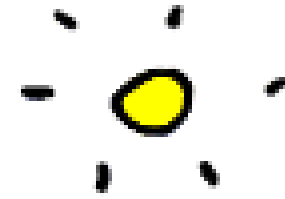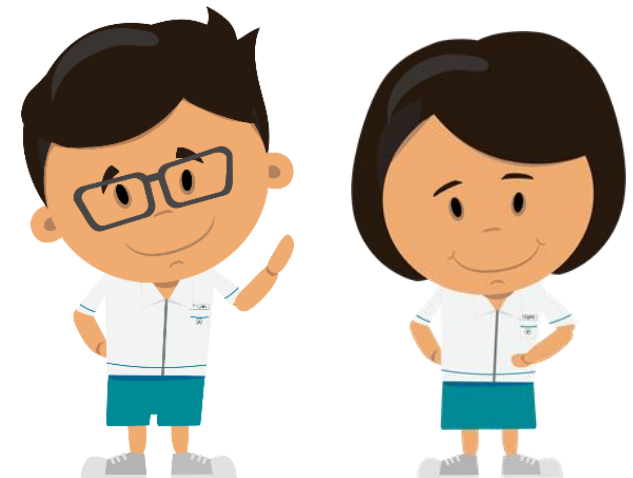# P4 to P6
# PARENTS' BRIEFING
# 23 January 2026

# Programme

- **Principal's Address**
- **Year Head Talk**
  - ✓ **Subject-Based Banding (SBB)**
  - ✓ **PSLE Scoring & S1 Posting**
  - ✓ **Direct School Admission (DSA)**
  - ✓ **Cyber Wellness & Mental Well-being**
  - ✓ **School-Home Partnership (SHP)**
- **Time with FTs**

# Principal's Address

# A Warm Welcome

East Spring Primary School Parents' Briefing session

# SHINE & SPARKLE
## Our Foundation for Student Growth

Nurturing Confident, Caring & Resilient Individuals

# SHINE

- guides students in developing a growth mindset, resilience, and inner strength.

# What is SHINE?

- **S – See the power of Yet**
Building the belief that abilities grow through effort and learning.

- **H – Have thankfulness in my heart always**
Cultivating gratitude to support wellbeing and positivity.

- **I – I'm in control of my choices and responses**
Developing personal responsibility and self-regulation.

- **N – Never give up**
Persevering through challenges with determination.

- **E – Encourage myself when things get hard**
Practising self-compassion and positive self-talk.

# SPARKLE

- Helping others within our school community

- is our growth approach for building positive relationships and supporting one another.

# What is SPARKLE?

- **S – Share with one another**
  Encouraging generosity and collaboration.
- **P – Play and learn together**
  Fostering friendships through shared experiences.
- **A – 3A approach: Acknowledge, Affirm, Appreciate**
  Valuing and uplifting one another.
- **R – Respect one another**
  Treating everyone with dignity and care.
- **K – Keep learning together**
  Growing and improving as a community.
- **L – Listen actively**
  Truly hearing and understanding others.
- **E – Encourage others with hope and optimism**
  Being a positive and supportive presence.

# SHINE & SPARKLE

- Together, SHINE and SPARKLE help students build personal strength while learning how to lift others up—growing confident individuals and a caring school community.

# Partnership

- SHINE + SPARKLE = SUCCESS

- Your support at home + Our approach at school = Confident, caring & resilient children

