



Middle Primary Parents Seminar (Primary Three and Four)

5 February 2026

3.30 pm – 5.15 pm



AGENDA

- School Structures
- Key Curriculum Experiences
- Co-Curricular Programme
- School Based Assessments
- Student Awards
- P3 Gifted Education Programme
- P4 Subject-Based Banding
- Supporting Your Child in Achieving Riverside Outcomes
- Briefing by Form Teachers (In form classrooms)



Principal's Address



Learning Together, Growing Together, Sparkling Together



GROW WELL

Under Grow Well SG, we focus on the SEED of wellness. These four areas lay the foundation for healthy habits early and pave the way for a better future for our children.



Eat Well

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



Sleep Well

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



Exercise Well

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



Device Use (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.



Bond Well

Cultivate strong relationships within the family and build good social connections with friends. Bonding well supports and reinforces healthy lifestyles, and contributes to a child's overall well-being.






← ↻ <https://www.moe.gov.sg/secondary/dsa/application> 🔍 ⚙️ ☆ ⚙️ ☆ 👤 ⋮

A Singapore Government Agency Website [How to identify](#) ▾

SchoolFinder CourseFinder Academic calendar Quick links ❤️ My shortlisted (0)


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[MOE](#) > [SECONDARY](#) > [DSA](#) > [APPLICATION](#) > Last Updated: 16 Jan 2026

Direct School Admission (DSA-Sec): Apply

1. How to apply

 **Note:**

- Application for 2025 DSA-Sec has ended.



[Help us improve](#)



Growth Mindset

FIXED	GROWTH
<p>Avoid or fear challenges</p> <p>Give up when things are tough</p> <p>Make excuses</p> <p>Don't try so you won't fail</p> <p>Refuse to learn from mistakes</p> <p>Judge your classmates as smart or dumb</p> <p>Stay where you are</p>	<p>Take on challenges without fear</p> <p>Keep trying in the tough times</p> <p>Remember success takes work</p> <p>Learn from mistakes</p> <p>Accept feedback/criticism</p> <p>Celebrate the successes of your classmates</p> <p>Learn, improve, succeed</p>

2. Give feedback on process only.

- Don't praise personal abilities like being smart, pretty, or artistic. This kind of praise actually can lead to **a loss of confidence** since kids won't be smart at everything. They'll doubt their ability to be good at something that is difficult initially.

3. Do you know brains can grow?

- Explain to kids how the **brain can grow stronger** and that intelligence can improve throughout your life. **Intelligence is not fixed.** Your child needs to know this!



4. Encourage risk, failing, and learning from mistakes.

- Now is the time to let our kids risk and fail. **Failure teaches our kids important life lessons. For one, it's how they learn to be resilient.**
- But we often want to prevent our kids from failing, from feeling upset or sad.
- Don't.

Learning Together, Growing Together, Sparkling Together



10 THINGS TO TEACH CHILDREN ABOUT FAILURE



IMPROVEMENT

Teach your child that failure encourages improvement



PROBLEM SOLVING

Teach your child that failure helps us to solve problems more effectively



LEARNING

Teach your child that failure helps us to learn



CHARACTER

Teach your child that failure helps to build their character



COURAGE

Teach your child that failure makes us more courageous



THINKING

Teach your child that failure encourages thinking



RESILIENCE

Teach your child that failure makes us more resilient



PERSISTENCE

Teach your child that failure teaches us about the importance of hard work



EXPERIENCE

Teach your child that failure is an important learning experience for us to go through



MISTAKES

Teach your child that failure helps us to learn from our mistakes and improve for next time



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School Structures



A Day in Riverside Primary

Daily Reporting Time

7.35 am

First Period

7.45 am to 8.30 am

Recess

P3: 10.00 am to 10.30 am

P4: 9.00 am to 9.30 am

Daily Dismissal Time

P3 and P4: 1.30 pm

One 45 min Period Daily

7.45 am to 8.30 am

Snack Break

10 min in the Classroom

12 pm to 12.15 pm

Lunch Break

1.25 - 2 pm (on Wed CCA days)

1.30 - 2 pm (on days of other after-school activities)

2026 Weekly Schedule

Day/Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Reporting Time	All students are to be in school for attendance-taking by 7.35am. Students who arrive at the school foyer after 7.35am will be considered late for school.				
Morning Assembly	The flag-raising ceremony will be held between 7.35am and 7.45am Mon: Hall or Parade Square Tue to Fri: Classrooms				
Lessons	7.45am to 1.30pm	7.45am to 1.30pm	7.45am to 1.30pm	7.45am to 1.30pm P6: 7.45am to 4pm (For students taking FEL & FMA) P5: 7.45am to 3pm (For students taking FMA)	7.45am to 1.30pm
Recess	P1/P4: 9am to 9.30am P2/P5: 9.30am to 10am P3/P6: 10am to 10.30am				
Snack Break	Snack Break: 10 min Between 12.00pm to 12.15pm				
FTGP or Assembly		7.45am to 9am			
PAL				<u>P2 PAL</u> 12.00pm to 1.25pm	<u>P1 PAL</u> 11.00am to 12.20pm
Staggered Dismissal	P1/P2: 1.25pm P3/P4/P5/P6: 1.30pm				
Afternoon Activities (Acad Subject & CCA)		<u>P5/P6 Academic Support (MA/MTL)</u> <u>P4 Enrichment Lessons (MA)</u> 2pm - 4pm	<u>P3/P4/P5/P6 CCA</u> 2pm-4pm	<u>P3/P4/P5/P6 HMT</u> 2pm-4pm	<u>P5/6 Consultation sessions (SC)</u> <u>P5/6 Consultation sessions (EL)</u> <u>P4 Enrichment Lessons (EL/SC)</u> 2.00pm-4.00pm
School Bus Departure	1.45pm	1.45pm	1.45pm	1.45pm	1.45pm

