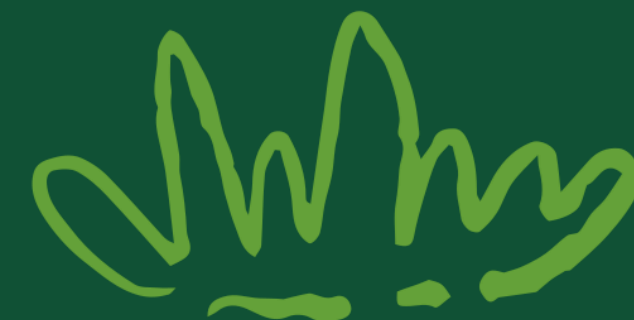
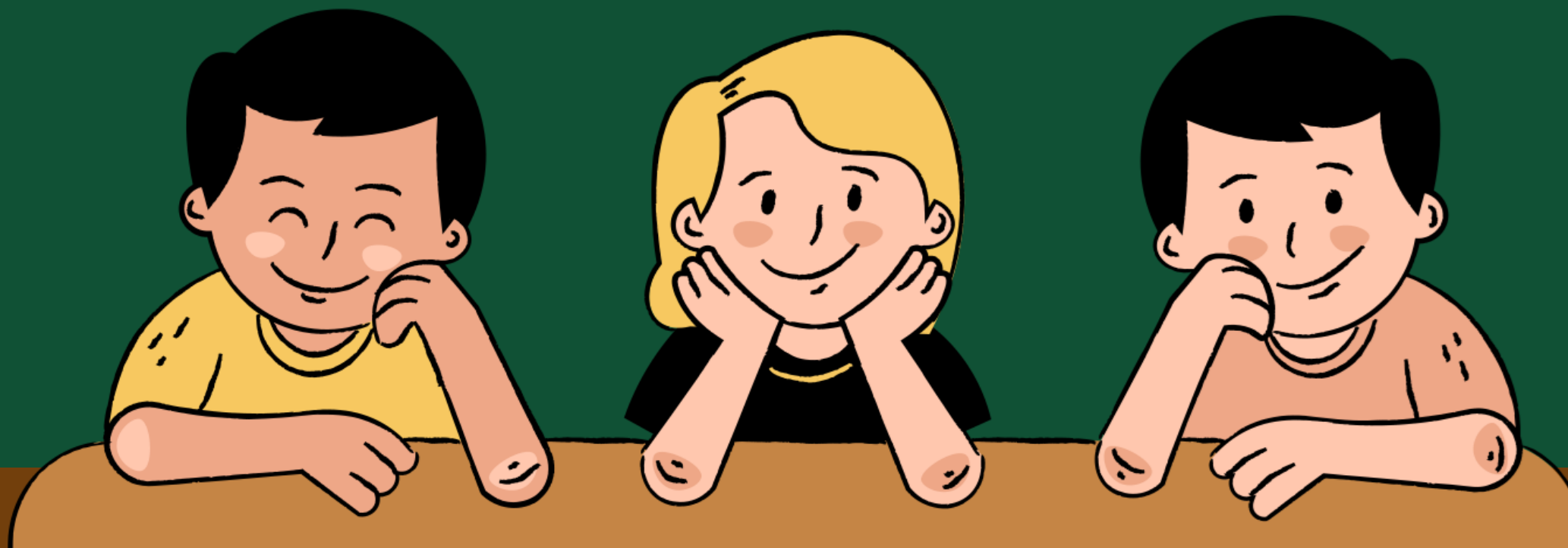







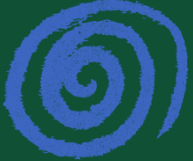


Talk on P4 Subject-Based Banding and Other School Matters

30 Jan 2026



What we will cover:

-  What's new for students
-  Implications for P5 and P6
-  Implications for Sec Sch
-  2025 PSLE Results
-  How we can work together
-  Followed by Curriculum Sharing by Subject Heads



Subject-Based Banding

SUBJECT-BASED BANDING

- To provide more flexibility to students with strengths and abilities that vary across subjects.
- Every child will be encouraged to do the subjects at the levels that best meet his abilities.

