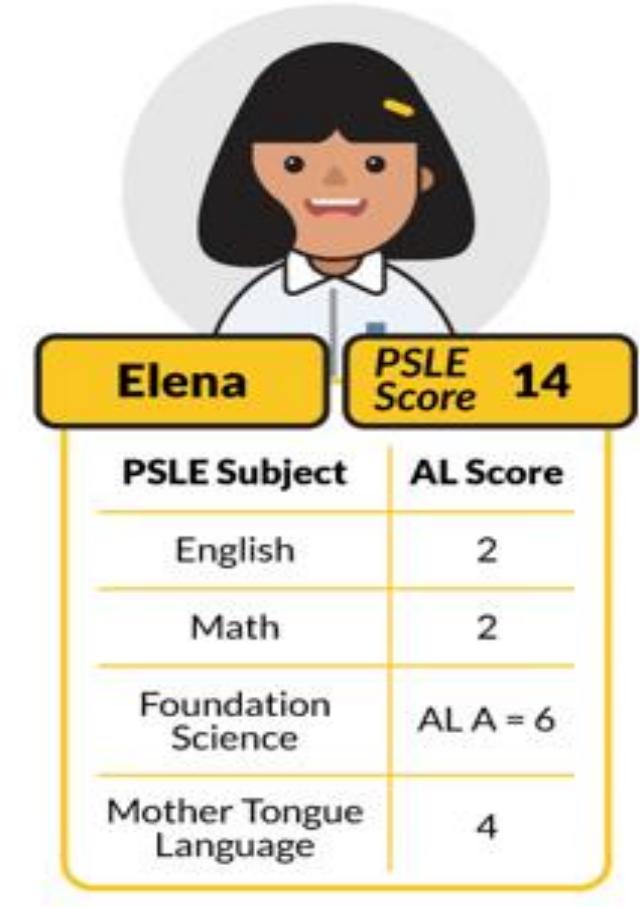
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

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

From T-score To Wider Scoring Bands

- PSLE score is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best possible score.



GRADING OF FOUNDATION SUBJECTS

- 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 Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

2026 PSLE Examination Calendar (Tentative)

Registration	Date
School Candidates	Tuesday, 14 April – Monday, 27 April 2026
Mode of Assessment	
Oral	Wednesday, 12 August and Thursday, 13 August 2026
Listening Comprehension	Tuesday, 15 September 2026
Written Examination	Thursday, 24 September – Friday, 25 September 2026 Monday, 28 September – Wednesday, 30 September 2026
Marking Exercise	Monday, 12 October – Wednesday, 14 October 2026

Note: The examination timetable will be made available by **16 Feb 2026**.



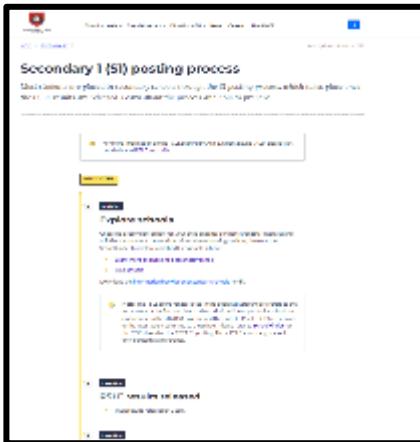
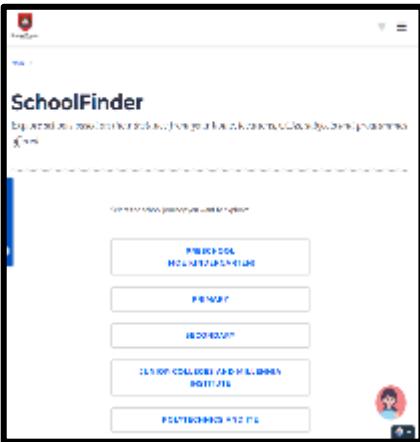
Secondary 1 (S1)

Posting

PREPARING FOR THE S1 POSTING EXERCISE

SCHOOL
FINDER

My SKILLS future



- Release of PSLE results
- Online Submission of S1 School Choices and Options (6 choices)



- Release of S1 Posting results



OCTOBER

NOVEMBER

DECEMBER

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **PG1, PG2 and PG3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

**Unlike the academic streams of Express, N(A) and N(T),
Posting Groups will only be used for the purposes of
facilitating entry into secondary school and to guide the
subject levels students offer at the start of S1.**

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
 - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
 - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
 - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

