P4 Parents' Briefing

6 February 2026

<u>Agenda</u>

- **Welcome Address by School Leader**
  - **Briefing by Assistant Year Heads**
    - **Briefing by Form Teachers**

Vision

LIFELONG LEARNERS,
LEADERS OF CHARACTER

Mission

School Motto

- **B**uilding Character
- **E**nriching Lives
- **S**tretching Po**T**ential

Wisdom & Courage

Wisdom to choose,

Courage to do the right thing.

Core Values
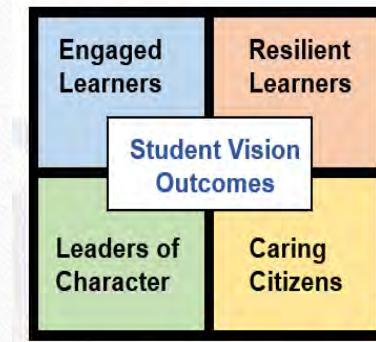
Student Vision Outcomes

- **Engaged Learners**

- **Resilient Learners**

- **Leaders of Character**

- **Caring Citizens**

Home-School Partnership

Working together for the child

We hope to partner you in your child's development journey.

1. Knowing your child

2. Developing your child
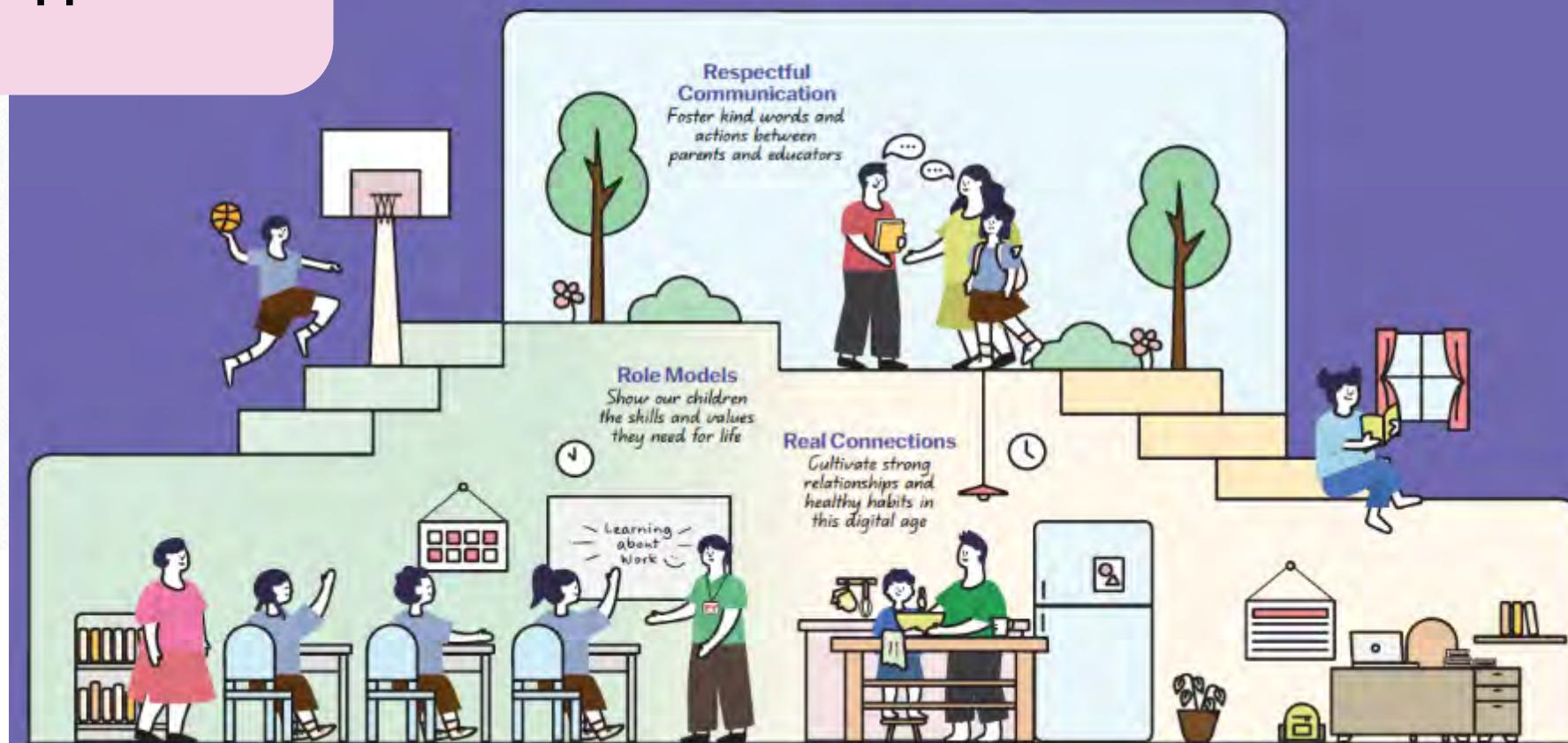
3. Keeping in touch with the school

School-Home Partnership

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

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

Respectful Communication
Foster kind words and actions between parents and educators

Role Models
Show our children the skills and values they need for life

Real Connections
Cultivate strong relationships and healthy habits in this digital age