SQPS SUBJECT COMBINATIONS

We offer 6 subject combinations that meet the needs of our students :

4S:	4 Standard subjects
4S1H:	4 Standard subjects + 1 Higher Mother Tongue Language
3S1FMA:	3 Standard subjects + 1 Foundation Mathematics
3S1FMTL:	3 Standard subjects + 1 Foundation Mother Tongue Language
2S2F:	2 Standard Subjects (EL&MT) + 2 Foundation Subjects (FMA&FSC)
4F:	4 Foundation Subjects



Implications for
P5 and P6

OFFERING HMT

- The school would offer 4S1H if we have found the student suitable for this course. (85 marks and above for CL, TL or ML and at least 80 marks for the other subjects)
- Student taking 4S1H must ensure that he/she is able to meet the demands of a rigorous Pri 5 and P6 curriculum.
- Students are expected to sit for the HMTL paper in PSLE.

OFFERING HMT

Although HCL results do not count towards the PSLE Score, if students with the same PSLE Score are vying for limited places in the same SAP school, those with better HCL grades will be allocated a place ahead of other students. This applies before the tie-breakers for S1 posting.

But students do not have to offer HCL at PSLE to qualify for a SAP school.

Only for application to SAP schools



SAP Schools



Anglican High School
Chung Cheng High School (Main)
Nan Hua High School
Nanyang Girls' High School
Catholic High School

CHIJ (St Nicholas Girls' School)
Maris Stella High School
Dunman High School
Hwa Chong Institution
River Valley High School
Nan Chiau High School

MOVEMENT AFTER P5

Pupil takes a subject combination determined by the school

End of P5

Pupils who do very well*

Pupils who do not meet expectations

All other pupils

upgrade or continue with the same subject combination

switch some subjects to foundation level

continue with the same subject combination

Primary School Leaving Examination (PSLE)

End of P6

MOVEMENT AFTER P5

At the end of P5, if child scores Band 1 in his foundation subjects, he can opt to do the subject at standard level. However, he may have to repeat the level at P5 so as to catch up with the rest of the subjects.

SUBJECT-BASED BANDING (PRI) & SECONDARY SCHOOL ADMISSION

- Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is tabulated.
- If he/she excels in his/her subjects, he/she will have the opportunity to pursue higher-level options at secondary school.

SUBJECT-BASED BANDING (PRI) & SECONDARY SCHOOL ADMISSION

- Offering subjects at the foundation level is not a disadvantage to your child.
- It enables him/her to focus on building up strong fundamentals in these subjects and better prepares him/her for progression to secondary school.

PSLE SCORE

Each subject will be scored using 8 bands known as Achievement Levels (AL), with **AL1 being the best score** and **AL8 being the lowest score**. The ALs reflect the student's level of achievement in the subject.

The student's **PSLE Score** will be the **sum of the four subject scores**.

AL Scores

The scores
can also be
found in the
Shuqunite
Diary
on page 35

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

SCORING FOR FOUNDATION SUBJECTS

If your child is taking Foundation subject, that subject will be graded A to C:

- mapped to Standard level subject to derive a student's overall PSLE score (see below)
- is based on the learning and assessment load of the subjects and informs students of their readiness at secondary level

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

EXEMPTION FROM MOTHER TONGUE LANGUAGE

Students who are **exempted from Mother Tongue** will receive an AL score between 6 -8 as their Mother Tongue Language

The **score is decided by MOE**, depending on how well the student has done in English, Math and Science.



Implications for Secondary School

WITH FULL SUBJECT-BASED BANDING:

PSLE Score	Posting Groups	Indicative level for most subjects at start of Secondary 1
4 – 20	PG3	G3
21 and 22	PG2 or PG3	G2 or G3
23 and 24	PG2	G2
25	PG1 or PG2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	PG1	G1

Offering subjects at a more demanding level

Indicative Level of Most Subjects at Start of S1	PSLE Grade (Standard MTL)	PSLE Grade (Foundation Mother Tongue Language)	Option to offer MTL at
G3	AL 6	AL A	G2
	AL 7-8	AL B-C	G1 or G2
G2	AL 7-8	AL B-C	G1



How we can
work together

Be a Caring and
Enabling Parent



By practising the 3 Rs:

Respectful

Communication

Role Modelling

Establishing 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



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.

