

Welcome to PGVP...

Briefing for Primary 5 Parents



Fri, 11 July 2025



To Make A Difference by Growing our Children so that they will Glow like a STAR



Programme Outline

| Time | Programme |
|-----------------|--|
| 4.00pm - 4.15pm | Registration Admin Matters |
| 4.15pm - 5.30pm | Principal's Address: <ul style="list-style-type: none">• What's in store at P5• Revised PSLE scoring system for your child• How parents can support |
| 5.30pm – 6.00pm | <ul style="list-style-type: none">• Q & A |

Purpose Of this session:

- What's in store for your child in P5 and Progress
- Update parents on the Revised PSLE scoring system and what it means for your child.



Our



Care & Concern • Commitment • Communication • Courtesy

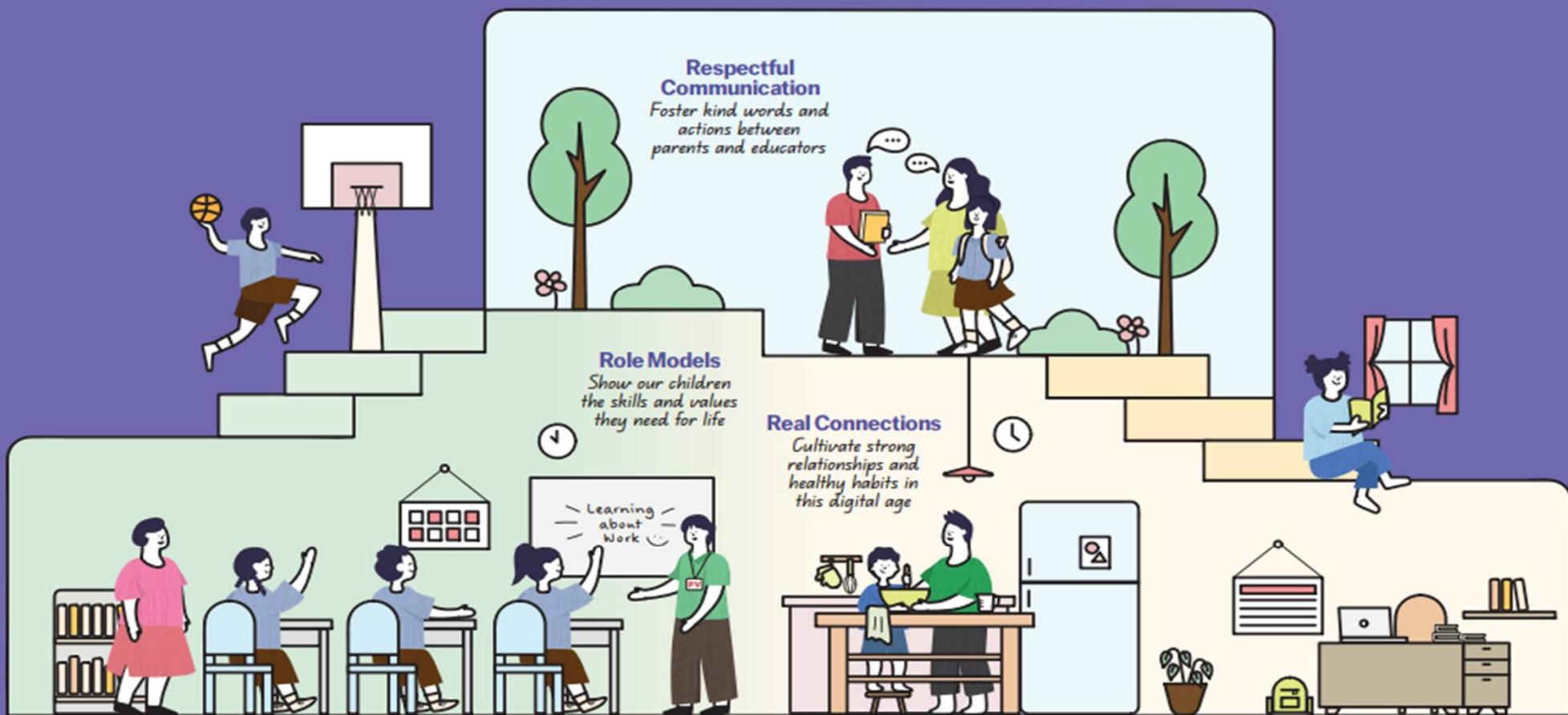
Parents as co-partners of education



SCHOOL - HOME PARTNERSHIP

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



RESPECTFUL COMMUNICATION

**FOSTER KIND WORDS AND ACTIONS
BETWEEN PARENTS 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.



ROLE MODELS

SHOW OUR CHILDREN THE SKILLS AND VALUES THEY NEED FOR LIFE

- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.



REAL CONNECTIONS

CULTIVATE STRONG RELATIONSHIPS AND HEALTHY HABITS IN THIS DIGITAL AGE

- Build strong bonds through shared experiences and meaningful conversations.
- 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.