Learning about Work

A joint effort in 2024 by the Ministry of Education and COMPASS

3 areas we can work together on to foster School-Home Partnership

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

Respectful Communication

Foster kind words and actions between schools and educators
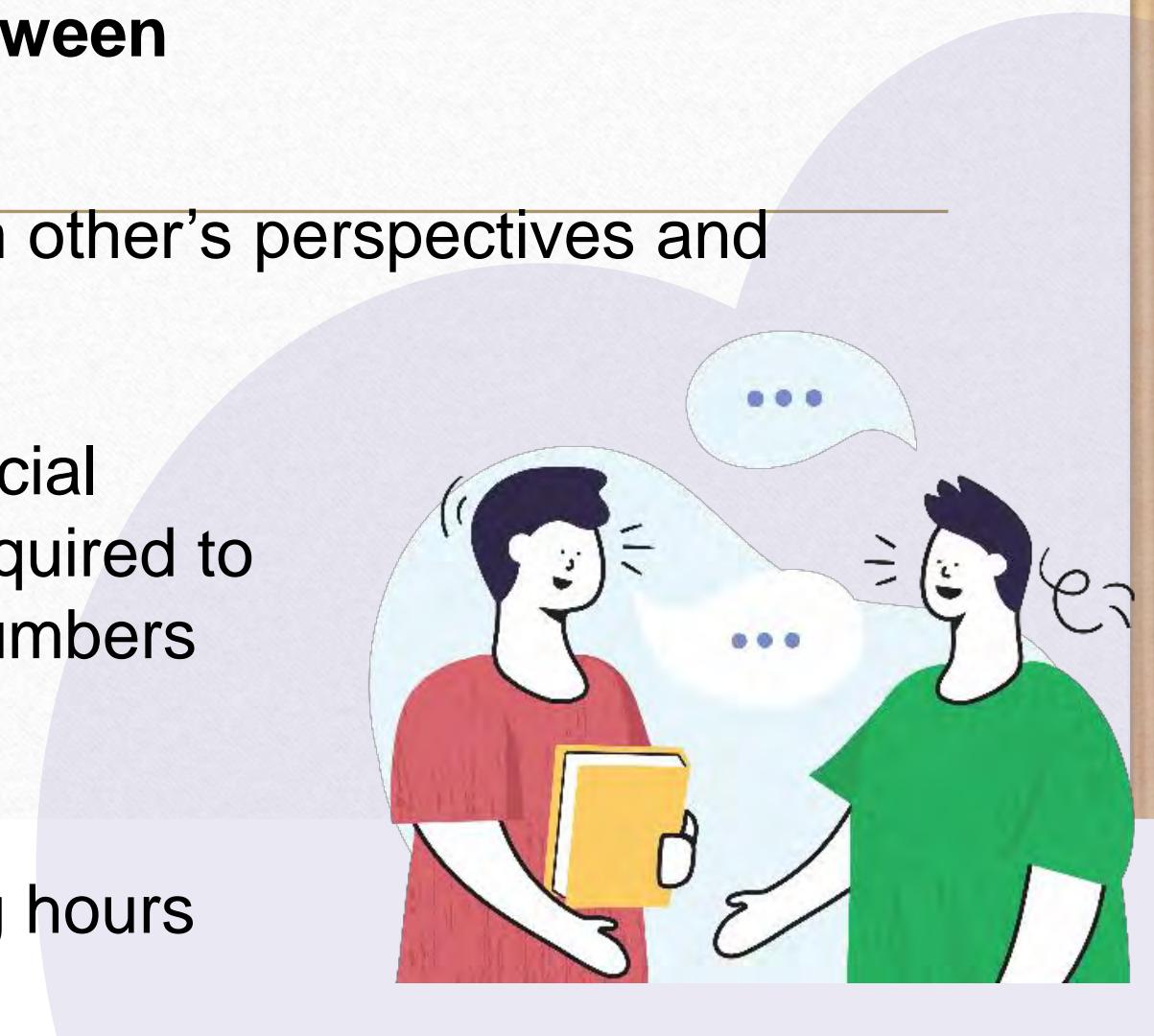
Listen to and understand each other's perspectives and concerns regarding each child

Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers

Respect each other's time by communicating during working hours

Respectful Communication –
Response Time from Staff

For e-mail correspondence – 3-7-21 guideline applies

- **3 Days – Staff will reply within 3 days for straightforward matters**

- **7 Days – Staff will send a holding reply within 3 days for issues that require further investigation or consultation and respond within 7 to 21 days.**
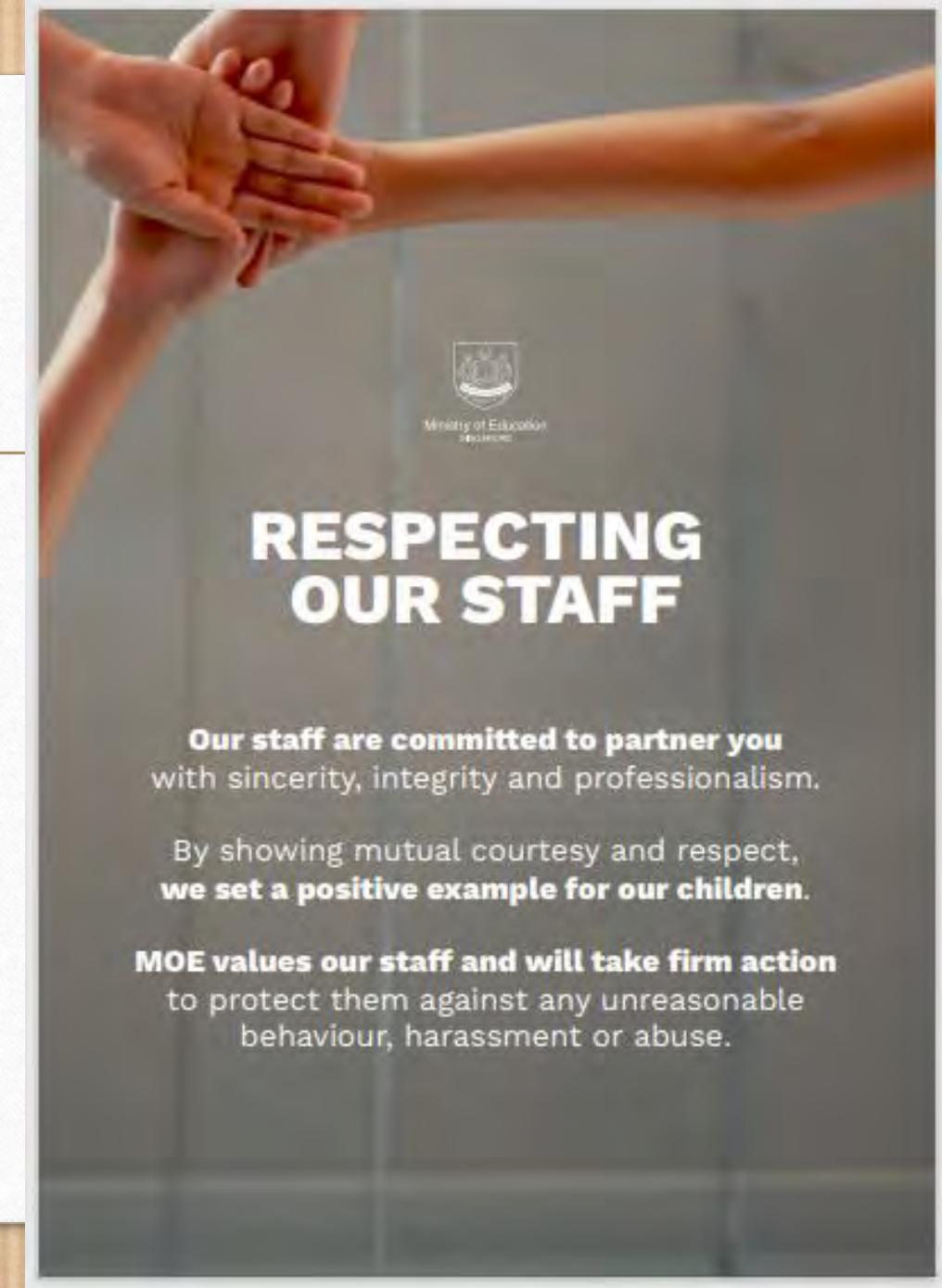
Respectful Communication –
Staff Well-Being