- Together, we help our students flourish
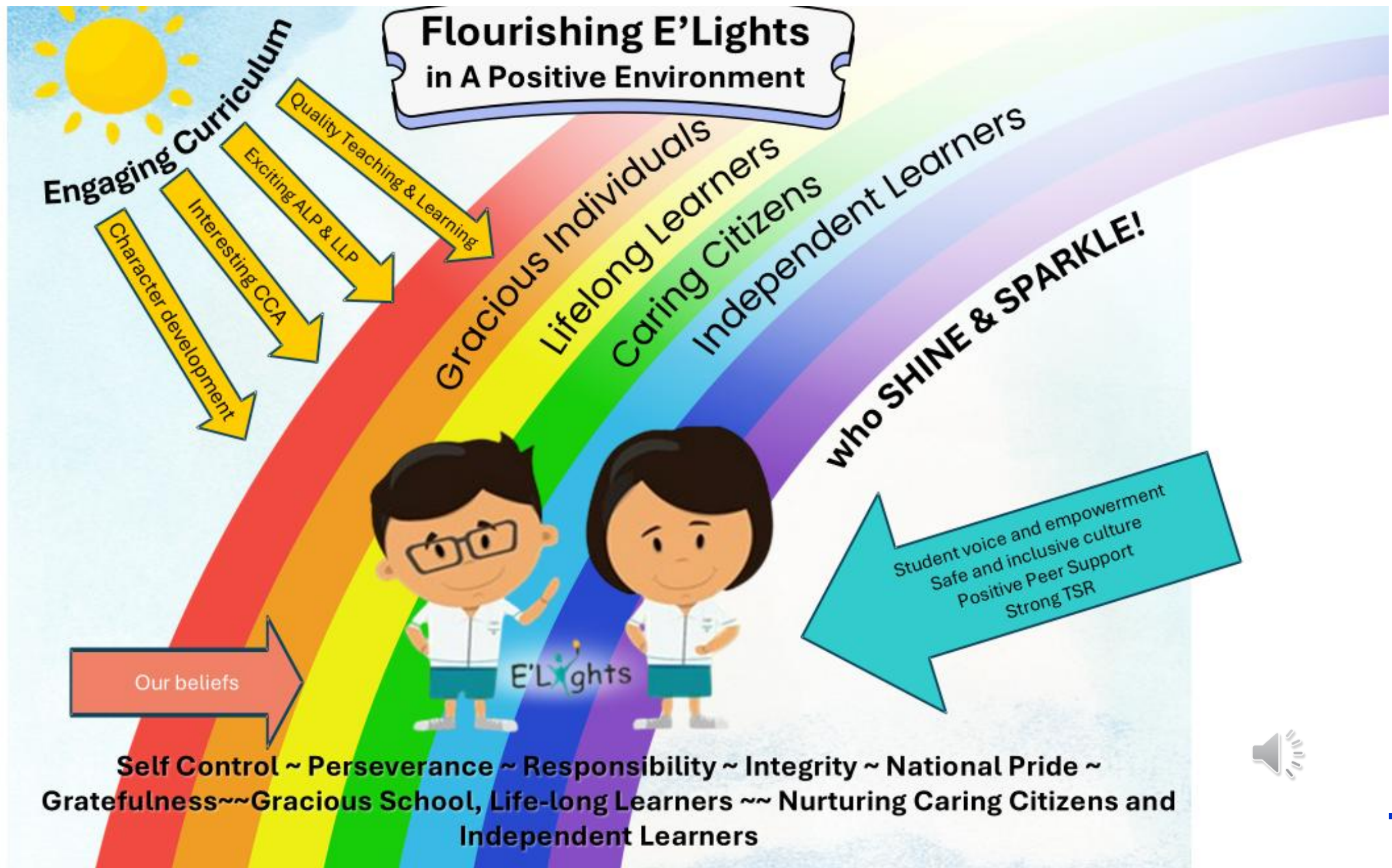
# Year Head Talk

# Subject-Based Banding at Primary Schools

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.

- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.

- Option to offer Higher Mother Tongue Language (HMTL) in Primary 5:

  1) Meet the school's requirements in EL, MA, SC & MTL

  2) Teacher's recommendation on students' MTL ability

▪ Schools will continue to recommend based on the following:

□ Student's aptitude, motivation and performance in each subject;