Homework Policy

No Homework Day
Wednesday

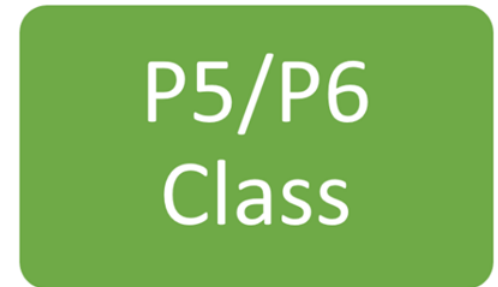
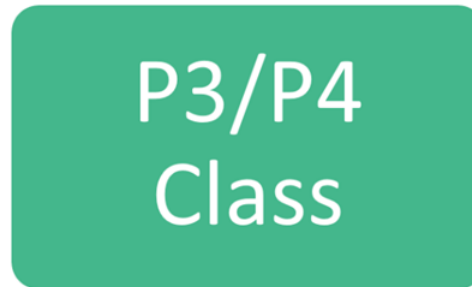
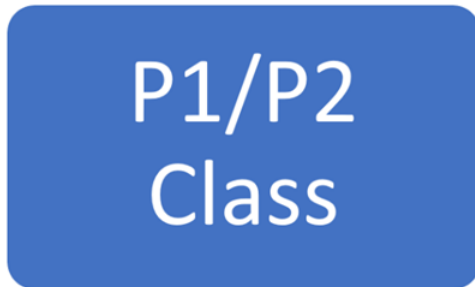


Class Allocation

Random allocation by
gender and ethnicity



*Remain in the same class for two years
for greater stability and anchor*



Regrouping needed owing to change in
class size

P2 – A max. of 30 students per class

P3 – A max. of 40 students per class

Regrouping needed owing to

**Subject Based Banding
(SBB)**

Key Curriculum Experiences



Key Curriculum Experiences

	<u>ENGLISH</u>	<u>MTL</u>	<u>MATH</u>	<u>SCIENCE</u>
ENGAGE	<ul style="list-style-type: none"> English Fiesta P4 DigiWorks [Term 4] 	<ul style="list-style-type: none"> MTL Fortnight [Term 2] MTL Theatre Experience [Term 1 – 3] 	<ul style="list-style-type: none"> P4 MathsCheck 	<ul style="list-style-type: none"> P3 LJ to Science Centre [Term 3] P3 and P4 VIA Junior Botanist
SUPPORT	<ul style="list-style-type: none"> School-Based Dyslexic Remediation Programme (SDR) Reading Remediation Programme (RRP) 	<ul style="list-style-type: none"> Mother Tongue Support Programme (MTSP) 	<ul style="list-style-type: none"> Learning Support for Mathematics (LSM) 	<ul style="list-style-type: none"> Sparkle Kit Models
CHALLENGE	<ul style="list-style-type: none"> P4 Enrichment: Reading Circles[Term 1] 	<ul style="list-style-type: none"> Higher Mother Tongue (HMT) 	<ul style="list-style-type: none"> P4 E2K 	<ul style="list-style-type: none"> P3/P4 Young Scientist Prog P4 HAL P4 E2K

Offering Higher Mother Tongue at P3 and P4 level

To further strengthen the learning of MTL from an early age, all primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.

At the end of P2, we will use a set of **qualitative descriptors** based on the **P2 MTL learning outcome** to determine students' MTL proficiency. Students offering HMTL at P3 should be proficient in their **oracy skills** and demonstrate strong foundation for **literary skills**.

Supporting your child

- Make English Language a daily language
- Model the use of speaking and writing in Standard English
- Encourage your child to read widely:
 - ✓ Read newspapers and articles
e.g. The Straits Times, Little Red Dot etc.
 - ✓ Read story books
 - ✓ Watch English Language medium programmes

Mother Tongue Languages

Supporting your child

- Speak to your child in MTL as often as possible
- Show interest in your child's MTL learning
- Learn with your child and learn from your child
- Have regular conversations with your child about his/her MTL experience in class
- Use a variety of resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read MTL books or visit the library regularly
- Provide a conducive environment for learning MTL, for e.g.
 - set up a reading corner at home
 - watch suitable TV programmes in MTL

Mathematics

Supporting your child:

- Look for opportunities to have conversations about Math in real life.
 - Talk about financial literacy, such as daily spending in school and saving habits
 - Compare prices at the supermarket to think about trade-offs, discounts, or the best value for money
 - Teach them to pack their rooms to hone visual spatial awareness and how to optimise space
 - Involve your child in simple chores and cooking at home to develop a sense of common measurement units
- Encourage them to persevere and try different methods when they cannot find the solution.
- Help them maintain a Math journal of key concepts learnt through the year.