- **Protect teacher's personal time**

- **Contact teachers during school hours only**

- **Via email or school phone**

Respectful Communication – Engagement Charter

- The partnership between schools and parents is an essential one.

- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.

Ministry of Education

RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.

Role Models

Show our children the skills and values they need for life

Find joy in everyday experiences with our children

Instill confidence by encouraging responsibility and believing in our children's abilities

Model good values in words and actions

Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Parent Support Group (PSG)
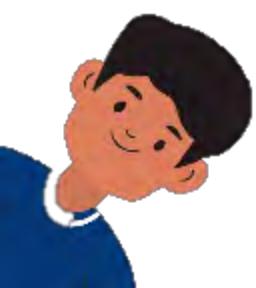
Join Us!

We have a team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in school programmes.

Scan to join us!

Student Well-being (Grow Well SG)

Focus on 4 key areas to lay the foundation for healthy habits early and pave the way for a better future for our children

1

Eat Well
Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2

Sleep Well
Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3

Learn Well
Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4

Exercise Well
Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.
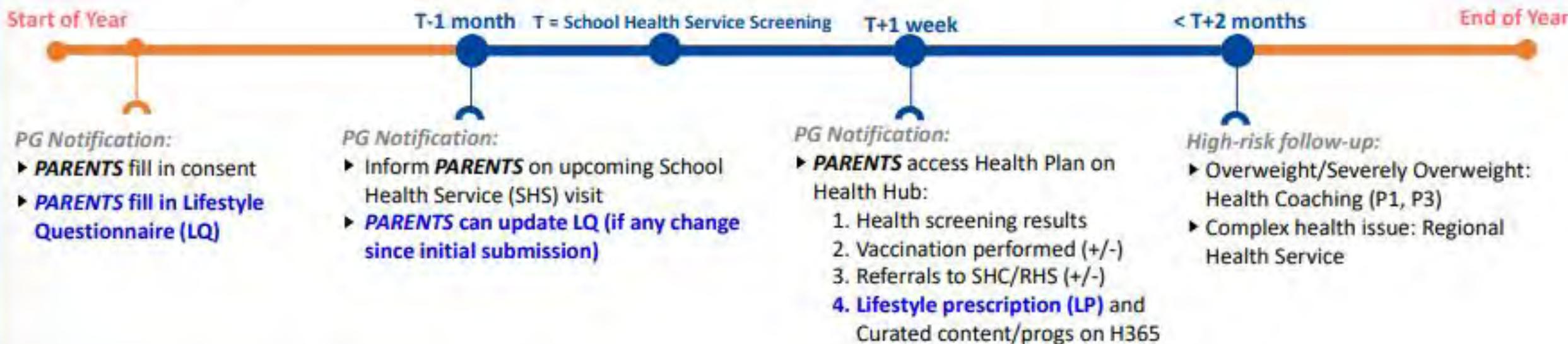
Bond Well
Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.

13

P1 - P6 Health Plan Journey (Parents' Perspective)

Leveraging existing touchpoints through the year to promote healthy habit formation

Timeline markers:

Start of Year — T-1 month — T = School Health Service Screening — T+1 week — < T+2 months — End of Year

PG Notification:
- **PARENTS** fill in consent
- **PARENTS** fill in Lifestyle Questionnaire (LQ)

PG Notification:
- Inform **PARENTS** on upcoming School Health Service (SHS) visit
- **PARENTS** can update LQ (if any change since initial submission)

PG Notification:
- **PARENTS** access Health Plan on Health Hub:
  1. Health screening results
  2. Vaccination performed (+/-)
  3. Referrals to SHC/RHS (+/-)
  4. **Lifestyle prescription (LP)** and Curated content/progs on H365

High-risk follow-up:
- Overweight/Severely Overweight: Health Coaching (P1, P3)
- Complex health issue: Regional Health Service

Note: Items bolded in **blue** are new.

Cyber Wellness

It's more than saying no to devices.

School:

Date:

Why should we be concerned about Cyber Wellness?

The data may surprise you.

Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

What does this mean?

We need to help our children achieve **balanced and purposeful** screen use.

23

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

What does this mean?

We need to be **involved** in our children's digital lives and put in **parental controls** to keep them safe and role-model for responsible use.

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Did you know?

What does this mean?

Most social media platforms and popular games have **App Store age-ratings:**
- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media <u>before</u> **the recommended ages**.

Research shows that **screen use (smartphone and social media access) in young children** is associated with - insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

We need to ensure our children's use of devices and platforms are **age-appropriate** and have **open conversations** with them about their digital habits.

