

Cohort Briefing for P5 Parents 2023

Partnering Parents



2 February 2023

Shared Beliefs



- **We value every student**

- Each student is unique individual with intrinsic worth. He/She has strengths, interests, passion and preferred learning styles.

- **All can learn**

- Educators are key to enabling students' learning. We learn to be more effective and role model the desire to learn and the process of learning.



- **Every student wants to succeed**

- Each student has hopes and dreams. We are committed to opening vistas and finding pathways that energise him/her to live a purposeful life.

Anchored in
Values
and Purpose

- MOE Corporate Values

- CCE Core Values

- MOE Mission



- **Strong Fundamentals**
 - Literacy and Numeracy as foundation
 - Intrinsic motivation to learn
 - 21st Century Competencies



- **Holistic Development**
 - Developing physically, cognitively, emotionally, socially and aesthetically
 - Exposure, Experience, Experiment



- **Enhance Student Well-being**
 - While every child is an individual, they must also manage self and relationships with others.
 - Rules and consistent expectations create collective well-being.

Focus Areas

Level Motto & Outcome

Level
Motto

Lead & Inspire

Level
Outcome

Confident individuals who uphold
values of resilience and integrity

For our P5 students

- Applied Learning Programme(ALP): Inquiry-based Learning – Thinking Routines
 - Work Like a Scientist – Plant Tissue Culture
 - After curriculum time
- P5 Camp
 - 3 Days
 - With Outdoor elements
- Swimsafer Programme
- NE Show

No Mid-year Exam (SA1)

- Use of weighted assessment in Term 1, 2 and 3 for English, Mathematics, Mother Tongue and Science
- One weighted assessment per subject per term

BTPS Assessment Policy

- Students who are unwell will not be allowed to sit for the assessment. Please refrain from sending your child to school for assessments if he/she is unwell.
- All absences must be supported by a valid medical certificate from a registered clinic/hospital.
- There will be no 'make-up assessment' scheduled for the written components of the year-end exam or for the Weighted Assessments.
- As oral assessment is conducted over a span of 3 days, your child will be allowed to take his/her oral assessment within the period of assessment if he or she is well enough to do so.

Without mid-year exams, it is difficult to motivate my child to study. Besides, doesn't the removal of mid-year exams make the end-of-year exams even more stressful?

Assessments conducted at regular checkpoints teach our children to take charge of their own learning, which would benefit them in the long run. In fact, with too many exams, your child may end up feeling anxious and demotivated.

Besides, all school-based assessments, including year-end exams, are not meant to be high stakes. They are meant for school and teachers to assess how well their students have learnt and to identify areas the students may need support in.

With the removal of mid-year exam, how can I be kept updated of my child's progress in school so that I can continue to support his/her learning?

Through a variety of assessments conducted at regular checkpoints, teachers will provide more timely feedback on your child's learning. This is more effective than only receiving grades/marks at the end of the semester.

You can also draw different sources of information on your child's progress via:

- Teachers' written feedback provided through daily classroom practices such as, in-class work, homework, projects, class tests.
- Teachers' meeting with parents

How will school ensure that my child will have sufficient practice to be ready for national exams?

The year-end exams, as well as other forms of assessments, will continue to provide sufficient opportunities to assess your child's ability to apply their learning.

Teachers will also provide timed revision papers in class to:

- build your child's stamina to sit through a longer duration paper and manage time better during year-end exam.
- familiarise your child with the exam requirements during the course of the academic year.

Without exams, how can I continue to support my child in his/her learning?

Instead of periods of last minute cramming for exams, assessments conducted at regular checkpoints can provide our children with ongoing opportunities to consolidate their learning as they go.

- Draw a regular study timetable together with your child and guide them to keep to the schedule.
- Talk to your child about his/her learning in school. Help your child reflect on his/her learning so that he/she can remember better.
- Use teachers' feedback to learn about your child's strengths and areas of improvement, instead of focusing on the marks awarded.
- Affirm your child in areas he/she has done well and share ideas on how he/she can improve in the areas identified by teachers.

Revised PSLE Scoring System



WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



Over the years, we have been changing the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results. Our PSLE Scoring changes reduce an over-emphasis on academic results by:

1

Reducing fine differentiation of students' examination results at a young age.

2

Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and abilities.

HOW THE PSLE SCORING SYSTEM WORKS



FROM T-SCORE TO SCORING BANDS

a) Reduces fine differentiation of students' examination results at a young age

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

b) Reflects a student's individual level of achievement

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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**.
- Similar to the PSLE T-score system, 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

4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

- The PSLE Score can range from 4 to 32, with 4 being the best.
- Students are placed in secondary school courses based on their PSLE Score – Express, Normal (Academic) or Normal (Technical).