SCIENCE

Supporting your child

- Encourage your child to complete the essential reading before lessons:
 - P 3 & 4 “Inspiring Science” Textbook
- Encourage and guide them to make their own notes when reading.
- Use online resources, e.g. KiDs National Geographic You Tube videos & videos and discussions on Science Experiments
- Read Magazines such as KiDs National Geographic & Young Scientist
- Guide your child in conducting simple experiments at home
- Immerse in the outdoors to help your child appreciate nature (e.g. going for walks) so as to make stronger connections between science and their everyday lives (E.g Nparks/Zoo)
<https://www.nparks.gov.sg/activities/walks-and-tours>
- Engage your child by asking questions, drawing attention to their surroundings and encouraging them to observe
- Remind and ensure your child keeps his/her Science Files & Workbooks from Primary 3 till the end of PSLE

Co-Curricular Programme



CCA Options

Sports	Visual & Performing Arts	Clubs & Societies	Uniform Group
Badminton	Art and Design	Chefs Club	Scouts
Basketball	Choir	Environmental Science	
Floorball	Modern Dance	PLAY Club	
Football	String Ensemble		
Netball	Theatre		

Consider your child's interests, aptitude and time commitment when choosing a CCA

Benefits of CCA

- Discover and cultivate interest and talents.
- Develop joyful and productive learners in the chosen CCA
- Cultivate character and citizenship
- Cultivate a sense of belonging
- A platform to develop and demonstrate core values, social and emotional competencies and the emerging 21st century competencies.
- A platform to develop and demonstrate leadership and teamwork.

CCA Fair (P3)

CCA Fair 2026

- Date & Time of CCA Fair: 11 Feb 2026 (Wed)@2 to 4pm
- Attended by P3 students

Start of CCA Online Option Exercise for P3 students

- 11 Feb to 20 Feb 2026

For additional information regarding CCA:

- Please consult the CCA notification on Parent Gateway, which will be dispatched closer to the specified date.

Swimsafer Programme (P3)

Swimsafer Programme 2026

- Date: Term 3, Week 1 to Week 9
- Time: 1.00pm to 2.30pm

(Students will leave school at 12.30 pm and return by 3.30 pm)

- Venue: Woodlands Swimming Complex
- Participants: Primary 3 students

For additional information regarding Swimsafer Programme:

- Please consult the Swimsafer Programme notification on Parent Gateway, which will be dispatched closer to the specified date.

Key Physical Fitness Assessments (P4)

P4 National Physical Fitness Award (NAPFA)

- **Date:** 20 May, 2026
- **NAPFA (5 Static Stations)**
 - i. 4x10m Shuttle Run
 - ii. Sit-up
 - iii. Sit-and-Reach
 - iv. Inclined Pull-up
 - v. Standing Broad Jump
- **1.6 km Run/Walk Test:**
 - Conducted during PE lessons in Term 2, Weeks 8 – 10.

Student Leadership @ RSP

Our Leadership Approach

Belief : Every Riverian can be a Leader!

Our Motto

Service with Pride

Lead with Confidence

Inspire to impact lives

Class-Based Leaders	School-Based Leaders
<ul style="list-style-type: none">• Class Monitors• IT Leaders• PAM Leaders• Green Ambassadors• Peer Support Leaders	<ul style="list-style-type: none">• Junior Prefects (P3&P4)• Senior Prefects (P5&P6)• CCA Leaders• AV Leaders (P5&P6)