25

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 Will Your Child Learn in School?

Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

*** Character and Citizenship Education (Form Teacher Guidance Period)**

Primary 3 and 4

During CCE (FTGP) lessons, students will be taught:

Balanced use of digital devices
- Time management and spending time on screen-free activities

Netiquette
- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying
- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

How to stay safe online
- Steps to take to determine if an online friend is trustworthy

My Healthy Screen Time Pledge

I, _____ (my name), pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): _____

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best   27

Discuss your child's healthy screen time pledge at home and cultivate accountability.

Generative Artificial Intelligence

What is Generative Artificial Intelligence (GenAI)

How can we tap its opportunities whilst mitigating its risks?

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 & 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

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

# How will your child use AI to learn in school?

Find out how your child will use AI to learn and develop AI literacy through the school curriculum

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 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.

AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING

MOE harnesses Artificial Intelligence (AI) as a strategy¹ to achieve the desired student outcomes, empowering self-directed learning and customising students' learning experiences.

Three AI-enabled systems are now available on the Student Learning Space (SLS):

- Adaptive Learning System
- Teaching and Learning Assistants
- Learning Feedback Assistants

FIND OUT MORE ABOUT THEM ON THE NEXT PAGE ›››

GREATER CUSTOMISATION OF LEARNING

- **Adaptive Learning System (ALS)** provides personalised learning pathways to enable students to learn at their own pace.
- **Teaching and Learning Assistants**, such as the **Learning Assistant (LEA)** guides students' self-directed learning through dialogue and iterative questioning based on curated learning materials in its knowledge base.

SUPPORTING TEACHERS' PROFESSIONAL PRACTICE

Teaching and Learning Assistants support teachers by automating routine tasks, analysing student responses, and enhancing lesson design. Tools like **Authoring Copilot (ACP)** help teachers generate lesson ideas and activities, while **Data Assistant (DAT)** allows teacher to quickly analyse students' open-ended responses to enable timely and targeted interventions. These tools enable teachers to focus on designing more effective and personalised learning experiences.

PERSONALISED FEEDBACK FOR LEARNING

Learning Feedback Assistants (LFAs) provide timely and targeted feedback across different subjects, helping students identify and correct their mistakes. They support the development of writing and oracy skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper learning and higher-level thinking.

I can correct my own errors... click to hear more!

ALS helps me learn at my own pace... click to hear more!

¹ The National AI strategy announced in November 2019 outlined a plan for Singapore to deepen our understanding and use of AI technologies to improve lives. MOE's EdTech Plan also guides the development of these AI systems for learning.

**Three AI-enabled systems in the Singapore Student Learning Space (SLS)**

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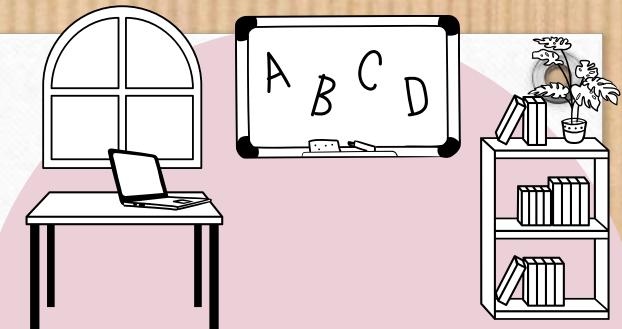
- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC)** Frame. (*Scan QR code on the right*)

- 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

- All Primary 4 students will go through the "Code for Fun" programme which includes an introduction to emerging technologies (e.g. AI) so that students understand how AI learns using data and can appreciate the benefits, risks, and limitations of using AI.

(Scan QR code on the right)
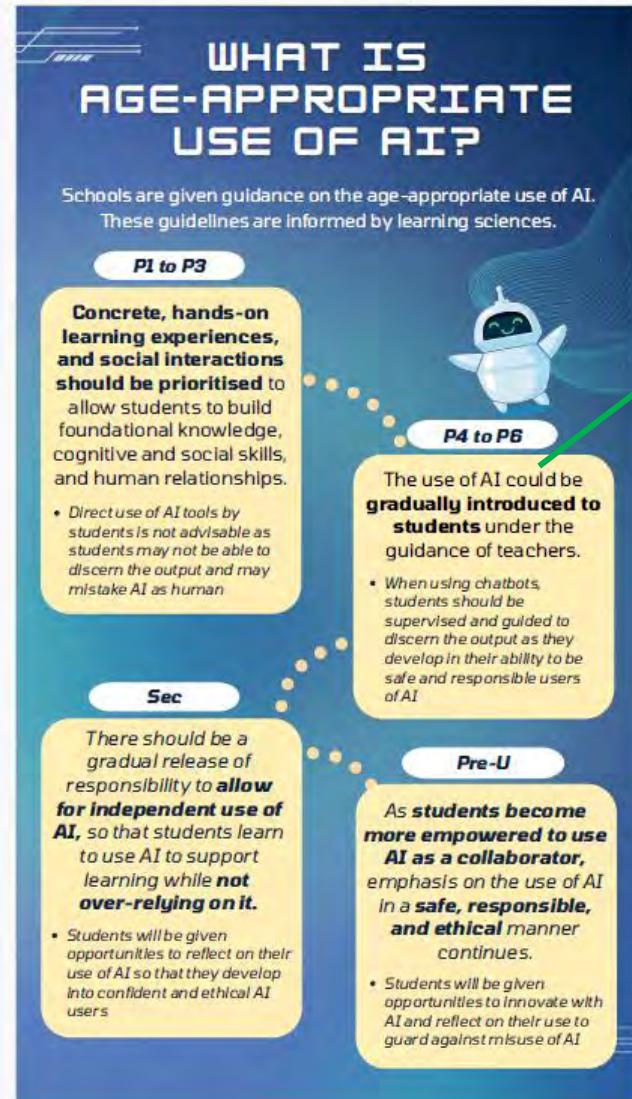
To access information on MOE-IMDA Code for Fun Programme

Primary 4 to 6

How will your child use AI for his/her learning?

WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.