□ Student's ability to cope with a particular subject combination; and

□ Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
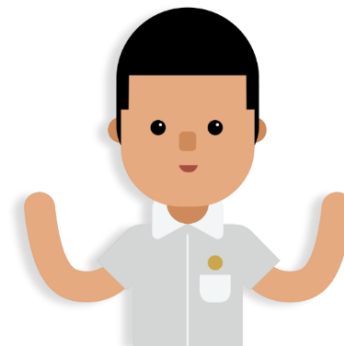
# Subject Combinations in East Spring Primary School

| Performance of your child at Primary 4 | Your child may be recommended to take |
|---|---|
| Passes all 4 subjects and performs very well in MTL | 4 standard subjects + HMTL |
| Passes all 4 subjects | 4 standard subjects |
| Passes 3 subjects | 4 standard subjects |
| Passes 2 subjects or less | 4 standard subjects; or<br>3 standard subjects + 1 other Fdn subject; or<br>2 standard subjects + 2 other Fdn subjects; or<br>1 standard subject + 3 other Fdn subjects; or<br>4 Foundation subjects |

# HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

## @ 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.
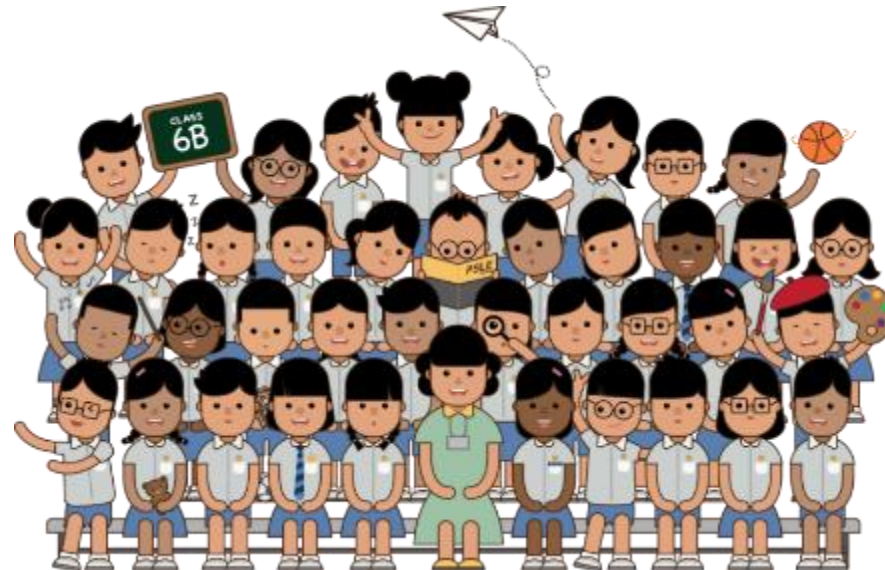
## @ PRIMARY 6

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

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# The PSLE SCORING and S1 POSTING

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

# 2026 PSLE Calendar (tentative)

| *PSLE | Dates |
|-------|-------|
| Oral Examinations | Wed, 12 Aug – Thu, 13 Aug (AM) |
| Listening Comprehension | Tue, 15 Sep |
| Written Examinations | Thu, 24 Sep – Wed, 30 Sep |
| Marking Exercise | Mon, 12 Oct – Wed, 14 Oct |

## https://www.seab.gov.sg/

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# WHAT ARE ACHIEVEMENT LEVELs (AL)? WHY ARE THE BANDS UNEVEN?

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

- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

| When we learn something new, after some initial practice, we often find ourselves improving significantly. | As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice. | The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level. |
|---|---|---|

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

# GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.

- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.

- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

| FOUNDATION LEVEL AL | FOUNDATION RAW MARK RANGE | EQUIVALENT STANDARD LEVEL AL |
|---|---|---|
| A | 75 – 100 | 6 |
| B | 30 – 74 | 7 |
| C | < 30 | 8 |

# HOW DOES THE PSLE SCORING SYSTEM WORK?

- **The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).**

- **The PSLE Score can range from 4 to 32, with 4 being the best.**



| Elena | PSLE Score 14 |

| PSLE Subject | AL Score |
| --- | --- |
| English | 2 |
| Math | 2 |
| Foundation Science | AL A = 6 |
| Mother Tongue Language | 4 |

# 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: **Posting Group 1, 2 and 3.**

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.