School-based Assessment



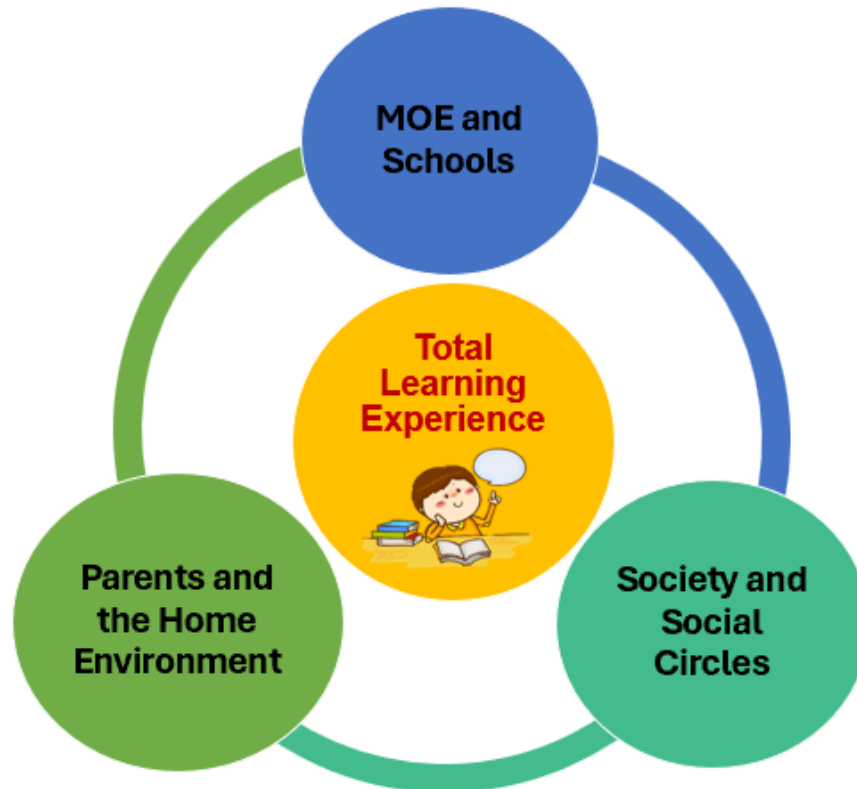
School-Based Assessment Structure

Pri 3 and Pri 4

The assessment structure for P3/4/5 is as follows:

	Semester One		Semester Two	
	Term I	Term II Weighted Assessment (WA)	Term III Weighted Assessment (WA)	Term IV End-of-Year Examination (EYE)
English Language	Nil	15%	15%	70%
Mathematics	Nil	15%	15%	70%
Science	Nil	15%	15%	70%
Mother Tongue Languages	Nil	15%	15%	70%

It takes a village to raise a child. MOE and schools partner parents to shape our children's learning experience.



Our children value our support and may feel a need to rise up to our expectations.

“Assessments are very small. There is not very much to be stressed about but the main reason why people get stressed is because parents have **very high expectations**. If you don't reach the expectations, you will get **scolded** or made to **feel not very good about yourself** even though it is for that one singular exam.”

- Pri sch student

“I think it is a fact that parents compare. For me, I have older siblings, so my parents say ‘Oh I expect you to do better than them.’ But they have done very well so it just stresses me out... the **comparison stresses me** out.”

- Sec sch student

** These quotations are taken from responses to a survey on student well-being conducted in February 2024.*

Every child is unique and requires different forms of support and motivation.

“I would like my parents to provide me with **moral support**.

For example,
encouraging me to do my best.”

- Shaun Sanjay

“I wish that my parents would nag less, and give me more alone time so that I can

spend time with my friends too.”

- Zafran

“I would like my parents to support me by **revising with me** the work that I’ve done.”

- Shane Sanjiv



* These quotations are taken from primary school students featured in an Instagram post on [parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)

We want to motivate our children to learn, not for the sake of examinations and marks, but to seek self-improvement. This prepares them better to be lifelong learners and face the challenges of the future.

*“We are not interested in getting our students to know how to solve yesterday’s problems with yesterday’s solutions; what we want is that our students are able **to face tomorrow’s challenges** with **tomorrow’s solutions.**”*



[Preserving joy of learning key to ensure students prepared to face future challenges: Chan Chun Sing - YouTube](#)

Assessment is more than just marks and grades. It provides feedback that affirms our children's progress and identifies strengths and areas for growth.

Schools are encouraged to customise this slide by inserting anonymised samples of students' class assignments or SBA with qualitative feedback from teachers that guide students in identifying how to work on their learning gaps. Where relevant, consider to include students' redrafts with improvement made based on feedback from teachers.

Math

Alif is curious and proactive in questioning but should check his work carefully to reduce careless errors.

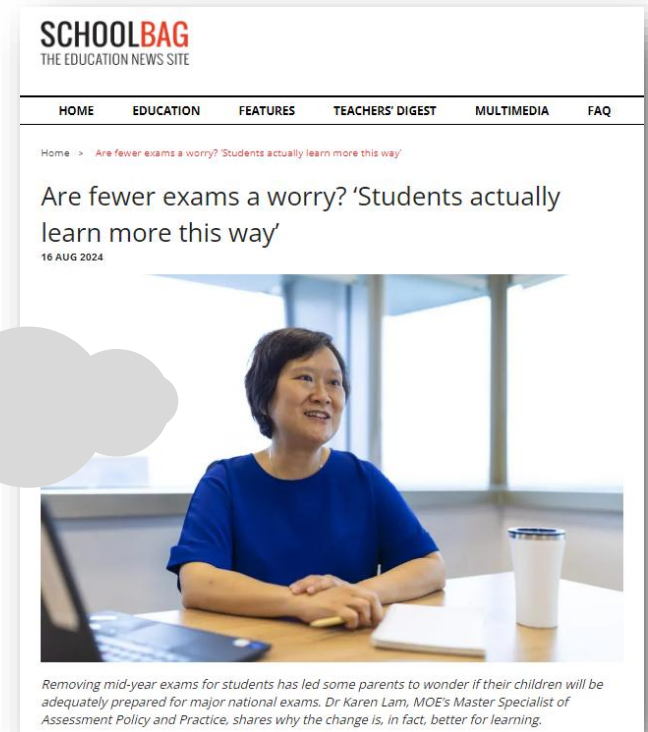
Science

James has strong classification skills but needs to improve in analyzing data to identify patterns and explain findings.