P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human

P4 to P6

The use of AI could be gradually introduced to students under the guidance of teachers.

- When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI

Sec

There should be a gradual release of responsibility to allow for independent use of AI, so that students learn to use AI to support learning while not over-relying on it.

- Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users

Pre-U

As students become more empowered to use AI as a collaborator, emphasis on the use of AI in a safe, responsible, and ethical manner continues.

- Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI

P4 to P6

The use of AI could be **gradually introduced to students** under the guidance of teachers.

- When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI

How Can Parents Partner Up with Schools on the use of AI & Edtech?

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

3 areas we can work together on to foster School-Home Partnership

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

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

Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.

Have regular and genuine conversations with your child
- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.
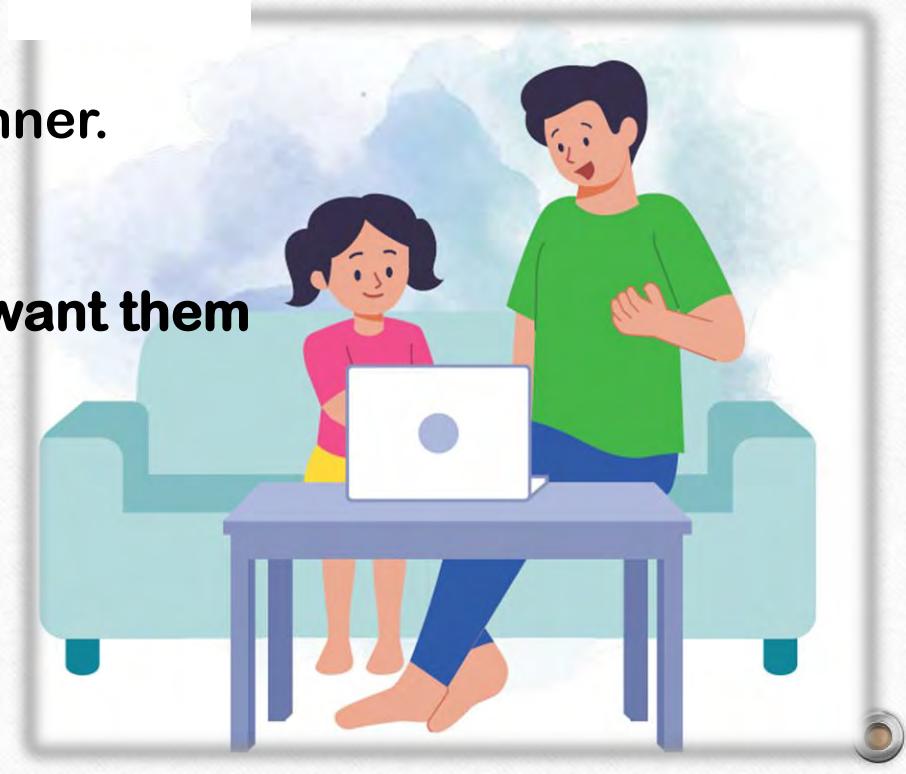
Communicate your actions and rationale.
- Let your child know **you care for them** and **want them to be safe online.**

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

Role Models

You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.

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

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

Cultivate strong relationships and healthy habits in this digital age.

Provide a safe space for 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.

Provide a balanced mix of engaging online and offline activities

- **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 schoolwork).
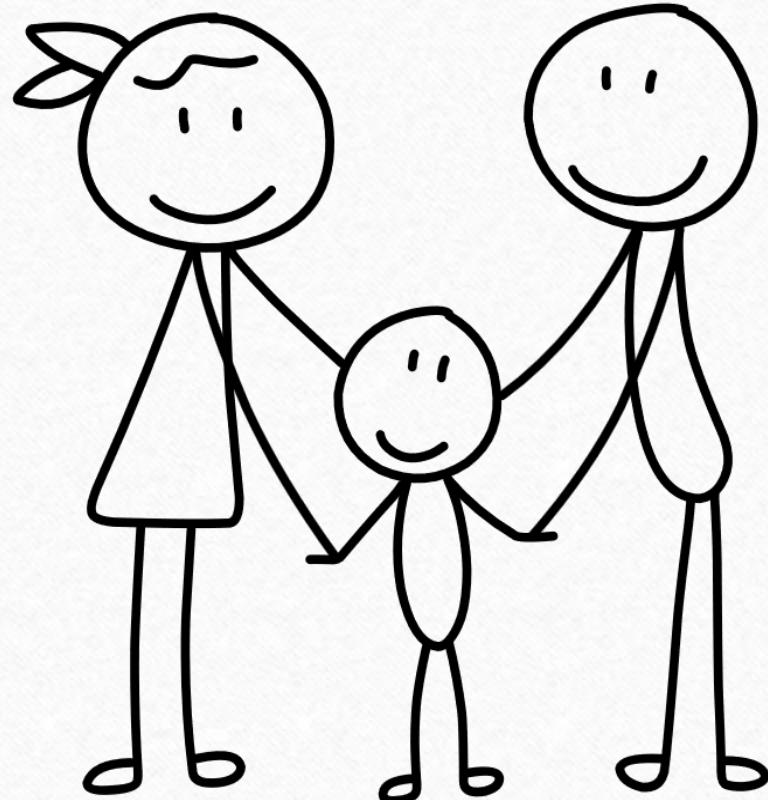
The Crucial Role of Parents