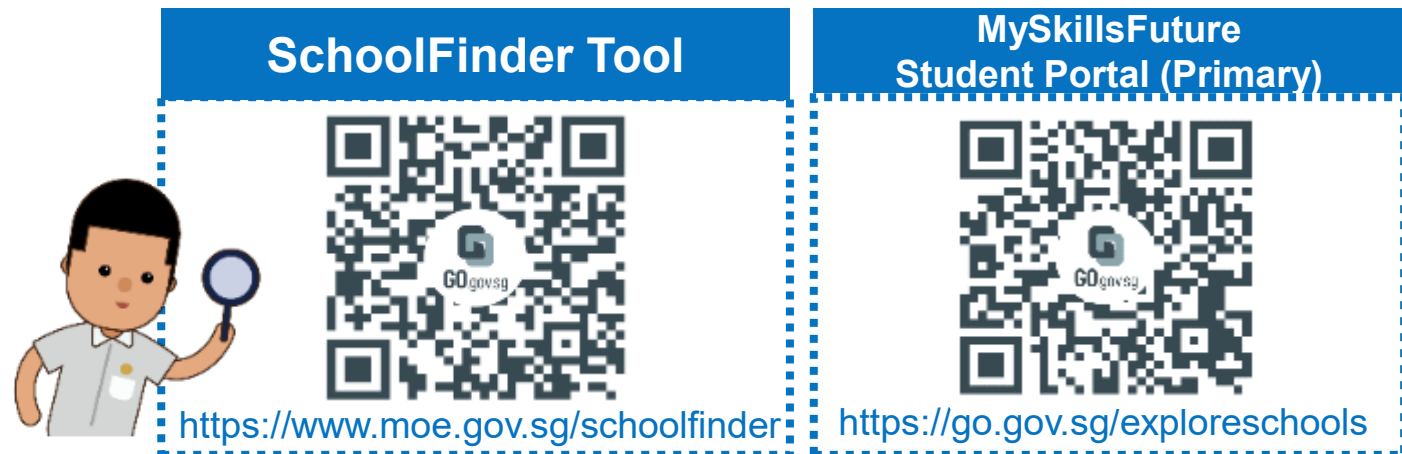| PSLE Score | Posting Group | Subject level for most subjects |
|---|---|---|
| 4 – 20 | 3 | G3 |
| 21 and 22 | 2 or 3 | G2 or G3 |
| 23 and 24 | 2 | G2 |
| 25 | 1 or 2 | G1 or G2 |
| 26 – 30 *(with AL 7 in EL and MA)* | 1 | G1 |

24

# HOW DOES THE S1 POSTING WORK?

- Your child has **six choices** in selecting their secondary schools.

- Your child will be posted to a secondary school based on **<u>academic merit, i.e., PSLE Score</u>**, and their **<u>choice order of schools</u>**.

- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:

    1. **CITIZENSHIP**
    2. **CHOICE ORDER OF SCHOOLS**
    3. **COMPUTERISED BALLOTING**

- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.

# 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.

| SchoolFinder Tool | MySkillsFuture Student Portal (Primary) |
|---|---|
|  |  |
| https://www.moe.gov.sg/schoolfinder | https://go.gov.sg/exploreschools |

# TIPS FOR PARENTS!

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

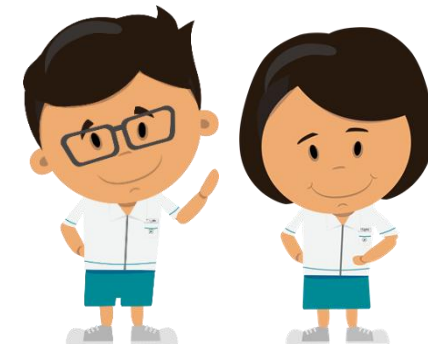Manage your own expectations and do not project these expectations onto your child.