We can encourage our children to reflect on feedback from both School-Based Assessment (SBA*) and classroom assignments to identify strengths and act on areas for growth.

*“Teachers have tweaked the way they assess students’ works, with more in-depth comments that encourage students to **reflect and act on their learning process**. The focus is on teaching and learning, and helping students to **develop core competencies**. We want to move away from teaching solely for the test.”*

* SBA refers to Weighted Assessments, End-of-Year Examination and Preliminary Examination



<https://www.schoolbag.edu.sg/story/are-fewer-exams-a-worry-students-actually-learn-more-this-way/>

We can also reinforce teachers' efforts to help our children take assessments as opportunities for learning and affirm their progress.

*"To her, tests are just 'a bunch of questions that the teacher gives'... Perhaps it is for this reason that she views Math word problems and multiplication as "fun things to do", rather than a source of dread and stress. Now, isn't that the **true spirit of learning**?"*

*"For her Primary 1 parent-teacher session... the teacher **provided updates** on her general **learning attitude** and **progress observed** in class, which allowed me to understand my child in a way that would not be possible if her learning had been condensed to a single grade."*

SCHOOLBAG
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > No exams, no worry?

No exams, no worry?

04 JAN 2021



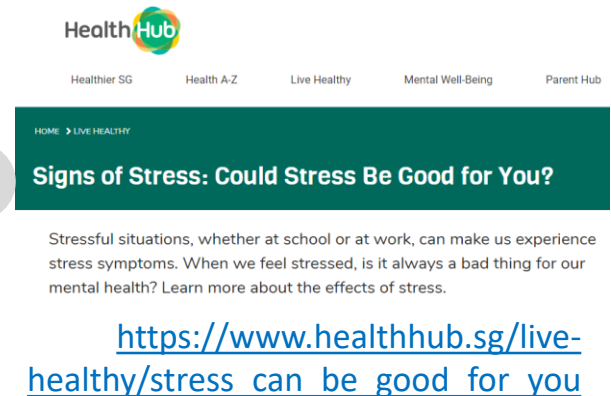
This wasn't something that mum-of-two Eveline Gan bought into initially when exams for P1 and 2 were scrapped. But 2020 changed her mind. She shares why.

<https://www.schoolbag.edu.sg/story/no-exams-no-worry/>

While some children may find assessment stressful, let us help them understand that there is “good stress” that can be harnessed.

*“Good stress **energises** you to perform at your best, and gets you excited to **face challenges** and **motivated** to finish tasks. Good stress gives us the added ‘push’ or drive to hit our life goals.”*

- “1. Use the energy from exam stress to build your performance
2. Tame your fear of failing
3. Redefine “failure” and “success”
4. Turn your worries into problem-solving skills
5. Use the stress of challenging circumstances to learn and grow
6. Be inspired and keep a positive outlook”*



By encouraging our children to do their best and focusing on their holistic development, we help them develop the skills to succeed in life.



*“As parents, we tend to focus on what we can do to help our child in the “now” (e.g. bringing our children’s homework to school so they don’t get into trouble) instead of what **qualities our child needs to thrive in the long run** (e.g. being responsible for tasks assigned to them).”*

Ms Nicole Liaw, Parent

An infographic titled 'Help your child succeed in life' in a large, blue, cursive font. The background is a light yellow. In the top right corner, a yellow box contains the text: 'Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...'. The infographic is divided into four main sections, each with a blue header and a list of tips. The central part of the infographic features a large, stylized green and blue shape that resembles a drop or a cloud, containing various illustrations of children and adults in different settings (school, home, play).

Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child’s development.
- Check the teachers’ preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.

Ministry of Education
SINGAPORE

<https://moe.gov.sg/-/media/files/parent-kit/school-home-partnership.pdf>

“Sometimes my parents also **help me and encourage me.**

It’s just an exam, a step you have to take... something you have to complete. And just because you do badly doesn’t mean you won’t go to a school. In the end, you will surely go to a secondary school. This makes me feel less stressed so it helps.”

- Pri sch student



“My parents have been **very supportive and encouraging.**

During [the exam] period, I was very scared that I was not going to get promoted... they gave me lots of encouragement. Every time I study late outside, they will always prepare food for me. And that has **helped me manage my stress** in JC.”

- JC student

* These quotations are taken from responses to a survey on student well-being conducted in February 2024.