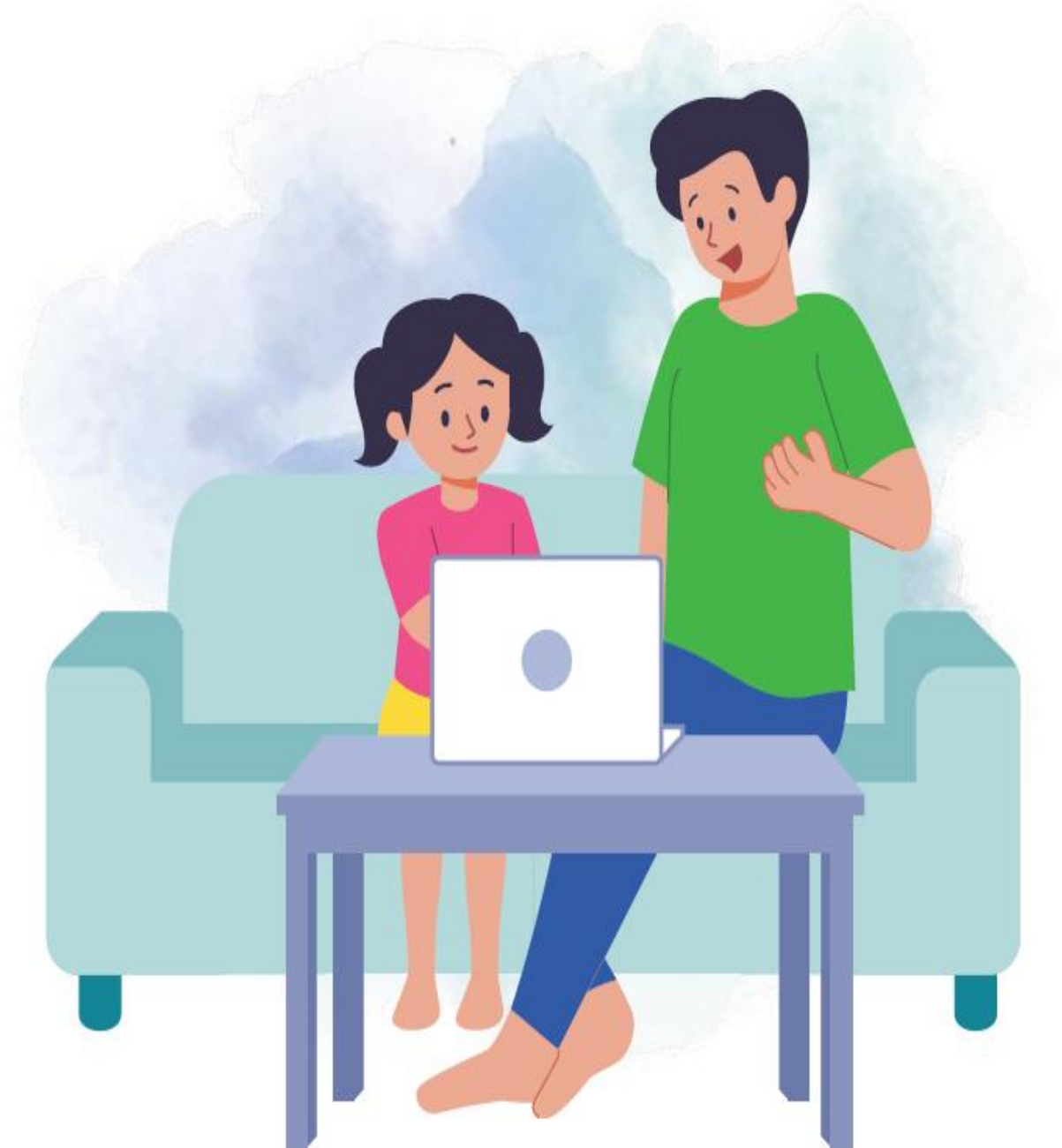


Communicate your actions and rationale.

- 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

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.

Role Models

As parents/guardians, you play a significant role in 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 –

- Parents are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.



Real Connections

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

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

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



[Parent Kit] Journeying Together, Growing Together - The Primary School Edition



Parents want well-read kids, but are they themselves reading?