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.
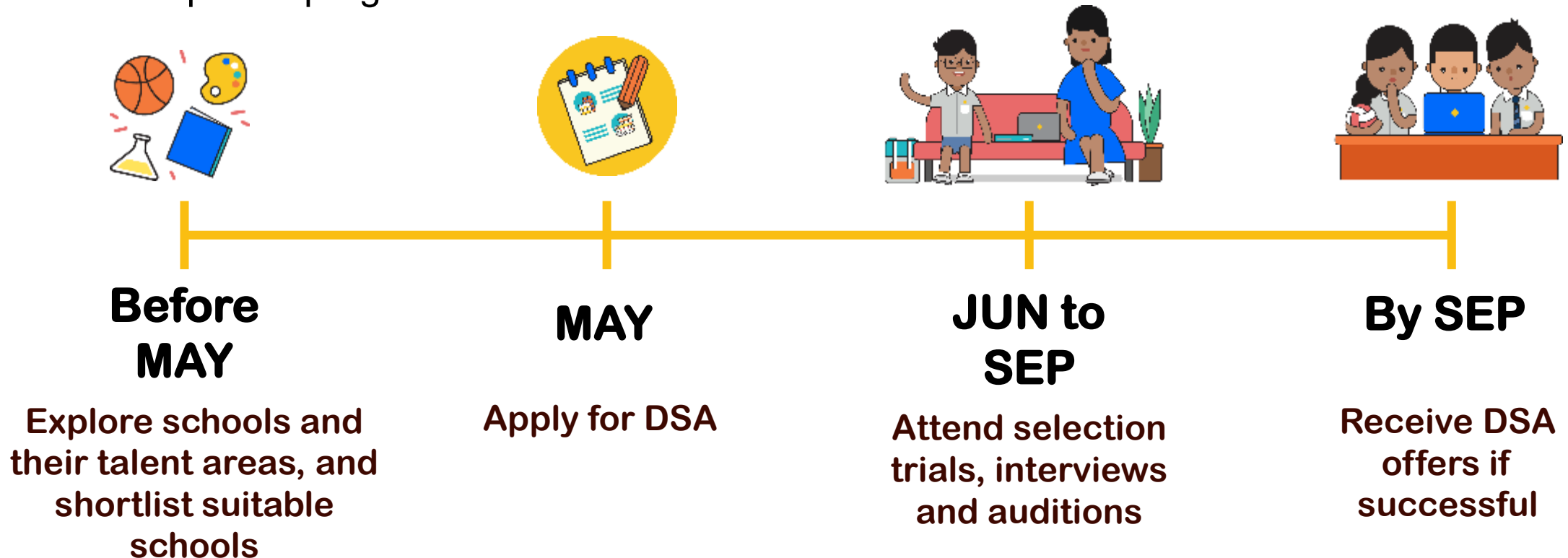
# Direct School Admission (DSA)

# ENTERING SCHOOLS THROUGH DSA-SEC

- There is <u>no change</u> 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

**MAY**

Apply for DSA

**JUN to SEP**

Attend selection trials, interviews and auditions

**By SEP**

Receive DSA offers if successful

# Centralised DSA-Sec Portal

- Students will be able to apply for DSA through a centralised **DSA-Sec Application Portal**, using a common application form

- No need to submit testimonials or hardcopy documents to the secondary school during application

- Apply through the portal via one of the parents' SingPass login. Parents who do not have access to SingPass can approach their child's primary school for assistance.

- Choose up to three schools and three talent areas in the DSA-Sec application.

# Does the PSLE results matter with a confirmed DSA-Sec Offer?

- Your child's PSLE results will still be **used to determine the secondary school posting group he/she is eligible** for.

- Even if he/she has a Confirmed Offer, he/she **must qualify for the posting group offered by the school** to be admitted to the DSA-Sec school

# Cyber Wellness &
# Mental Well-being

# What is Generative AI (Gen AI)?
# What opportunities does it present?

> *'Artificial intelligence (AI) is **rapidly changing** the way **children and adolescents play, communicate, and learn.** While it has potential to help solve complex problems, **AI presents both significant opportunities and notable risks concerning child well-being'** – [1]UNICEF (2023)*

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, Gen AI is a type of AI that is probabilistic and predicts the most likely answer.