Student Awards (Academic & Non-Academic)

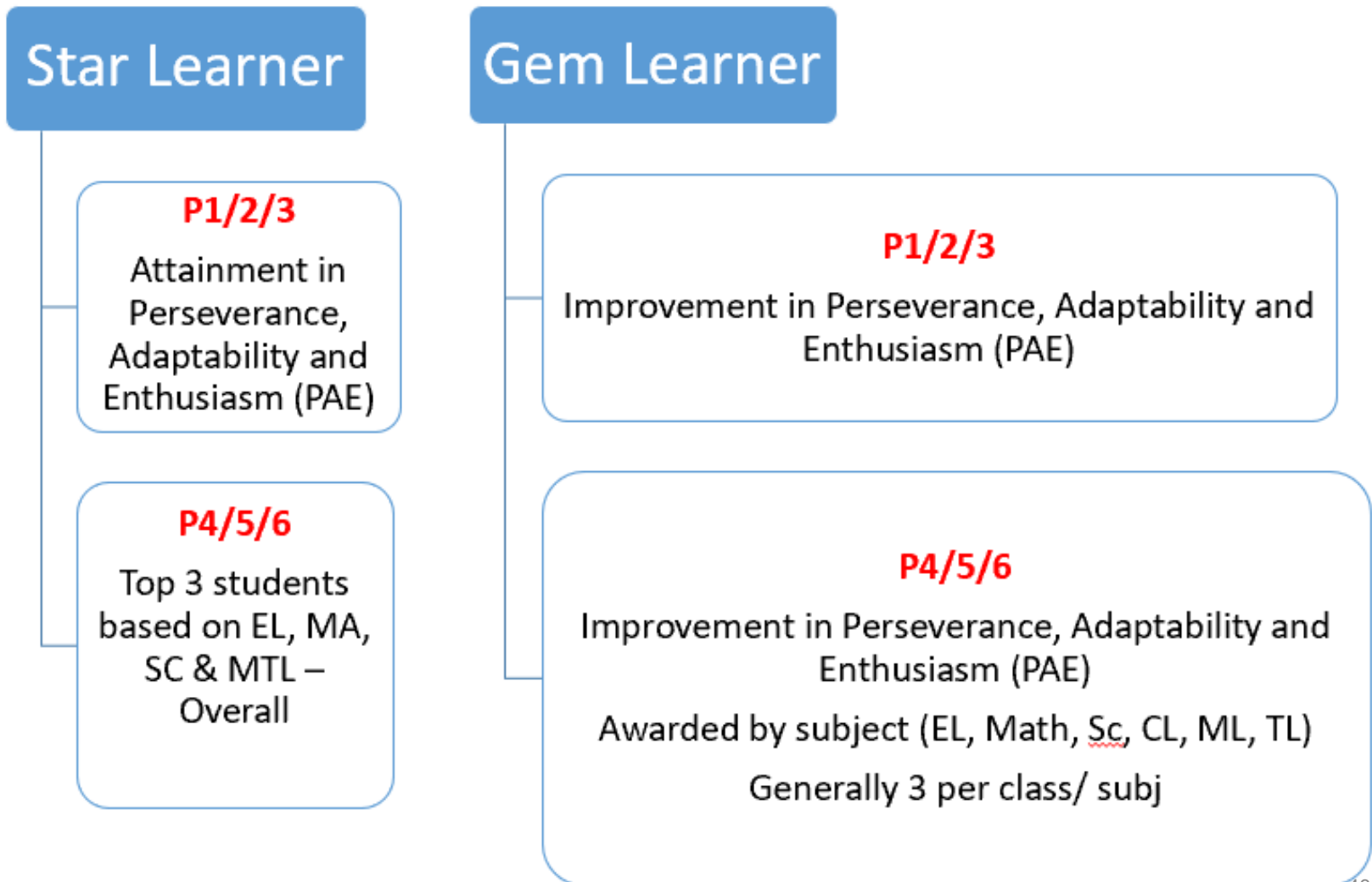




Academic Awards



Academic Awards (School): Star Learner & Gem Learner Award



Academic Awards (School): P1/2/3 Star Learner

Academic Awards: P1/2/3/4/5/6 Gem Learner Award

No.	SPARKLE Value	Actions/Behaviours
1.	Perseverance <ul style="list-style-type: none"> Resilience and grit 	<ul style="list-style-type: none"> The student works independently. The student works towards learning goals in a determined and disciplined manner.
2.	Adaptability <ul style="list-style-type: none"> Open-mindedness 	<ul style="list-style-type: none"> The student is open to learning in a new situation. The student acts on feedback and uses it to improve performance.
3.	Enthusiasm <ul style="list-style-type: none"> Joy of learning Curiosity 	<ul style="list-style-type: none"> The student participates actively in lessons across subjects. The student listens attentively and actively. The student asks questions relevant to the area of learning. The student seeks clarification when in doubt.

Academic Awards: MOE Edusave Awards

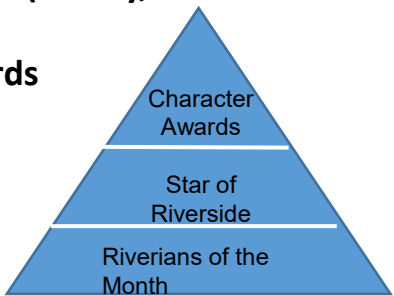
Edusave Scholarship (ES)	Edusave Merit Bursary (EMB)	Edusave Good Progress Award (GPA)
Singapore Citizens	Singapore Citizens	Singapore Citizens
P5 & P6 Students who are within the top 10% of their school's level and course in terms of academic performance, and have demonstrated good conduct.	P1 & P2 Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).	P2 & P3 Students who do not qualify for Edusave Merit Bursary, but showed the greatest improvement in learning disposition in the course of the year and have demonstrated good conduct.
	P3 to P6 Students who are within the top 25% of their school's level and course in terms of academic performance, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875). Students must not be recipients of an Edusave Scholarship.	P4 to P6 Students who are within the top 10% of their school's level and course in terms of improvement in academic performance and have demonstrated good conduct.