<https://www.straitstimes.com/opinion/parents-want-well-read-kids-but-are-they-themselves-reading>

PARENT KIT

31 Jan 2025



Journeying Together, Growing Together The Primary School Edition

As our children progress to Upper Primary, they will have new experiences both at school and home. These experiences may change how they wish to be supported. Let's give them the space to grow as they:

- ✦ discover new strengths and interests
- ✦ perform tasks more independently
- ✦ experience academic demands
- ✦ develop new friendships and expand their social circles

Our presence will be reassuring, and our words of encouragement will boost their self-confidence.



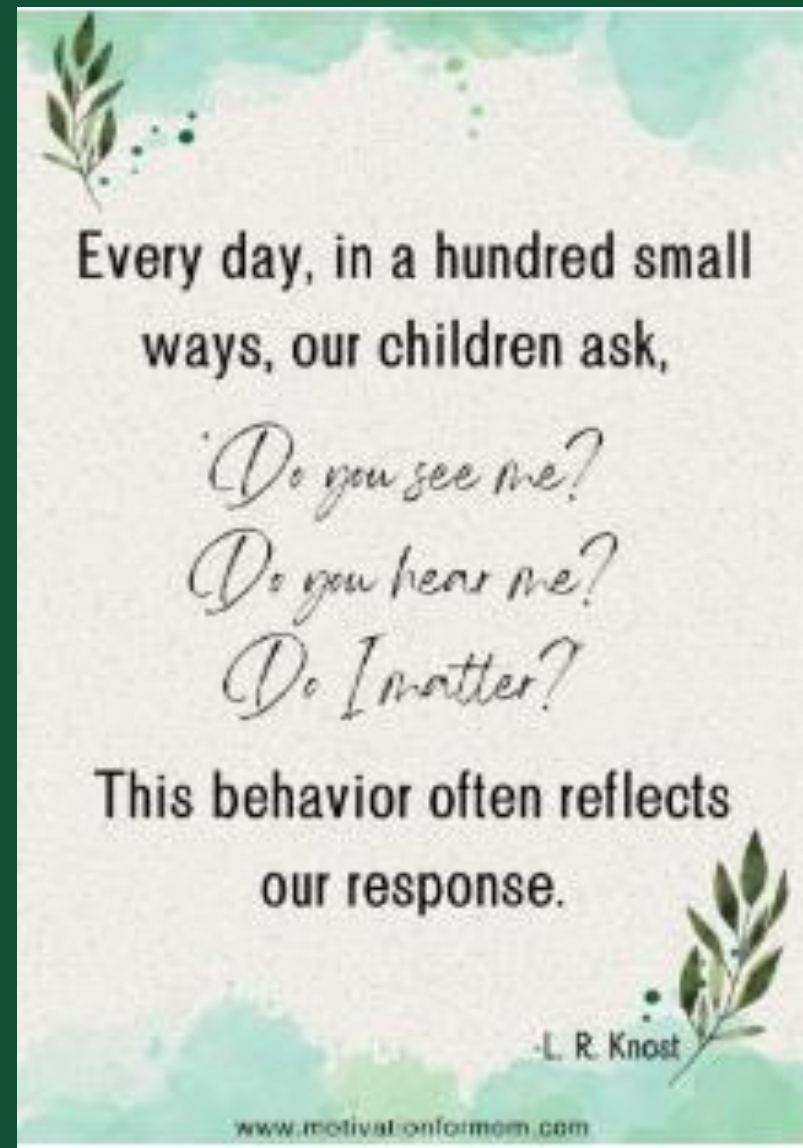
1 Be our children's cheerleaders.

There may be more demands on their time as they learn to manage their studies, CCAs, social activities and friendships. We can offer support as they go through these changes.

<https://go.gov.sg/pk-journeyingtogether-growingtogether-upperpri-pg>



Parenting a 'tween'



We look forward to partnering you to nurture the stars within your children!



Weighted Assessment



	Term 1	Term 2	Term 3	Term 4
2025	WA1 (15%)	WA2 (15%)	WA3 (15%)	End of Year Exam (55%)
2026		WA1 (15%)	WA2 (15%)	End of Year Exam (70%)

Rationale for Change

- Enhanced focus on deep learning rather than frequent testing
- More time for skill consolidation between assessments
- Reduced assessment anxiety from constant assessment cycles
- Alignment with best practices in educational assessment

Thank You