Your partnership with the school: Supporting your child together

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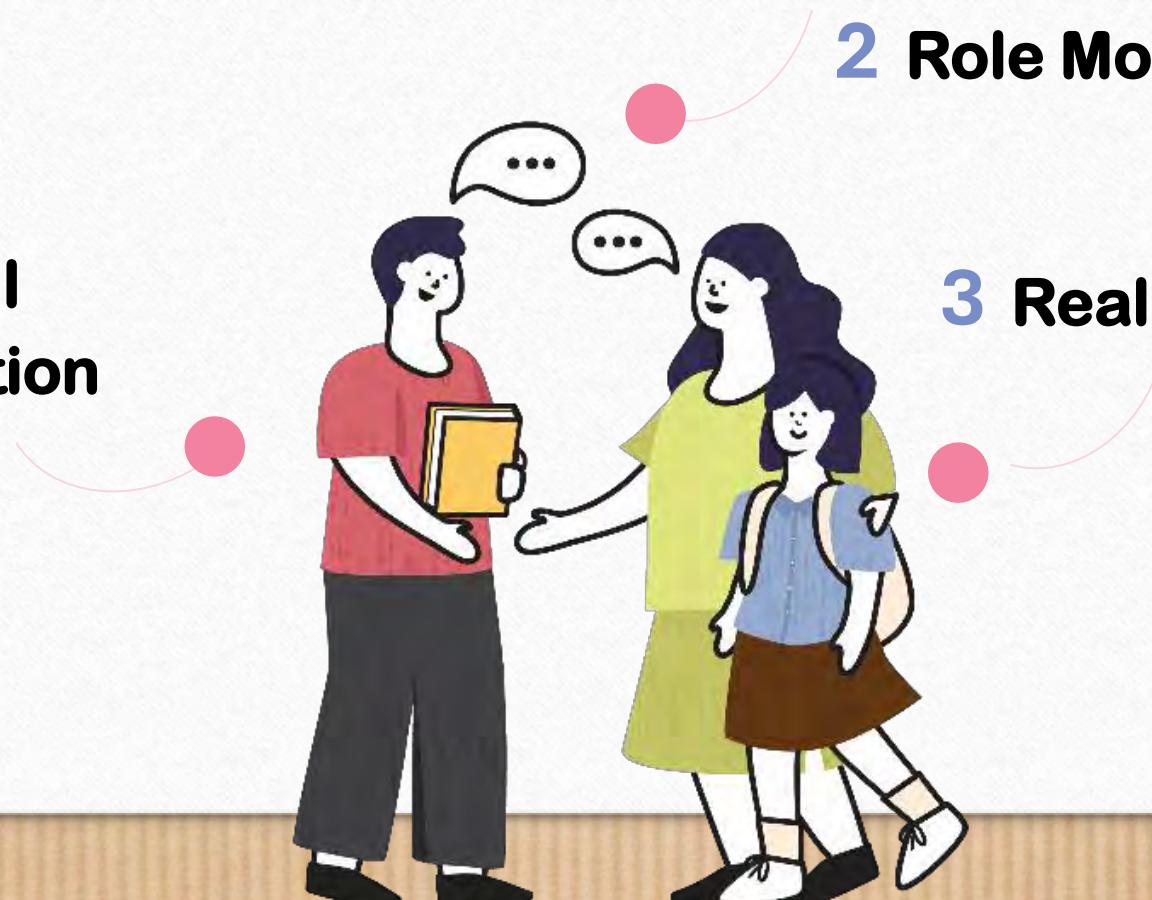
Supporting Your Child's Mental Well-Being Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

Respectful Communication

Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.

Share observations about your child's emotional state, stress levels, and social interactions

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

Communicate kindly and respectfully with one another

Role Models

Model the skills and values our children need for their mental well-being

Demonstrate healthy ways to manage stress, setbacks and difficult emotions

Show children it is okay to ask for help when struggling

Model self-care

Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child

Teach children to recognise and communicate their emotions effectively

Build strong bonds through shared experiences and meaningful conversations

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)

Our students' Well-being

Caring & Enabling Environment

- **The school is committed to providing a safe, caring and respectful learning environment where every student can learn without fear.**

  We have a zero-tolerance stance on bullying.

Repeatedly causing intentional harm to others

Hurtful Behaviours	Bullying
• Include humiliating, distressing or insensitive behaviours • Range from insensitive words/actions to peer conflicts and bullying • Undermine psychological safety of victim	• Involves repeated or persistent behaviours intended to cause hurt, distress or humiliation • Can be physical, verbal, social and/or cyber in nature. **Physical**- persistent in hitting someone or damaging someone's else belongings. **Verbal**- repeated name-calling, spreading rumours or making threats **Social**- leaving someone out of a group or things on purpose **Cyber**- using online messages, images or videos to hurt someone.

Caring & Enabling Environment

Reporting
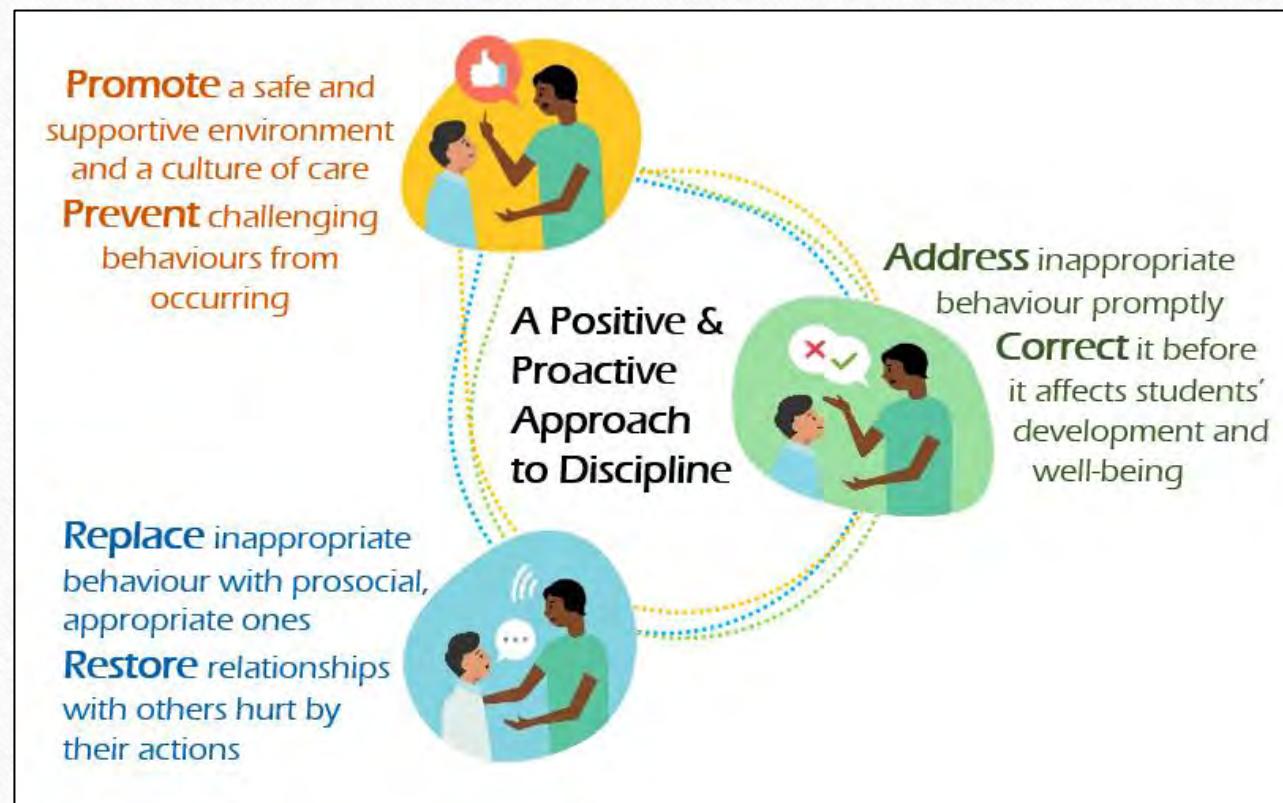
- **Students may report incidents to any teachers or school staff. All reports will be taken seriously and treated confidentially.**