PARENTING FOR WELLNESS TOOLBOX



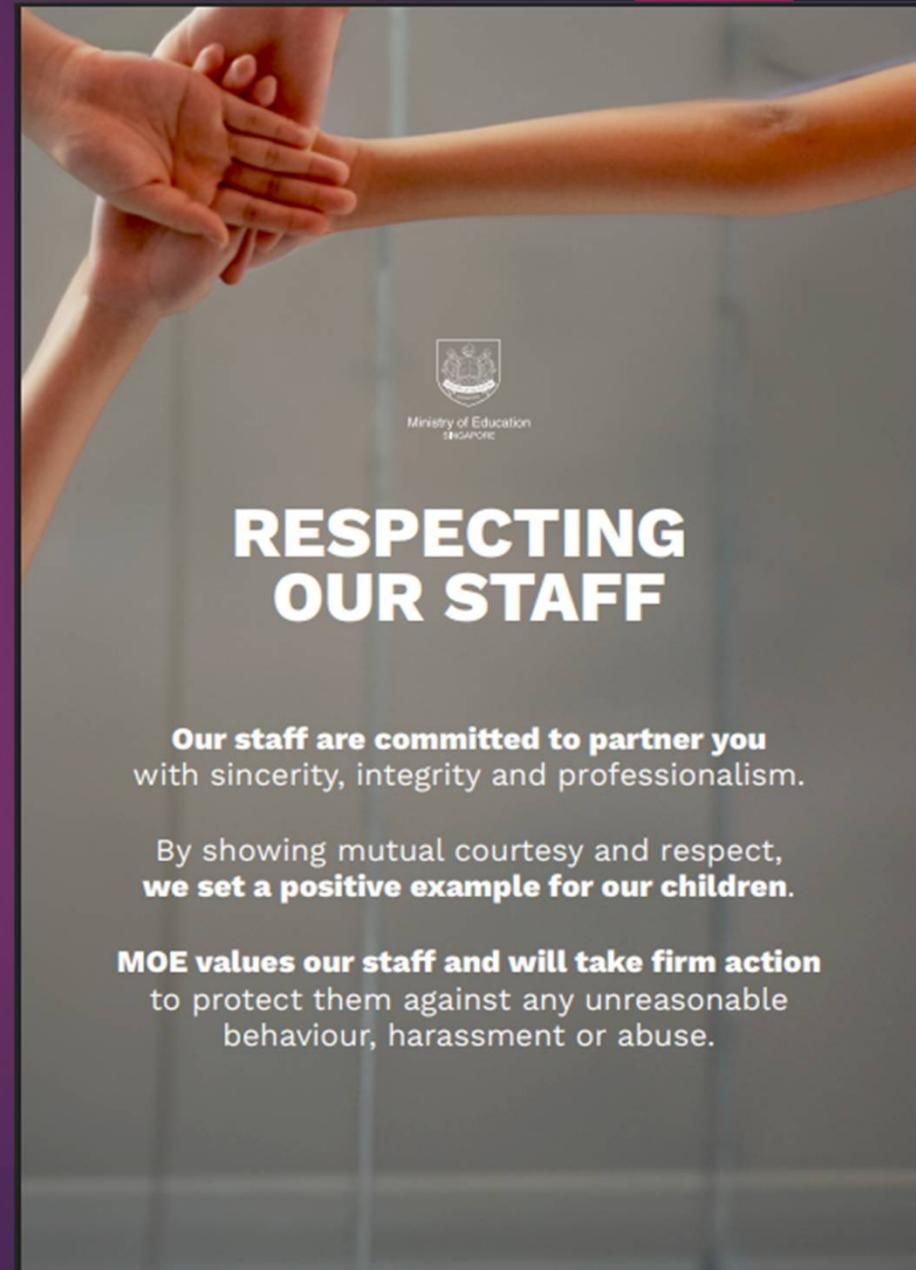
The image shows two pages from the Parenting for Wellness Toolbox. The left page, titled "Building Relationships" (Page 20), is about helping your child build healthy relationships. It includes a section on "Things You Can Do" (exposing children to social situations) and "Things You Can Say" (encouraging children to talk about their feelings). The right page, titled "Navigating the Digital Age" (Page 54), is about helping your child thrive in the online space. It includes a section on "Things You Can Do" (encouraging open-mindedness and respect online) and "How do these comments make you feel?" (considering responses from different perspectives).

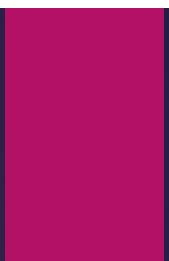
Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

<https://file.go.gov.sg/pfw-toolbox-for-parents.pdf>

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.





**Partner Us ... to grow
your child...**

so that your child will glow to become
**A Confident Learner,
An Active Citizen**

Our Vision

Confident Learners,
Active Citizens

Our Mission

Touching Lives,
Inspiring Future



Values-based, Holistic Development

Punggol View defines 6 MESCAP Student Outcomes

Morally Upright

Knows the R³ICH 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

The PGVP Graduate

Cognitively Robust

Achieves academic success and is curious, confident and collaborative

Character Building

Literacy and Numeracy

Play as a learning experience

Build Self Esteem

• Primary
1 & 2

Exploring Stage

Teacher
Directed

Citizenship Development

Scientific Inquiry

**Skills Development e.g.
CCAs**

Deepen Interest

● Primary
3 & 4

Building Stage

Teacher
Guided

Educational & Career Guidance

Talent Development

Student Leadership

Enhance Performance

Primary
5 & 6

Taking Flight

Self
Directed

DSA

- Bring out the best in learners-tap on their talents
- Help students go to the Sec school of their choice

What's in store for your child at P5?

Transition from P4 to P5

- Subject-Based Banding (SBB) - helps each student to proceed at a pace that he can best manage
- Content rigour at P5 – huge gap as compared to P4
- A transitional year or “window” to PSLE

Foundation Stage
(Primary 1-4)

Orientation Stage
(Primary 5-6)

Primary School Leaving
Examination (PSLE)



SLs' Address to P5 Cohort

Transition from P4 to P5

Advice for your child...