Non-Academic Awards



Non-academic Awards (School)

Types of Non-academic Awards	
School Based	MOE
<ul style="list-style-type: none">Achievement Awards	<ul style="list-style-type: none">Edusave Awards for Achievement, Good Leadership and Service (EAGLES)
<ul style="list-style-type: none">Service Awards	
<ul style="list-style-type: none">Leadership Awards	
<ul style="list-style-type: none">Character Awards<ul style="list-style-type: none">- Riverians of the Month (Monthly, based on monthly SPARKLE Value)- Star of Riverside (Termly, based on 2 SPARKLE Values per term)- Character Awards	<ul style="list-style-type: none">Edusave Character Awards (ECHA)

Non-academic Awards (School)

Leadership Award	Achievement Award	Service Award	Character Award
Primary 4 - 6	Primary 1 - 6	Primary 4 - 6	Primary 1 – 6
Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “Very Good” and above
<ul style="list-style-type: none"> The student has served for at least two consecutive years in a leadership role within their CCA, school, or the wider community Attain at least level 2 for each leadership trait on the Leadership Assessment Rubrics 	<ul style="list-style-type: none"> Achievements in local/ national/ international competitions Talent Identification by National Body 	<ul style="list-style-type: none"> Completed at least 8 hours of Values-in-Action (VIA) activities at the CCA, school, or community level, and has demonstrated leadership qualities, planning skills, and initiative during the VIA planning. Participated in voluntary service outside the school setting. 	<ul style="list-style-type: none"> Demonstrated aspects of the school values, particularly Kindness and Responsibility on a sustained basis The student must be a role model in his/her conduct, behaviour and actions, and attitude to others

Non-Academic Awards: MOE Edusave Awards

Edusave Award for Achievement, Good Leadership and Service (EAGLES)	Edusave Character Award (ECHA)
P4 to P6	P1 to P6
Singapore Citizens	Singapore Citizens
Attain Conduct Grade of “ Very Good” and above	Attain Conduct Grade of “ Very Good” and above
<ul style="list-style-type: none">Students who have demonstrated leadership qualities, service to community and schools, excellence in non-academic activities, and good conduct.4 areas: Achievement, Leadership, Service, E21CC	<ul style="list-style-type: none">Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions.The nominee will be selected from the recipients of the Character Awards ORStudents who demonstrate resilience at an exceptional level and possess a high adversity quotient may be considered for this award.

Gifted Education Programme(GEP) Identification



GEP IDENTIFICATION FOR P3

Update on Gifted Education Programme (GEP)

From 2027:

- The Gifted Education Programme (GEP) in its current form will be discontinued.
- More details on the refreshed approach to supporting Higher-Ability Learners (HALs) at the primary level will be shared at a later date.

What this means for students:

- Students will remain in their own schools in upper primary.
- There will be no transfer at Primary 4 into one of the nine primary schools that run the GEP

Identification of Higher-Ability Learners (HALs):

- The identification process will be more holistic.
- The first stage of standardised GEP selection test at Primary 3 will be retained to help schools in identifying HALs.
- Second stage of the selection process will be removed.

GEP IDENTIFICATION FOR P3

Date: 26 August 2026 (Wednesday) (*Tentative*)

Participants: Primary 3 students in government and government-aided schools

More details will be shared at a later juncture. Parents will be informed once details are finalised.

P4 Subject-Based Banding (SBB)



P4 SBB

- To provide a more diverse and personalized learning experience for primary school students.
- Allows students the option of a combination of STANDARD and FOUNDATION subjects based on their strengths and interests in different subjects.

SBB: P5, P6 and PSLE Subjects

<u>Subject</u>	<u>Standard</u> (More demanding)	<u>Foundation</u> (Less demanding)	<u>Higher</u> (Only for MT)
English Language (EL)	EL	FEL	---
Mother Tongue (MT)	MT (CL/ML/TL)	FMT	HMT
Mathematics (MA)	MA	FMA	---
Science (SC)	SC	FSC	---

SBB: Encouraged Subject Combinations

- 4S1H
- 4S
- 3S1F – FMT or FSC
- 2S2F – FMA/FSC or FMT/FSC
- 4F

Note: Students who have MTL exemption owing to exceptional reasons will only have 3 examinable subjects.