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback

- Assists with ideation

- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

[1]UNICEF (2023), *Generative AI: Risks and Opportunities for Children. Wow can we empower and protect children in the face of Artificial Intelligence?,* Innocenti – Global Office of Research and Foresight, https://www.unicef.org/innocenti/generative-ai-risks-and-opportunities-children (accessed on 22 July 2024).

# What are the limitations and potential risks of GenAI?

**We recognise that GenAI might pose risks, especially when it is not used effectively:**

- May give inaccurate or biased answers

- May create tendency for over-reliance when overused

- May pose risks if personal information is shared

- Probabilistic and predicts the most likely answer – it can sound confident even when it is wrong

- Responds like a person, but it does not truly understand or experience emotions.

**About 1 in 2 teens would trust AI-generated news story to the same extent or more than one written by a human.[2]**

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots
[3]Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags  https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today

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# How should children interact with GenAI?

**Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:**

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends however this interaction poses a number of a concerns.

- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.

- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.

- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions[3] .

**About 1 in 3 teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.[1]**

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots
[3]Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags  https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today

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# Students will use GenAI to learn in an age-appropriate manner

1. AI use for teaching and learning must be **age- and developmentally-appropriate.**

   - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.

   - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.

2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.

**Three AI-enabled systems in the Singapore Student Learning Space (SLS):**
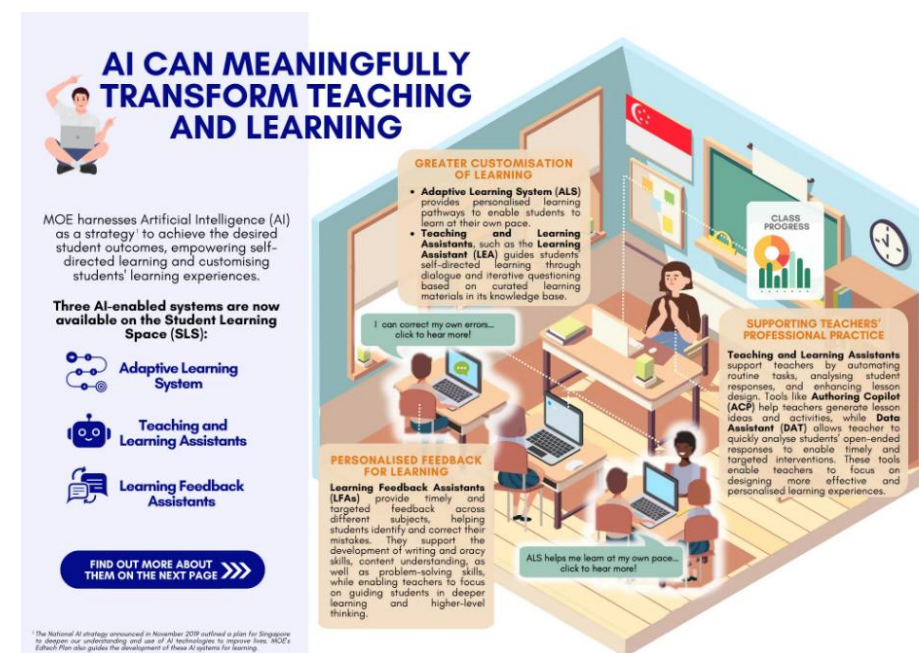
# Students will develop AI literacy throughout primary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC)** Frame. (Scan QR code on the right)

- Students will develop AI literacy over their educational journey.

Lower primary students will learn to recognise that AI is present in our daily lives
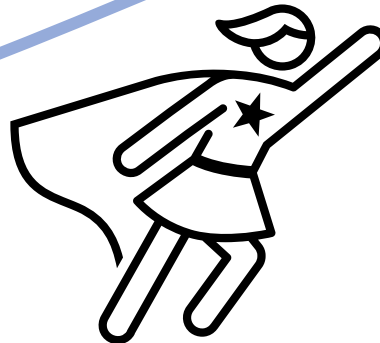
Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

# What is Cyber Wellness?

**Cyber Wellness** is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours.**

## Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:

https://go.gov.sg/moe-cw-education

# What are the school rules on digital device use?

- **All digital devices should be switched-off (kept in ziplock bag) during curriculum hours and after school programmes.**

- **Use of cellular phones to contact parents/caregivers only after school at the designated phone zone (foyer).**

- **Students are to take good care of their belongings. The school will not be held responsible for the loss or damage of any of these electronic devices.**

# What is Mental Health?

**Good mental health is <u>more than</u> just the absence of mental illness.**

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.