- Paradigm shifts needed – moving from “Teacher-Guided” to “Self-Directed”

Joy of Learning ■ Resilience ■ Open-mindedness ■ Curiosity ■ Collaboration (JROCC) Learning Dispositions for P5

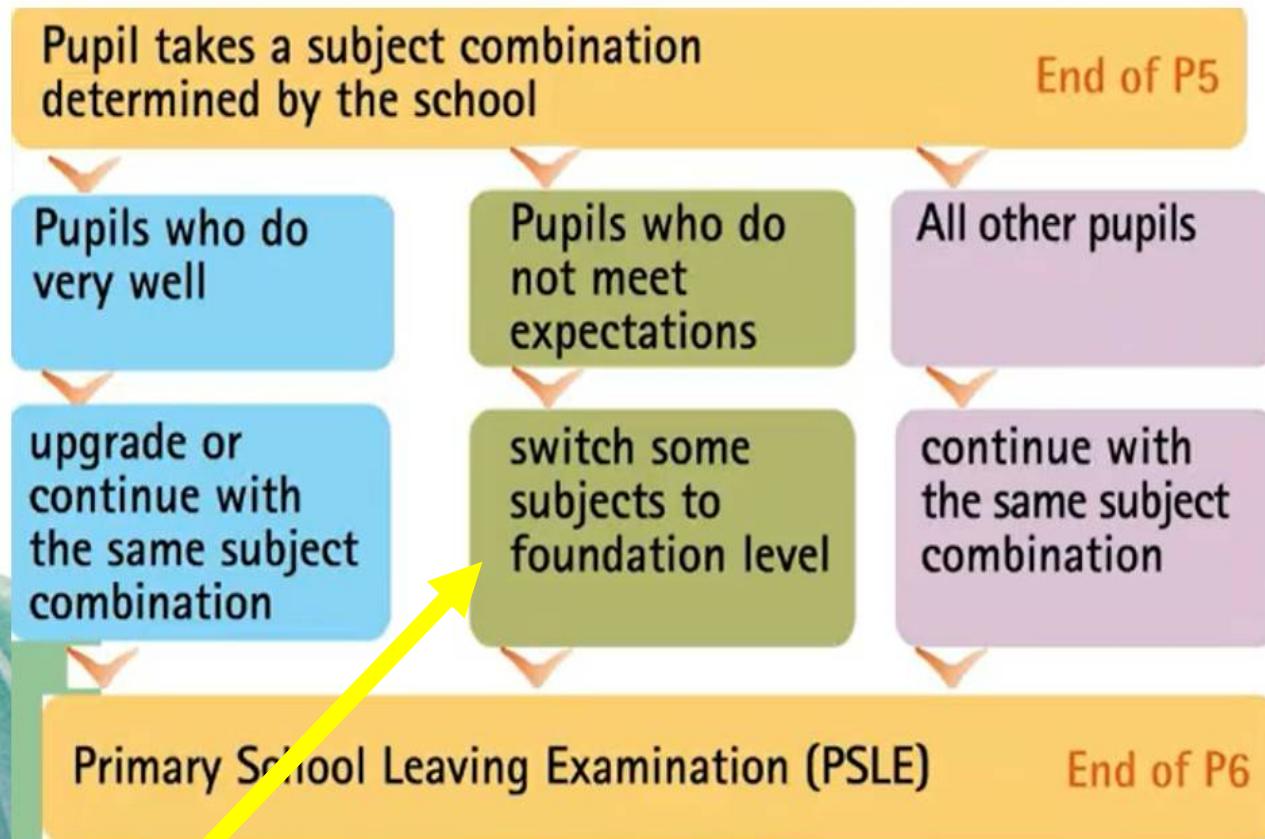
Learning Disposition



| Joy of Learning <i>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.</i> | Resilience <i>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.</i> | |
|---|--|--|
| <ul style="list-style-type: none"><i>Listens and participates</i> actively in class<i>Contributes ideas</i> actively in classManages time and task well effectivelyShows <i>initiative</i> to look for new information beyond classroom content from multiple sourcesShows positive attitude towards solving problems using multiple sources independentlyShows initiative to extend learning beyond the classroom to deepen and apply knowledge in various subject disciplines | <ul style="list-style-type: none"><i>Strives to achieve goals</i> set for any given task regardless of its difficulty using SMART goals independentlyGoes to <i>multiple sources to find solutions</i> to challenging problems with a positive dispositionViews setback as learning opportunities and rationale my understanding<i>Reflects on setbacks</i> and think of ways to apply new learningRecount and reflect on the learning experience and think of ways to apply them in another similar situation | |
| Open-mindedness <i>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.</i> | Curiosity <i>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.</i> | Collaboration <i>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.</i> |
| <ul style="list-style-type: none">Is willing to listen and try out ideas suggested by teachers and peers<i>Accepts and acts on feedback</i> or suggestions given by teachers and peers to make improvements independently<i>Considers and explore possibilities</i> from other sources to approach solutions in creative waysIs able to generate ideas and explore different pathways to respond to an issue/challengeIs able to <i>use evidence</i> to explain his/her reasoning and decisionsIs able to accept different perspectives, solutions and/or methods, even in the face of uncertainty | <ul style="list-style-type: none">Shows interest and asks meaningful questions and able to explore various ways/strategies to develop deeper understandingDemonstrates <i>initiative in seeking and learning new knowledge</i> | <ul style="list-style-type: none">Is able to work in a respectful manner with others in a group setting to meet the group's goals.Is able to <i>interact with others</i> to explore and assess information and ideas.Listen and learn to compromise by being open to discussionCo-construct learning with peers to develop deeper understanding |

Reminder for your child

Reminder on SBB – What happens at the end of P5?