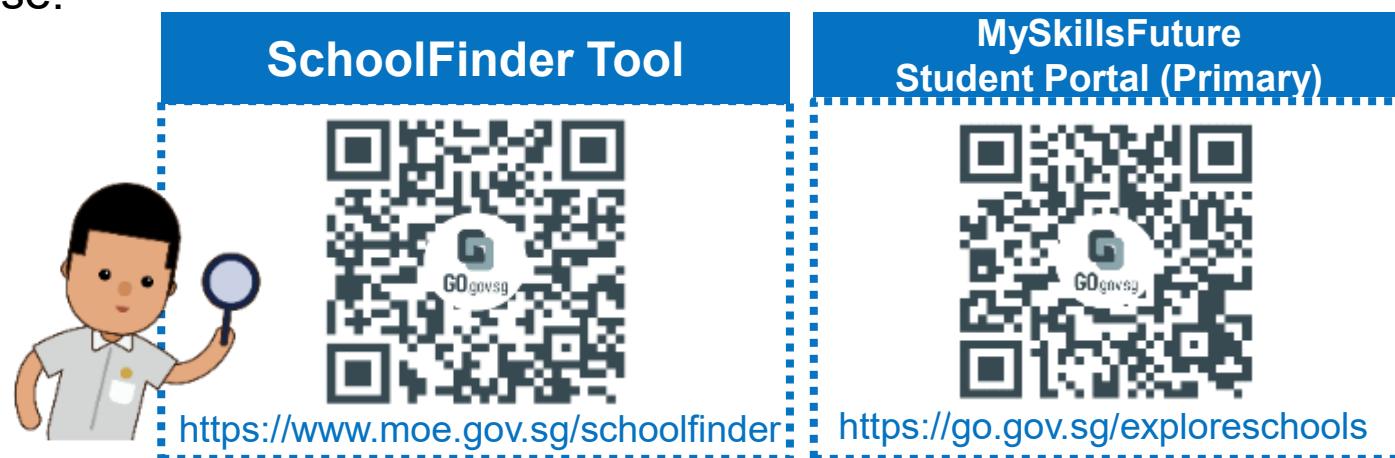


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Choosing Suitable Secondary Schools

PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the first and last students admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of students profiles who enter each school.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	15	20
Posting Group 2	21	24
Posting Group 1	25	28

PSLE Score of the first student posted into the school in the respective PG.

PSLE Score of the last student posted into the school in the respective PGs [i.e., the school's Cut-Off Point (COP)].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

IMPORTANT FACTORS TO CONSIDER WHEN CHOOSING SECONDARY SCHOOLS

01 SCHOOL CULTURE



What is the school's culture and ethos?

02 LEARNING ENVIRONMENT



How do I feel about the school based on what I saw at the Open House?

04 CCAs



Are there CCAs that interest me and can nurture my strengths, abilities and talents?

05 SUBJECTS

What subjects are offered in the school?



03 PROGRAMMES



Does the school have programmes I would enjoy?

06 LOCATION



How long will it take for me to travel to school and back home?

TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.



Affirm your child and offer support when he/she shares his/her plans with you.



Direct School Admission (DSA)

ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



**Before
MAY**

Explore schools and their talent areas, and shortlist suitable schools (Schoolfinder)



MAY

Apply for DSA



**JUN to
SEP**

Attend selection trials, interviews and auditions



By SEP

Receive DSA offers if successful



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Direct School Admission (DSA) Virtual School Fair

Term 2



Awards and Recognition

Awards and Recognition

Awards are given based on

- Conduct
- Leadership and Service
- Learning Dispositions
- Academic Performance

National Level	Cognitive	<ul style="list-style-type: none">• Edusave Merit Bursary (EMB)• Good Progress Award (GPA)• Edusave Scholarship Primary School (ESPS)
	Character	<ul style="list-style-type: none">• Edusave Character Award (ECHA)
	Leadership, Service & Achievement	<ul style="list-style-type: none">• EAGLES Award
School-based	Cognitive	<ul style="list-style-type: none">• Outstanding Joyful Learner Award• Outstanding Resilient Learner Award• Outstanding Learning Dispositions• Good Progress in Learning Dispositions
	Character	<ul style="list-style-type: none">• Good Character Award
	Leadership, Service & Achievement	<ul style="list-style-type: none">• Outstanding Achievement in CCA• Outstanding Achievement in Service and Leadership

Student Handbook (pg 33)