SBB: Scoring Systems

P3 and P4 Subject Grading

Band	Percentage Range
Band 1	85% and above
Band 2	70% to 84%
Band 3	50% to 69%
Band 4	Below 50%

SBB: Scoring Systems

P5 & P6 STANDARD Subject Grading

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

P5 & P6 FOUNDATION Subject Grading

FOUNDATION GRADE	RAW MARK RANGE	AL
A	75 – 100	6
B	30 – 74	7
C	< 20	8

Secondary School Course Placement

- Students will be placed in secondary school courses based on their overall PSLE score – Posting Group 1 / 2 / 3.
- With Subject-based Banding in secondary schools, students may also take selected subjects at a more demanding level, regardless of their Posting Groups

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



<https://www.moe.gov.sg/microsites/psle-fsbb/posting-to-secondary-school/fa>

SBB: Higher Mother Tongue (HMT)

- ❖ To offer HMT at P5:
 - Show high level of interest in the MTL
 - Perform very well in P4 MT (Band 1 by the end of P4) **and**
 - Perform generally well in EL, MA and SC

- ❖ To continue offering HMT at P6:
 - Achieve AL 1 or AL 2 in P5 Standard MT **and**
 - Pass HMT at the end of P5







- ❖ P5 and P6 HMT lessons:
 - Requires additional time and effort
 - About 1.5 hours weekly on one afternoon (Thu afternoons)

- ❖ P5/P6 HMT Scoring System: Distinction/ Merit/ Pass/ Ungraded

SBB: Higher Mother Tongue (HMT)

HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

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

SBB: The Process

At the end of P4

- After school-based examinations
- Issue of Option Form (via Parent Gateway) to students indicating recommended subject combination
- Parental option and decision on subject combination

At the end of P5

- School decision on subject combination (and subject level) to be taken by the student in P6

At the end of P6

Note:
PSLE registration is in Feb/Mar.

- Student sits for PSLE based on the subject combination (and subject level) decided at end-P5

SBB: The School's Considerations



How does the school decide?

- Learning Dispositions and Behaviours: Attendance, Active Participation and Attitude to Learning
- Academic Progress: Daily Work and Reviews
- Academic Performance: Assessments and Examinations

Supporting Your Child in Achieving Riverside Outcomes



Support your child in ...

The Riverside Student Outcomes:

- ❖ Joyful and Purposeful Learners
 - ❖ Confident Person
 - ❖ Self-Directed Learner
 - ❖ Critical and Inventive Thinker
 - ❖ Effective Communicator
 - ❖ Collaborative Problem-Solver
- ❖ Connected Citizens of Good Character
 - ❖ Active Contributor
 - ❖ Concerned Citizen
 - ❖ Service Leader



Support your child in his/her ...

Health & Wellness

Concerns

- Stress from various sources
- Self - harm
- Unrestrained access to online content
- Addiction to gadgets

Warning/ Tell-tale signs

- Sudden interest in strange websites / posts on social media
- Out-of-the-norm questions/ habits / injuries
- Uncharacteristic behaviour

Recommendations

- Exercise regularly
- Eat well/ have a balanced diet
- Get sufficient quality sleep & rest
- Spend quality time with loved ones
- Develop positive self-esteem
- Build strong and meaningful friendships



Excessive Internet Use

Excessive Internet Use

- Increasing time spent online to gain satisfaction
- Irritable when not allowed to get online
- Academic performance & health affected
- Prefers internet use to social events or hobbies, leading to strained relationships with family and friends
- Constantly looking out for mobile devices / wifi, feel distressed without it

Negative Impact

- **Physical**
 - Sleep impairment
 - Hand / Wrist pain
- **Social**
 - Increased loneliness
 - Strained real relationships
- **Emotional**
 - Aggressive behaviour / poor impulse control
- **Cognitive**
 - Attention problems
- **Purpose in Life**
 - Loss of interest in real world activities
- **Exposure to other Risks**
 - Cyber Bullying
 - Dangerous online contacts
 - Inappropriate online content
 - Privacy and security risks

How to Support Your Child

- Talk to your child daily
- Set screen time limits
- Set parental controls
- Have tech-free times
- Have tech-free zones
- Role model
- Have conversations about authenticity of information found online

Building Resilience and Character

ADVISORY TO PARENTS: Should there be an incident between your child and another student, do not approach or confront the other child or the parent. Bring it to the attention of your child's Form Teacher or Year Head, and the school will look into the matter.

Examples of Issues among Young Children

- | Unintentional gestures/movements | Rough play or behaviour |
- | Name-calling and teasing | Queue-jumping | Broken or spoilt items |
- | Loss of items | Exchange of items in school |
- | Taking things without permission | Accidental marker-marks |
- | Disorderly behaviour on the school bus |



Support your child in ...

Building Resilience and Character



When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Let's have a
shared
understanding.

We are on the Same Team!

- We strive for a Home-School Partnership based on mutual trust, respect and collaboration.
- Keep the communication channels open.
- Give feedback directly to the teachers and the school.
- Be assured that we will never compromise health, safety and learning.
- Give the school the authority to care and discipline.
- Be patient, as education is often a long and slow process.





Thank You!

Please follow our staff who will show you
to the classroom for the Briefing by Form Teachers
which starts at **4.30 pm.**