Key message: Imp for your child to consistently catch up with his/her subjects and do his/her best in EoYE.

Learner Agency – Self-directedness

- Be responsible for your learning
- Take ownership and monitor your own learning
- Work with your teachers to help work on areas that you need help
- Set your goals and work towards them

Important to have Goals

- Focus and a sense of purpose
- Do it for yourself so that you can experience success from your own efforts
- Belief in your own capability
- Do not be afraid to ask for help – teachers, parents, friends, etc
- Take control of your own learning

VP's engagement with P5 students



Conclusion

- Attend school every day; be punctual
- Pay full attention and participate fully in class
 - Raise questions whenever you are in doubt
 - Complete all homework/assignments (don't procrastinate)
- Adopt the paradigm shifts and learning dispositions presented earlier
 - Sense of urgency is needed; needs the momentum
 - If you have motivation or other issues, talk to your teachers, Year Heads, our School Counsellor or even School Leaders

Mdm Sharifah will share with you more on this and hence how you can support your child later...



Classroom Allocation for 2026 . .

Our class allocation guidelines are aligned to MOE's adjustments to school-based assessment structures. Fundamentally, our class allocation guidelines aims to:

- strengthen holistic development, self-discovery and engaged learning;
- better customise our teaching to a similar profile of learners in the class;
- increase social diversity in the classrooms by having mixed-progress groupings, foster peer relations across different progress groups and reduce the perceived stakes of examination; and
- preserve class identity during progression by not regrouping the students at the end of each level.



Classroom Allocation for 2026 . .

| 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. |

Blended Learning

- Seamless learning experience that taps on a mix of different learning environment involving traditional pedagogies methods and new learning technologies

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

Self-Directed and Independent Learners

Passionate and Intrinsically Motivated Learners



Blended Learning

- Seamless learning experience that taps on a mix of different learning environments involving traditional classroom learning and online learning.
- 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

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S



Blended Learning

- Seamless learning experience that taps on a mix of different learning environments involving

- Through Blended Learning, we hope to:
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- 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

E-Learning

- for P4 and P5 students
- during the PSLE Written Papers
- e-learning 29 – 30 Sep: only 2 days for each level
- More info nearer the date....

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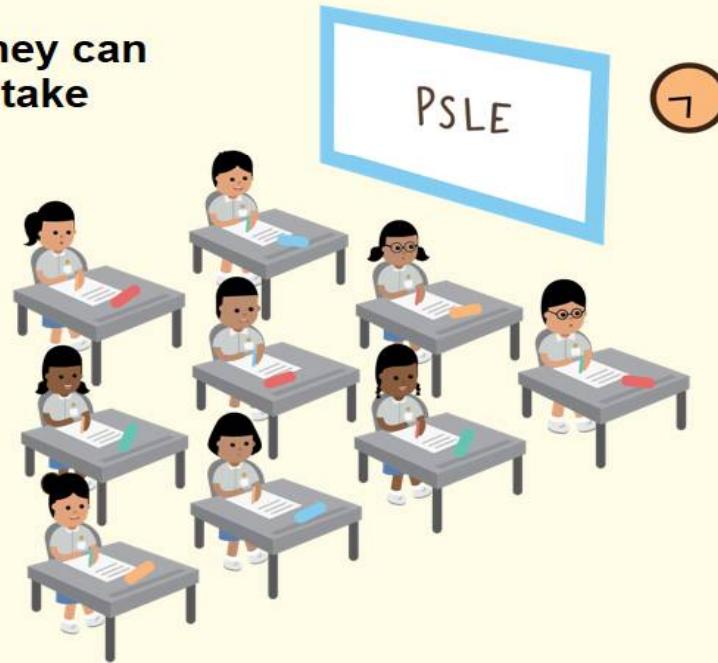