ENGLISH LANGUAGE	AL 3
MOTHER TONGUE LANGUAGE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2
<hr/>	
PSLE SCORE: 8	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) OPTION	25
N(T)	26 – 30, with AL 7 or better in both EL and MA

Express, N(A) and N(T) courses will be phased out by 2024.

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

ELIGIBILITY CRITERIA FOR 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 for taking HMTL takes reference from past criteria.
- It ensures students can cope with the higher academic load.
- Secondary schools continue to have the flexibility to offer HMTL to students who do not meet the criteria if they:
 - have high ability and interest in MTL, and
 - are able to cope with the learning load required.

ELIGIBILITY CRITERIA FOR MOTHER TONGUE LANGUAGE (MTL) 'B' IN SECONDARY SCHOOLS

- The MTL 'B' curriculum is designed to help students in the Express and N(A) courses who face exceptional difficulty coping with MTL.

ELIGIBILITY CRITERIA FOR MTL 'B'
(FOR STUDENTS OFFERED THE EXPRESS OR N(A) COURSE)

AL 7 or 8 in Standard MTL
or
AL B or C in Foundation MTL

- Schools have discretion to offer MTL 'B' to students who face exceptional difficulty with MTL but do not meet the eligibility criteria at Secondary 1 based on PSLE results.
- As students progress in secondary school, they may also take up MTL 'B' if they are assessed to be suitable by their schools.

SUBJECT-BASED BANDING (SECONDARY)

[SBB (SEC)] ELIGIBILITY CRITERIA

- SBB (Sec) provides students posted to the N(A) and (NT) courses with **greater flexibility** to take various subjects at a more demanding level based on their subject-specific strengths.
- Under the new PSLE Scoring System, the SBB (Sec) eligibility criteria is as follows:

FOR STUDENTS POSTED TO THE N(A) OR N(T) COURSE	
PSLE SUBJECT GRADE	OPTION TO TAKE SUBJECT AT
AL 5 or better in a Standard level subject	Express level
AL 6 or better in a Standard level subject <u>OR</u> AL A in a Foundation level subject	N(A) level

- As students progress in secondary school, they continue to have opportunities at various junctures to take subjects at more demanding levels based on their performance in school.
- Students posted to the Express course will take all their subjects at the Express level.

SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

N(A)-Level
English

Express-
Level
Math

N(A)-Level
Mother
Tongue

N(A)-Level
Science



EXAMPLE:

ENGLISH LANGUAGE	AL6
MOTHER TONGUE LANGUAGE	AL6
MATHEMATICS	AL5
SCIENCE	AL6

PSLE SCORE: 23
Offered N(A) course







USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS



HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

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

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

Students with better PSLE Scores will be posted first, even if they did not take HCL

Amongst students with the same PSLE Score, those with better HCL grades will be posted first

- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

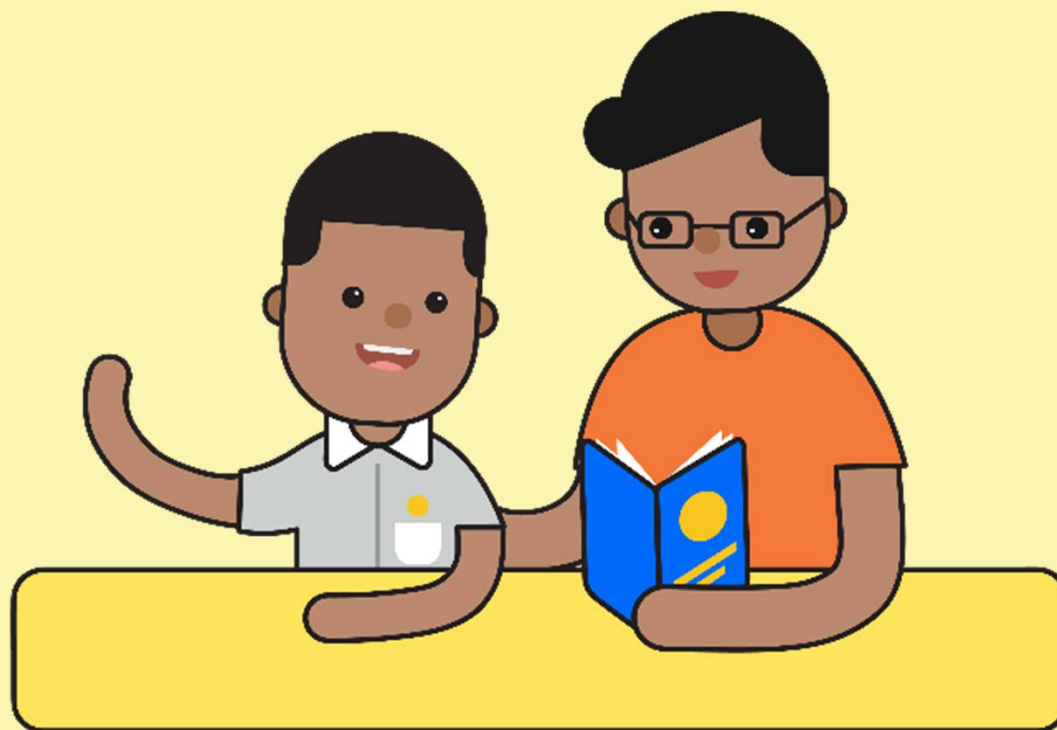
XX Secondary School
PSLE Score range of 2021