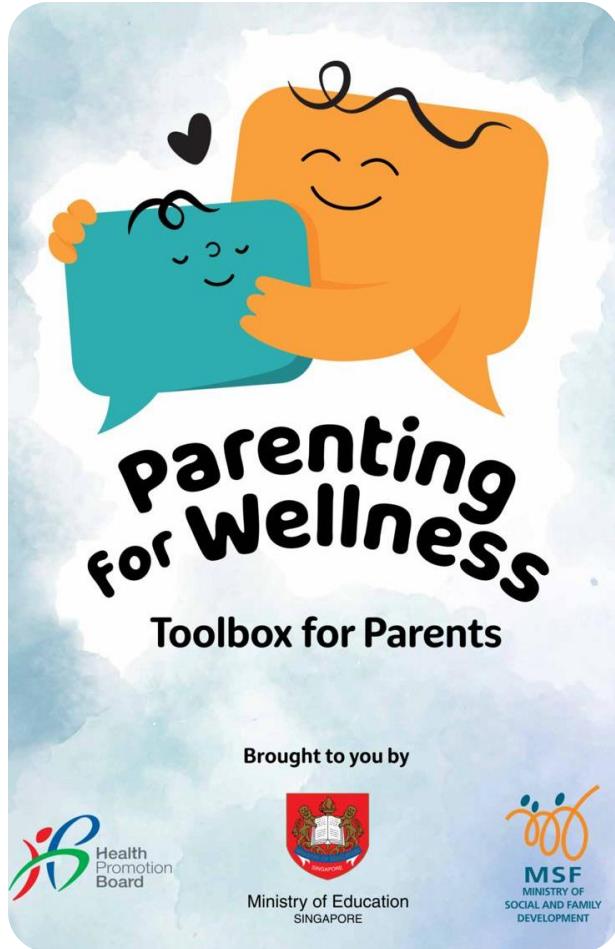
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**Do refer to our school calendar
regularly for updates and information.**



<https://go.gov.sg/amkp-letters-circulars2026>

Parenting for Wellness



Toolbox for Parenting

- To build strong parent-child relationships,
- To strengthen your child's mental well-being and emotional resilience,
- To parent effectively in the digital age.



Additional Resources on Parent Hub

- Grow Well SG

**NURTURE
HEALTHY BEHAVIOURS**



<https://go.gov.sg/parenthub-growwellsg>



Updating of Student Details

- PG Notification sent on 2 Jan.
- Ensure that details are updated so that the school can contact you when necessary.



<https://pg.moe.edu.sg/forms/sdf>

Thank You



Annex

School Attire and Appearance

- The school uniform promotes a sense of pride and belonging in our students.
- No modification to the uniform is allowed.
- Due to warm weather in the recent years, students can continue to come to school in their PE attire (except on the days of school-based and national examinations).
- P4 to P6 female students should wear the PE shirt and skorts to school and change into the PE shorts only during PE lessons.
- Students must have their **name tags** affixed to their school uniforms and PE shirts (above the school's logo as shown).



Use of Mobile Devices

- Students should avoid bringing mobile phones and electronic devices such as smartwatches to school. For urgent matters, contact can be made through the General Office at 6452 0794.
- If electronic devices are brought to school, students must be responsible for them. The devices must be switched off and kept in their school bags.
- Students are not allowed to use their devices during school hours, recess, CCA, and formal after-school programmes such as remedial.

Use of Mobile Devices

- Playing games on devices is also not allowed.
- Misuse of devices will result in the school confiscating them for investigation and returning them only to parents afterward.

Homework Policy

Levels	Weekly Time Norms	Daily Time Norms	*Daily Screen-Use Limit for Homework (included within weekly homework guidelines)	School Term Breaks
P1 & P2	2.5 h - 5 h	0.5 h - 1 h	< 0.5 h	<p>For non-graduating cohorts:</p> <ul style="list-style-type: none"> • <u>Mar & Sep breaks:</u> No homework will be assigned • <u>Jun & Dec breaks:</u> Homework assigned will not exceed 50% of daily load given during school week (less protected weeks)
P3 & P4	5 h - 7.5 h	1.0 h - 1.5 h	< 1 h	<p>For graduating cohorts:</p> <ul style="list-style-type: none"> • Homework assigned will not exceed 50% of daily load given during school week (less protected weeks)
P5 & P6	7.5 h - 10 h	1.5 h - 2 h	< 1.5 h	

* These guidelines also apply to Home-Based Learning (HBL).

Student Handbook (pg 17)

School Assessment Policy

- Student who is **absent** of the day of WA / EYE,
 - parent must inform form teacher before the start of paper;
 - student must submit MC / official supporting document.
- Students must be **punctual** for all WA and EYE.
 - student who is late on the day of WA / EYE with no valid reason will take the paper without any additional time given.
- There is **no make-up** for papers missed by the students (except for oral examinations).

Student Handbook (pg 18 & 19)