THE PSLE REMAINS A USEFUL CHECKPOINT

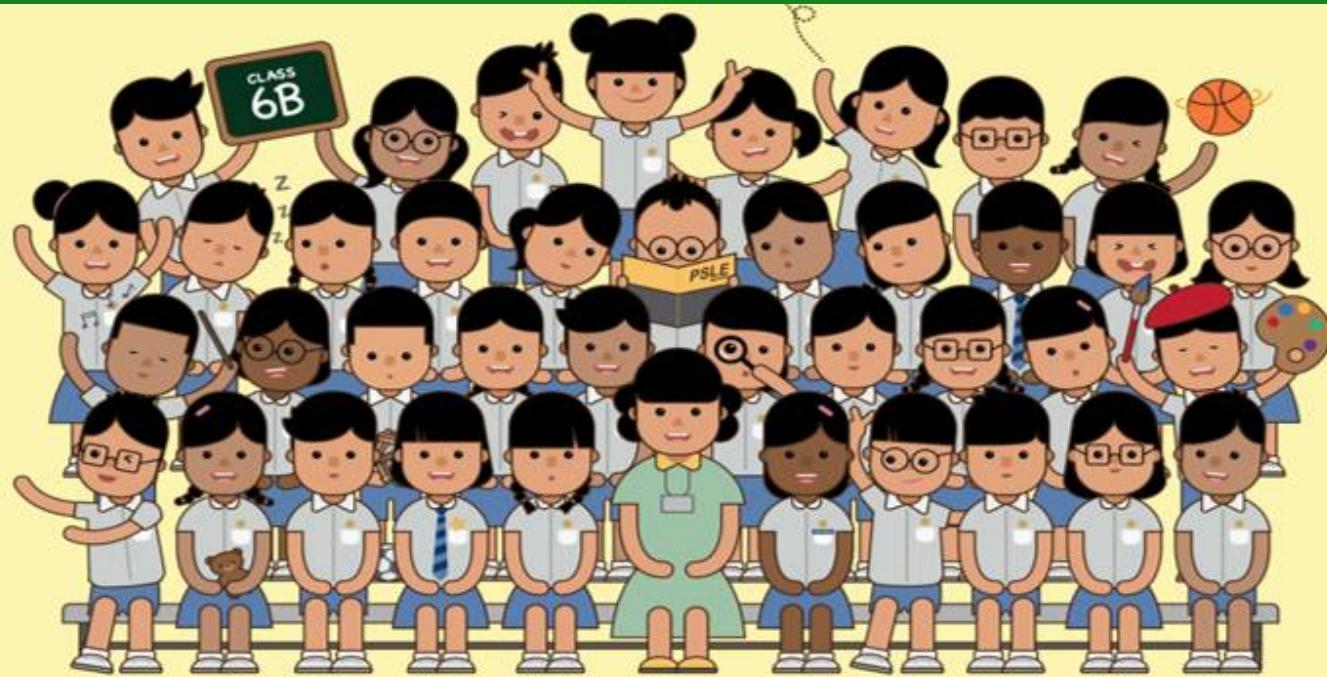
- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level

At P5:

- Transitional year to PSLE
- PSLE- What it means for your child....



PSLE Scoring & Sec 1 Posting System



WHAT ARE ACHIEVEMENT LEVELs (AL)?

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 |



PSLE Revised Scoring System....

The revised PSLE scoring system in 2021 will help your child focus on their learning instead of how they compare to others.



- Useful checkpoint to gauge your child's understanding of key concepts and academic strengths.
- This will help your child learn at a suitable pace when they progress to secondary school.

PSLE ACHIEVEMENT BANDS

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.

| 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 |

| FOUNDATION LEVEL AL | FOUNDATION RAW MARK RANGE |
|---------------------|---------------------------|
| A | 75 – 100 |
| B | 30 – 74 |
| C | < 30 |

The PSLE AL Score will remain the first criterion for posting
CHOICE ORDER OF SCHOOLS DO MATTER MORE (6 CHOICES OF SCHOOLS..)



Students taking Foundation subject...

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

For the purpose of S1 posting:

Foundation Level AL A to C will be mapped to Standard Level subject equivalent of AL 6 to 8 respectively in order to derive a student's overall PSLE score.

How does the PSLE Score and result slip look like?

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: | EXPRESS |

| SUBJECT | ACHIEVEMENT LEVEL |
|--|--------------------|
| ENGLISH LANGUAGE | 6 |
| MATHEMATICS | 7 |
| FOUNDATION SCIENCE | C |
| CHINESE LANGUAGE | 8 |
| PSLE SCORE | 29 |
| SECONDARY SCHOOL COURSE ELIGIBLE FOR: | NORMAL (TECHNICAL) |

Notes:

- PSLE Score and Secondary School Course Eligibility are printed only on Result Slip, not on Certificate. ¹¹
- The equivalence table for foundational ALs (A=6, B=7, C=8) is based on policy announcement.
- AL 8 and AL C will be reported in Result Slip and Certificate since these are Achievement Levels attained by students who sat for the examinations. In the current system, only subjects passed by candidate are printed on the certificate.



How does the result slip look like?

| Holistic Development Profile For Year 2024 | | | | | | |
|---|------------------------------|------------------------|-----------------------------------|---------|-------------------------|----|
| | | | Page: 1 of 3 Date: 04 Nov 2024 | | | |
| Name : [REDACTED] | Age on 1st Jan : [REDACTED] | Class : P5- [REDACTED] | Identification No : [REDACTED] | S/N : 2 | Subject Combination: 4S | |
| Form Teacher : [REDACTED] | Co-Form Teacher : [REDACTED] | | | | | |
| SUBJECT | Term 3 WA | | End-of-year Exam | | OVERALL | |
| | Mark | Grade | Mark | AL | Mark | AL |
| English Language | 48 | - | 42 | 7 | 46 | 6 |
| Mathematics | 15 | - | 15 | 8 | 15 | 8 |
| Science | 40 | - | 24 | 7 | 26 | 7 |
| Malay Language | 63 | - | 64 | 6 | 65 | 5 |
| | Grade | | Grade | | Grade | |
| Social Studies | - | - | - | - | B | |
| Art | - | - | - | - | A | |
| Music | - | - | - | - | A | |
| <u>OVERALL</u> | | | | | | |
| Total Achievement Level (AL) Score | : 26 | | | | | |
| Percentage | : 38 | | | | | |
| Attendance | : 95/95 | | | | | |
| Class for Next Year | : [REDACTED] | | | | | |
| Subject Combination Next Year | : [REDACTED] | | | | | |
| Conduct (OVERALL) | : EXCELLENT | | | | | |
| Comments (OVERALL) | | | | | | |

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



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.