# Did you know?



## Mental health one of the top reasons primary school kids called helpline in 2023

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.**

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

# How Can We Partner Up?

Together, we can raise happy, kind and confident children, ready to thrive in the digital world.

# Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.
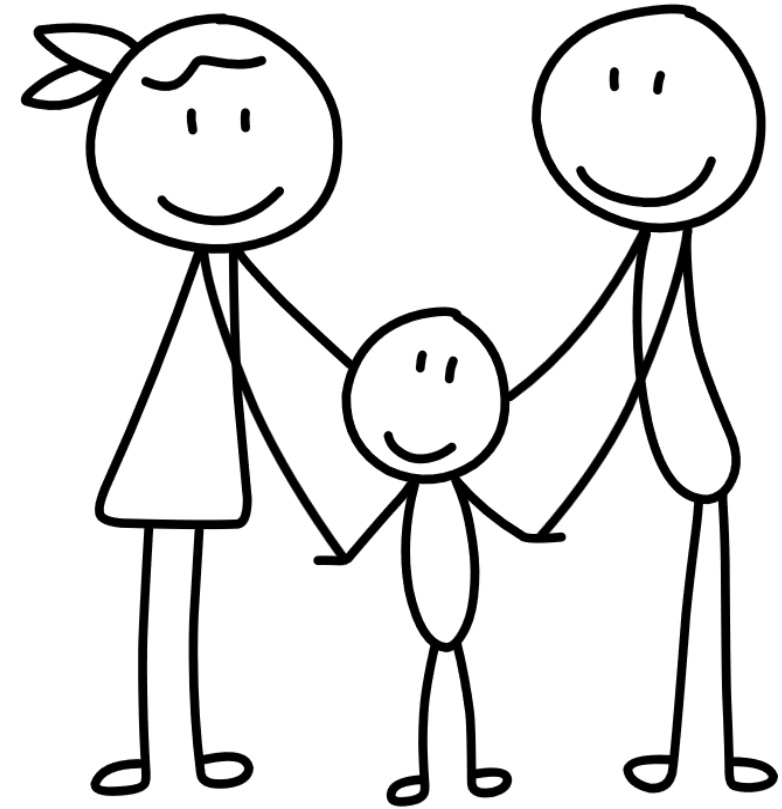


**Parents** are **a predominant source of support for their child.**

# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:
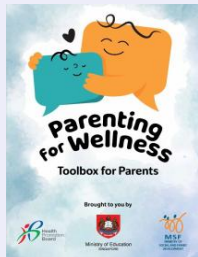


Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox



ARE YOU FEELING TOO MUCH STRESS?

We can LOOK out for:

**L** oss of interest in hobbies

**O** verly tired, sad, worried or upset

**O** ften posting moody messages or talking about hurting yourself

**K** eeping away from people you are usually close to, or being quieter than usual

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If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.
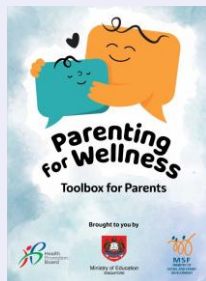
Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used.

**C**alm them down

**H**ear them out

**E**mpathise with their feelings

**E**ncourage them to seek help

**R**eassure them

Source: Parenting For Wellness Toolkit

# Supporting Your Child's Mental Well-Being Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP



**2** **Role Models**

**1** **Respectful Communication**

**3** **Real Connections**

Our children do best when schools and parents work hand in hand to support them.

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# Respectful Communication

**Have regular and genuine conversations with your child**
- to better understand your child's emotional state, stress levels and social interactions,
- how to stay safe,
- how to use technology in a responsible manner.