Approach

- **School takes a multi-pronged approach to address bullying, guided by MOE's proactive and positive approach to discipline.**

Caring & Enabling Environment

Approach

- Students are expected to attend school regularly.

- Students **will not be granted** permission for vacation or overseas trip during school term.

- Attendance in school is compulsory. Absence from school must be covered by a medical certificate.
- A signed letter from the parent/guardian will be taken into consideration on a case-by-case basis.
- The number of signed letters from parent/guardian **should not exceed 10 per year**.

Parents Gateway (PG) – Absence Notification

- Parent **will be notified** of student's absence via PG.

- Parent **can submit reasons** and documents via PG.

Parents Gateway (PG) – Absence Notification

- **It is important for your child to be in school by <u>7.30 am</u>.**

- **You will receive a notification if your child is not present in school or has reported later after the first morning attendance has been taken.**

Attire

Meranti   Angsana   Tembusu   Cempaka   Casuarina

- **Students are to wear the prescribed school uniform and modification to the uniform is not allowed.**

- **Iron on nametag must be placed above the pocket of shirt/blouse and above the school badge on the PE attire.**

Attire

Meranti   Angsana   Tembusu   Cempaka   Casuarina

- **On days when there are PE lessons, PE attire (shorts and House T-shirt) is to be worn.**

Attire

- Students are to wear white socks. Ankle socks are not allowed.

- Students are to wear white shoes with no high cut or other fanciful/colourful designs.

- Sweaters and wind-breakers should not be outlandish or have offensive messages.

Meranti Angsana Tembusu Cempaka Casuarina

Hair & Appearance

- Students **should not wear jewellery**.

- Girls are allowed to wear only one pair of small plain ear studs. No other jewellery or any item of personal adornment (e.g. bracelets, necklaces, wristbands) is to be worn.

- **All male students must be clean-shaven at all times. Moustache and beards are not allowed.**

- Fanciful hairstyles are not allowed.

- Hair bands/clips/ribbons must be black or navy blue.

Mobile Phones & Smart Watches

US Surgeon-General calls for mental health warning labels on social media platforms

The push for a warning label sets up a battle between the Biden administration and the tech industry. PHOTO: PIXABAY

Straits Times 18 June 2024

Singapore to put in place measures to deal with screen time and device use in coming months

Another yet-to-be-published study explores how a child's mental wellness is affected by the linkage between brain development and executive function. PHOTO: ST FILE

Straits Times 24 July 2024

- Use of Mobile Phones and Smart Watches in School

  ➢ Students are required to put the mobile phones/smart watches in their *classroom lockers* only. Students are expected to buy a lock to keep their locker secure.

  ➢ After school ends, students can retrieve their mobile phones/smart watches from their lockers and are allowed to contact their parents/guardian at the waiting area Gate 3 just before they leave the school premise.

Mobile Phones & Smart Watches

Application form can be downloaded from the link/QR Code provided in the school 1st Keeping in Touch letter.

For smart watch:
https://go.gov.sg/pypssm

For mobile phone:
https://go.gov.sg/pypshp

POSB Smart Buddy Watch & Fitness Tracker

- **Students are allowed to wear POSB Smart Buddy Watch and fitness trackers as long as their functions do not extend beyond time-telling, timekeeping and fitness-related tracking (e.g. step count).**

- **Such devices should not possess communicative features (e.g., messaging and calling apps/social media access) and photo/video capabilities, which distract students during lessons and do not comply with examination regulations.**

Anti-Vaping

STRICTER ACTION IN SCHOOLS AGAINST VAPING

Vaping is a serious offence in schools. Students caught vaping are reported to HSA, and will face higher penalties from 1 Sep 2025. In addition, schools will implement the following stricter disciplinary measures* against vaping.