SCORING FOR MTL-EXEMPT AND ASIAN LANGUAGE/ FOREIGN LANGUAGE STUDENTS

Under the AL scoring system, students exempted from MTL, due to extenuating circumstances, will be assigned an MTL score so they have a PSLE score comprising four subjects, for the purposes of S1 Posting. Their assigned MTL score will:

- Take reference from peers with similar scores for English, Mathematics, and Science.
- Maintain parity of treatment with students who take Foundation MTL (who will score between AL 6 and 8)

Hence, students will receive an assigned MTL score between AL 6 and 8 in PSLE.



MTL Exemption...

For Example ...

| | |
|-----------------------|-----------|
| STUDENT E | |
| STUDENT E | |
| STUDENT D | |
| STUDENT C | |
| STUDENT D | |
| 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

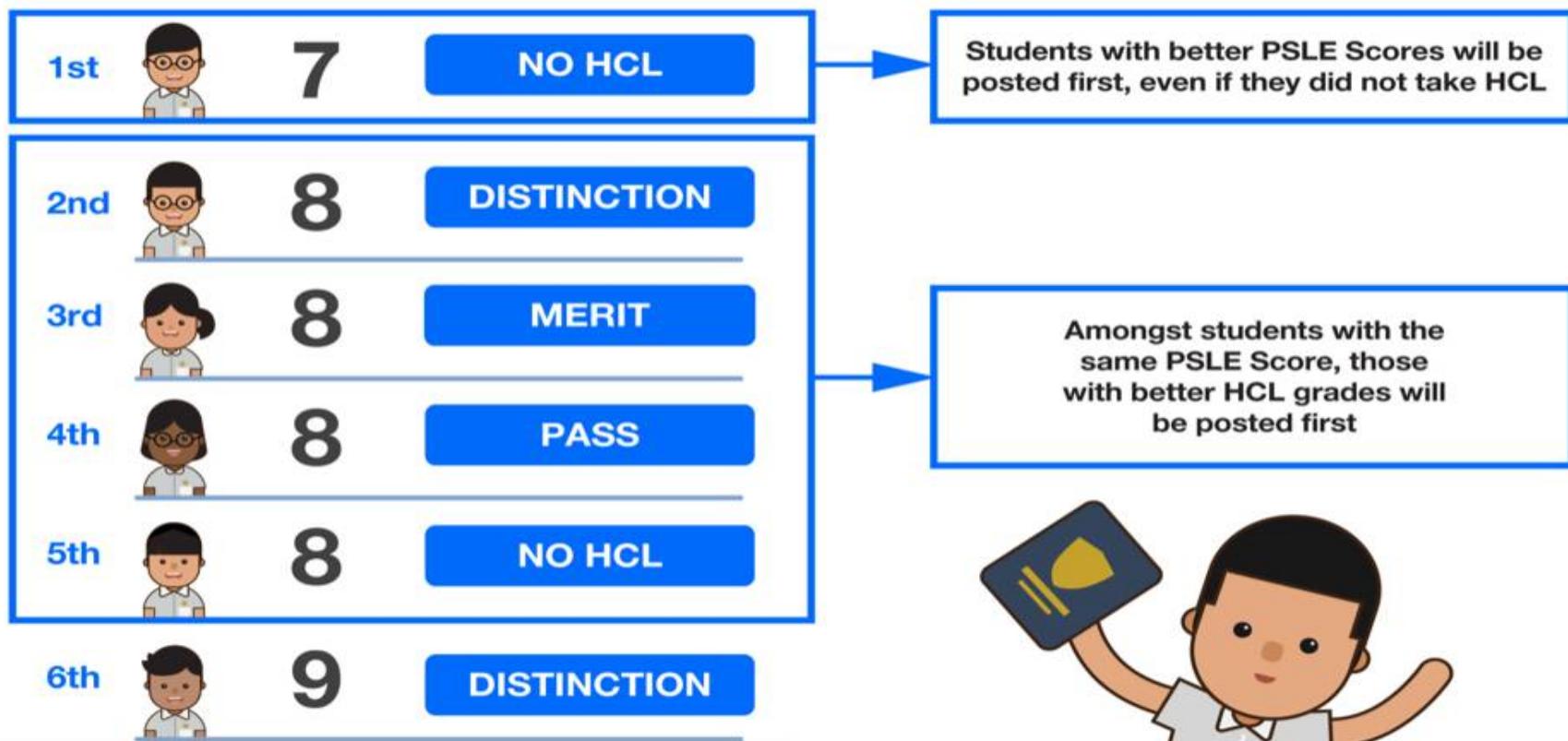


Use of Higher Chinese Language (HCL) for admission to SAP school....

Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

Students will be considered for admission to SAP schools in the following order:

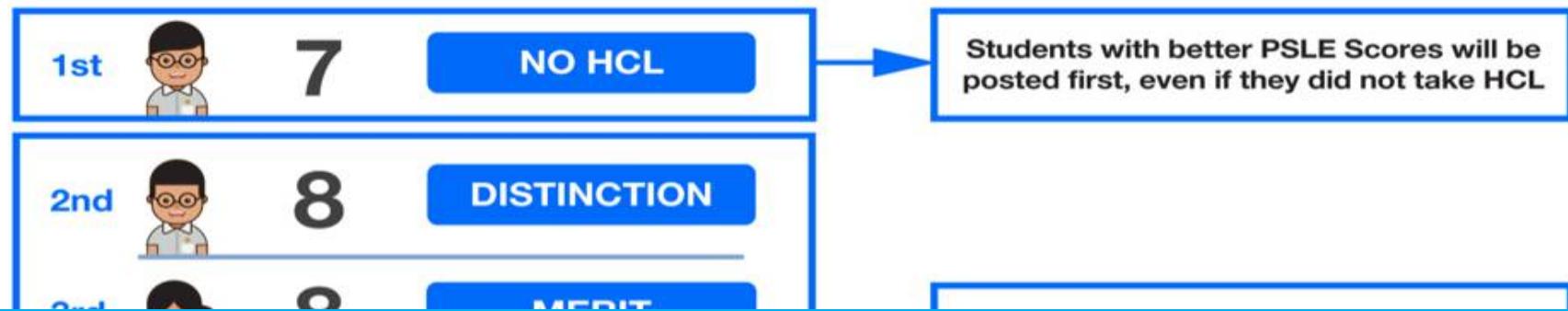


Use of Higher Chinese Language (HCL) for admission to SAP school....

Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

Students will be considered for admission to SAP schools in the following order:



- Like T-score system, students taking HCL in primary school will receive an advantage when applying to SAP schools.
- If multiple students with the same PSLE score apply for place in the same SAP school, those with better HCL grades will be allocated a place ahead of other students.

Higher Mother Tongue Language (HMTL) in secondary school.....

For your child to take HMTL, your child should meet the following criteria:

Eligibility Criteria for Secondary School HMTL

(i) An overall PSLE score of 8 or better

OR

(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain

- AL 1 / AL 2 in MTL or
- Distinction / Merit in HMTL

- The eligibility criteria is intended to ensure that your child will be able to cope with the higher academic load



Choice of Secondary Schools...



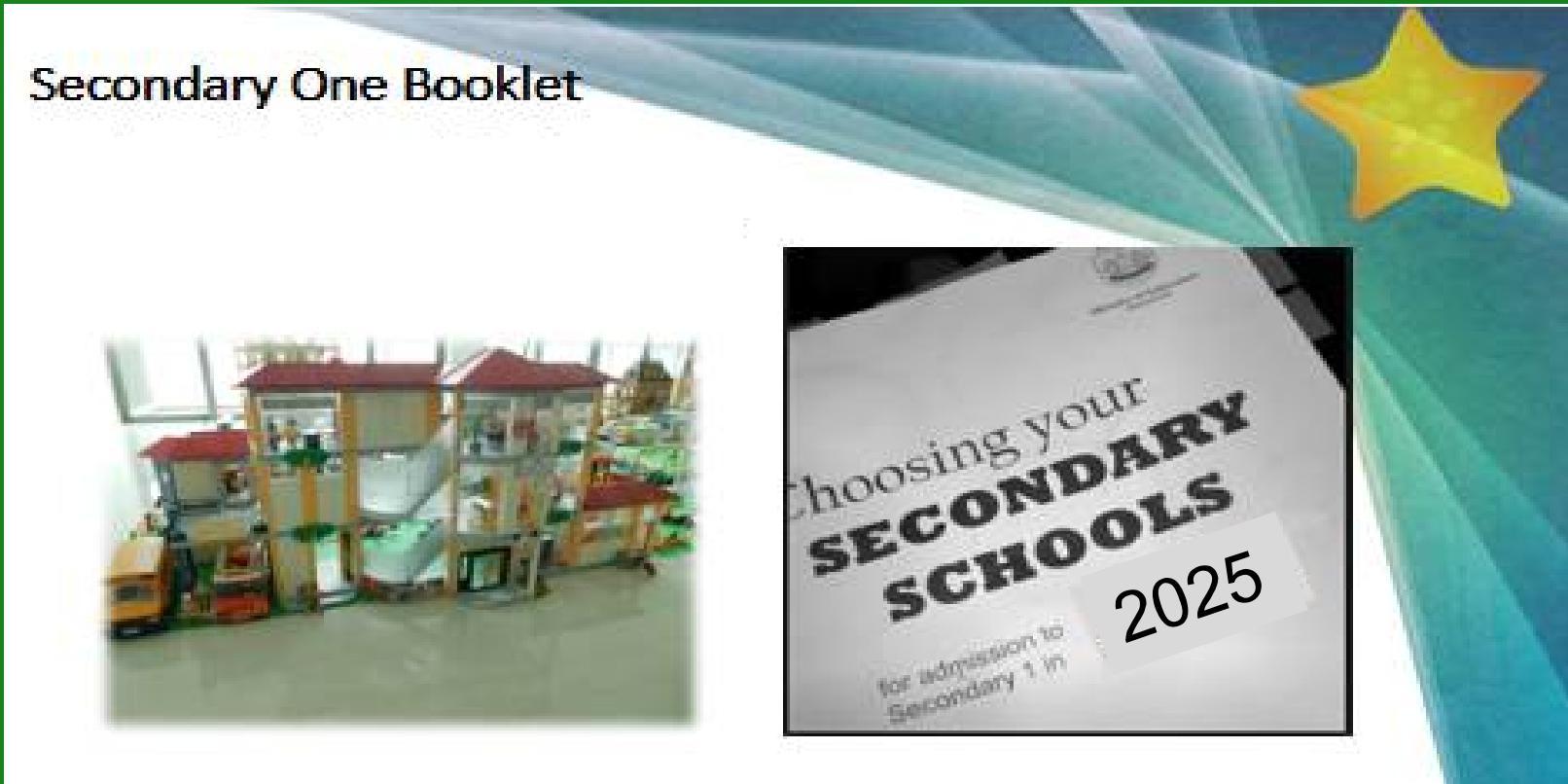
Admission into Sec school :

- based on PSLE results (PSLE Score)
- through Direct School Admission (DSA)

More detailed info to be given during P6 Parent Engagement Session next year



MOE has stopped printing hardcopies of Sec 1 Booklet in the spirit of going green



Info on secondary schools is available online:

<https://www.moe.gov.sg/schoolfinder?journey=Secondary%20school>



Secondary school course eligibility under the AL Scoring System.....