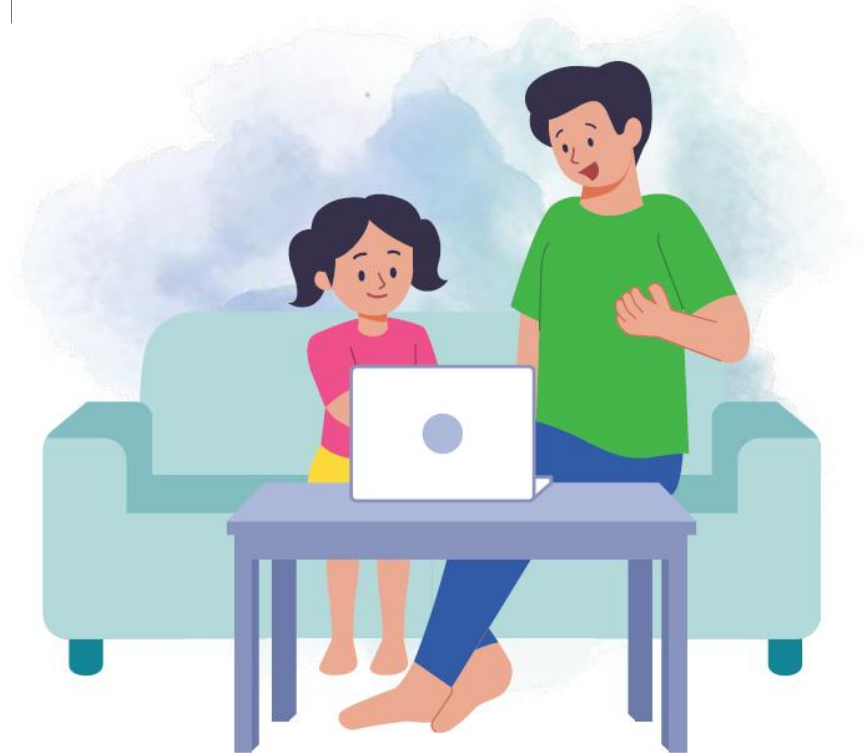Listen to and understand each other's perspectives and concerns regarding your child.

**Communicate your actions and rationale**.
- Let your child know **you care for them** and **want them to feel safe and be safe**.

**Discuss with your child as you set parental controls** to manage device use and stay safe online.

# Role Models

**Role model healthy use of devices and social media, and good online behaviour** for your child/ward.

- E.g. parents/guardians not using devices during mealtimes, respectful online communication.

**Demonstrate healthy ways to manage stress, setbacks and difficult emotions**

**Show children it is okay to ask for help when struggling, model self care.**

**Role modelling respectful conversations.**

- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.

# Real Connections

**Provide a safe space for conversations and build strong bonds through shared experiences and meaningful conversations**

- Children may hesitate to share their true thoughts and feelings with their parents, as they fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do.** Help them **feel safe** expressing themselves with you.
- Teach children to recognise and communicate their emotions effectively

**Provide a balanced mix of engaging online and offline activities and establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)**

- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits** (less than 2 hours daily, excluding school work).

# For any clarifications, please contact

Mrs Shirlyn Choo

Year Head (Upper Primary)

tok_shi_shi@moe.edu.sg

Mdm Chui Wenyan
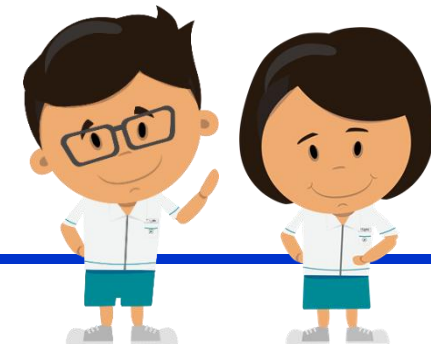
Assistant Year Head (P5)

chui_wenyan@moe.edu.sg

# Let's work together!

You may now proceed to meet the form teachers in the classrooms:

P4 – Level 3
P5 & P6 – Level 4