	Vaping	**Vaping with Etomidate**
First-time offenders	• 1 to 3 days of detention and/or suspension; and/or • 1 stroke of the cane (for boys only*) • AND conduct grade adjustment	• 3 to 5 days of detention and/or suspension; and/or • Up to 2 strokes of the cane (for boys only) • AND conduct grade adjustment (no better than 'Fair')
Second-time offenders	• 3 to 5 days of detention and/or suspension; and/or • Up to 2 strokes of the cane (for boys only) • AND conduct grade adjustment (no better than 'Fair')	• 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor')
Subsequent offenders	• 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor')	• 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor')

Visit www.gov.sg/stopvaping for resources to protect your child from vapes,
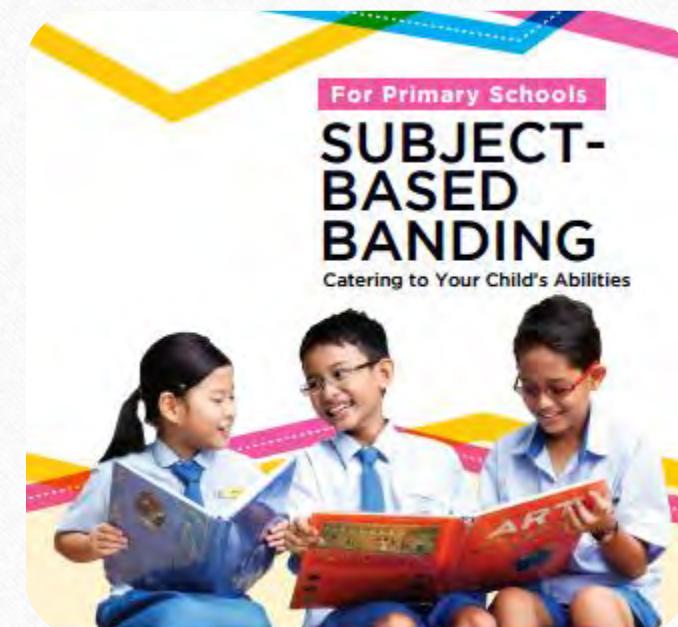
* Schools have the autonomy to add other school-based consequences based on their assessment of the case. Students caught selling and trafficking of vapes may be considered for additional penalties, including expulsion (for secondary schools and JCs/MI).

\# Schools will consider mitigating factors for caning, including age profile and maturity of student offender, and whether the student offender has special educational needs and/or mental well-being issues.

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Assessment Matters

Subject-based Banding (SBB)

Subject-based Banding (SBB)

- **Every child is unique**, and has different aptitudes, capabilities and talents.

- SBB allows **greater flexibility for students to take subjects at different levels** depending on their aptitudes and abilities in these subjects.

How Subject-based Banding works

At the end of Primary 4

School recommends a subject combination based on the student's results.
Parents fill up an option form indicating preferred combination.

At Primary 5

Your child takes subject combination chosen by parents
English, Math, Science and Mother Tongue are available at standard and foundation level.
Mother Tongue is also available at the higher level.

At the end of Primary 5

School decides on the subject combination based on the student's results.

At Primary 6

Your child takes subject combination decided by the school

How Subject-based Banding works

End of Primary 5	
Takes standard subjects and has difficulty coping	**Takes standard subjects and is coping well**
School may allow child to take 1 or more subjects at foundation level at Primary 6	School will allow child to continue the same subject combination in Primary 6

How Subject-based Banding works

At Primary 6

Your child takes subject combination decided by the school

End of Primary 6

Your child sits for the Primary School Leaving Examination (PSLE)

Note :

- **Parents can only exercise their option <u>once</u> at the end of Primary 4.**

- Subject combination from Primary 5 to Primary 6 will be determined by the school in the best interest of the child.

Higher Mother Tongue Language

WHAT ARE SOME CHOICES AVAILABLE?

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 Language
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 subjects; or 1 standard subject + 3 other foundation subjects; or 4 foundation subjects

Source: MOE Website https://beta.moe.gov.sg/primary/curriculum/subject-based-banding/

Higher Mother Tongue Language

- At the end of Primary 5, only students with AL4 (75-79 marks) or better for MTL and pass HMTL can continue to take HMTL .

FAQs
Frequently Asked Questions

Q: If my child scores Band 1 for MTL, but Band 2 for all other subjects, should I opt for Higher Mother Tongue?

Let's consider this:

Achievement Bands for Primary 4

Band	Mark Range	Brief Description
1	85 to 100	Is very good at the subject
2	70 to 84	Is good at the subject
3	50 to 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirements for the subject

Subject	Marks	Band
English	84	Band 2
Mother Tongue Language	85	Band 1
Mathematics	84	Band 2
Science	84	Band 2

FAQs
Frequently Asked Questions

Let's consider this:

Subject	Marks	Band
English	84	Band 2 (AL 3)
Mother Tongue Language	85	Band 1 (AL 2)
Mathematics	84	Band 2 (AL 3)
Science	84	Band 2 (AL 3)

REFERENCE RAW MARK RANGES

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

Total AL: 11

FAQs
Frequently Asked Questions

Q: Is taking Higher Chinese Language an advantage for my child to have a better chance at getting into the secondary school that he wants?

Let's consider this:

WHO WILL GET IN FIRST?

1st	7	NO HCL	
2nd	8	DISTINCTION	
3rd	8	MERIT	
4th	8	PASS	
5th	8	NO HCL	
6th	9	DISTINCTION	

POSTING ADVANTAGE

- Higher Chinese Language (HCL) students will continue to receive a posting advantage for admission to **SAP schools**.

- For example, if 2 students have a PSLE Score of 8, the student who has a Distinction in HCL will be allocated a place in a SAP school ahead of a student who has a Merit in HCL.

- This posting advantage for admission to SAP schools applies before the tie-breakers for S1 Posting

WHO WILL GET IN FIRST?

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

FAQs
Frequently Asked Questions

Q: I feel that my child is very weak in Mathematics. He/She scored only 25 marks in P4. Should I opt for Foundation Mathematics?

Let's consider this:

Achievement Bands for Primary 4

Band	Mark Range	Brief Description
1	85 to 100	Is very good at the subject
2	70 to 84	Is good at the subject
3	50 to 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirements for the subject

Subject	Marks	Band
English	70	Band 2
Mother Tongue Language	84	Band 2
Mathematics	25	Band 4
Science	69	Band 3

FAQs
Frequently Asked Questions

Let's consider this:

Subject	Marks	Band
English	70	Band 2 (AL 5)
Mother Tongue Language	84	Band 2 (AL 3)
Mathematics	25	Band 4 (AL 7)
Science	69	Band 3 (AL 5)

REFERENCE RAW MARK RANGES

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

Total AL: 20

FAQs
Frequently Asked Questions

Foundation LEVEL SUBJECT grades

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.

- Similar to current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects and informs students of their readiness to access the curriculum at the secondary level.

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

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

Resources