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**.

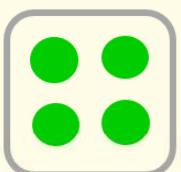
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- 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 <i>(with AL 7 in EL and MA)</i> | 1 | G1 |

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

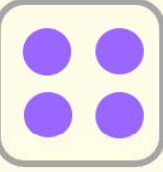
Form classes arranged by academic stream in schools yet to implement Full SBB



Students in Exp stream



Students in N(A) stream



Students in N(T) stream

With Full SBB:
Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
 - Provides students with **more opportunities** to interact with other students of different strengths and interests.
 - Enables students to **build meaningful friendships and learn to value different perspectives**.



Students posted through **PG3**



Students posted through **PG2**



Students posted through **PG1**



FULL SBB: COMMON CURRICULUM

**Common Curriculum Subjects
taken in mixed form classes
(~1/3 curriculum time)**

Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
 - These subjects will be taught and assessed at a common level that is accessible to all students.
 - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.



OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

| FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2 | | | |
|--|--------------------|------------------------------|------------------------------------|
| SUBJECT | PSLE SUBJECT LEVEL | PSLE AL FOR SPECIFIC SUBJECT | OPTION TO TAKE THE S1 SUBJECT AT : |
| • English Language • Mother Tongue Language • Mathematics • Science | Standard | AL 5 or better | G3 or G2 |
| | | AL 6 | G2 |
| | Foundation | AL A | G2 |



OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

| POSTING GROUP (PG) | PSLE AL FOR MTL ^A | OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL |
|-----------------------|------------------------------|---|
| PG3 | AL 6 | G2 |
| | AL 7-8 | G1 or G2 |
| PG2 | AL 7-8 | G1 |

^A Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.

2025 PSLE Exam Schedule

| Subjects | Dates of Examination |
|---|-----------------------------|
| English Language & Mother Tongue Oral Exam | Wed 13 & Thu 14 Aug 2025 |
| Listening Comprehension Exam (EL & MTL) | Tue 16 Sep 2025 |
| English Language (Written Paper) | Thu 25 Sep 2025 |
| Mathematics (Written Paper) | Fri 26 Sept 2025 |
| Mother Tongue Languages (Written Paper) | Mon 29 Sep 2025 |
| Science (Written Paper) | Tue 30 Sep 2025 |
| Higher Mother Tongue (Written Paper) | Wed 1 Oct 2025 |

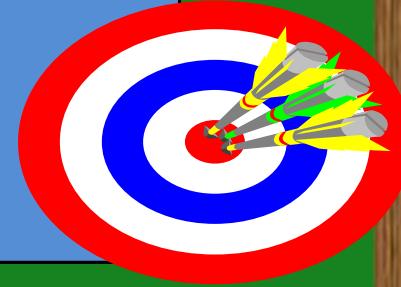


Date for 2025 Preliminary Exam

| Preliminary Examination | Dates |
|------------------------------------|-------------------|
| Oral Examination EL & MTL | 21 & 22 July 2025 |
| Listening Comprehension | 04 Aug 2025 |
| Written Examination | 18 – 22 Aug 2025 |



How Parents Can Help?



- ❖ **Creating the Ideal Environment for studying at home**
- ❖ **Support and Encourage**
- ❖ **Monitor your child/homework**
- ❖ **Talk to your child**
- ❖ **Set targets/ goals on what you want to achieve -- (Marks for each subject)**





<https://www.moh.gov.sg/others/resource-s-and-statistics/guidance-on-screen-use>

No devices for kids at meals and turn off the TV:
Singapore issues stricter screen use guidelines

Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.



Vanessa Lim

21 Jan 2025 03:00PM
(Updated: 22 Jan 2025 09:18AM)



"We need to understand what is the impact on health, on education, on the way we do work and then tackle it as soon as possible. I think that should be our approach in tackling some of these changes."

New MOH guidelines

THE STRAITS TIMES

New MOH guidelines on screen use for children under 12

BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities



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18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

For primary and secondary schools,
MOE has provided more detailed

Guidance for children 7 to 12 years old

- ✓ Limit screen use to less than 2 hours a day, unless related to schoolwork. Moderate the time spent on passive recreational screen use, if necessary.
- ✓ Develop a collaborative screen use plan or timetable for the family to help achieve an appropriate balance between screen use and other age-appropriate activities, such as family bonding, interaction with peers, homework and exercise.
- ✓ Be familiar with how to safeguard children from possible harmful online influences.
- ✓ Have regular conversations with children to find out what they are doing online. Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online. Provide timely advice when necessary.
- ! Do not give your child mobile devices with unrestricted access to the internet and applications.
- ✓ Use parental control settings to monitor and ensure children access age-appropriate content and applications. This includes materials that are developmentally appropriate for children based on their age, level of maturity, social-emotional / behavioural capacities. Avoid harmful content that contain references to violence, sexual behaviour, suicide, self-harm or cyberbullying. Check content ratings if available.
- ! Parents should not give your child access to social media services. Major social media services require users to be at least 13 years old.
- ! Do not use screens during meals and one hour before bedtime.
- ✓ Take appropriate steps if you have concerns that your child has difficulty regulating his or her screen use. – see page 12 for more information

Conclusion



Thank you!