Express	5 (D) – 12 (P)
Normal (Academic)	
Normal (Technical)	

PSLE Score and HCL grade of the first student posted into the school in the Express course

PSLE Score and HCL grade of the last student posted into the school in the Express course [i.e. the school's Cut-Off Point (COP)]

CHOOSING SUITABLE SECONDARY SCHOOLS WITH YOUR CHILD



SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful reference point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.
- 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.



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 interests and aspirations.

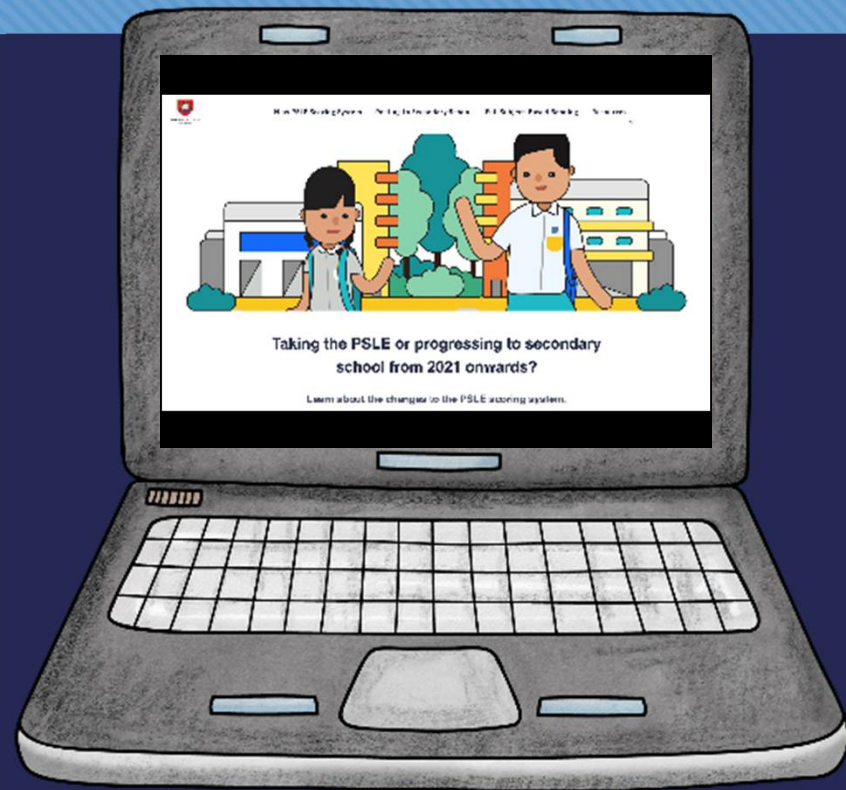


Affirm your child and offer support when he/she shares his/her plans with you.

FIND OUT MORE ON THE PSLE-FSBB MICROSITE!



<https://go.gov.sg/pslefsbb>



OTHER RESOURCES

1

SchoolFinder Tool

SCHOOL
FINDER



<https://go.gov.sg/secschoolfinder>

2

“Welcome to Secondary School” video



<https://go.gov.sg/welcome-to-secondary-school>

3

Secondary School Education Booklet



<https://go.gov.sg/pse-sec-sch-brochure>

4

ECG Parent Guide



<https://go.gov.sg/parent-guide>

Direct School Admission (DSA)

- DSA-Sec Exercise introduced in 2004 as part of MOE's move towards creating more flexibility and options.
- To encourage schools to recognise talents
- Participating schools will decide on their own admission criteria.

Participating Schools

- For schools offering an integrated programme (IP Schools) eg National junior College
- For independent schools (IS)
- For autonomous schools (AS)
- For schools with niche programmes approved by MOE (Niche Schools)
- Specialist schools not run by MOE

DSA Portal

<https://www.moe.gov.sg/secondary/dsa>

Communication with Teachers

Let us maintain a healthy home-school partnership that supports student growth.

- BT Kit
- Email – Available on school website
- Phone call – within office hours
 - Moving towards greater independence and initiative on the part of students
 - Mutual respect and support between the school and parents
 - Time and space for teachers to teach and care for your child
 - We all want the best for your child/our student

School Leaders' Email Addresses

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Thank You