



# Meet & Greet P5

18 January 2024

# OUR SCHOOL LEADERS



**Mdm Teresa Kelly Len  
Principal**



**Mrs Tan-Kay Hwee Geak  
Vice Principal  
(Academic)**



**Mr Mark Chan  
Vice Principal  
(Academic)**

# YEAR HEADS



**Mr Tan Guan Heng**  
**Year Head (Upper Primary)**



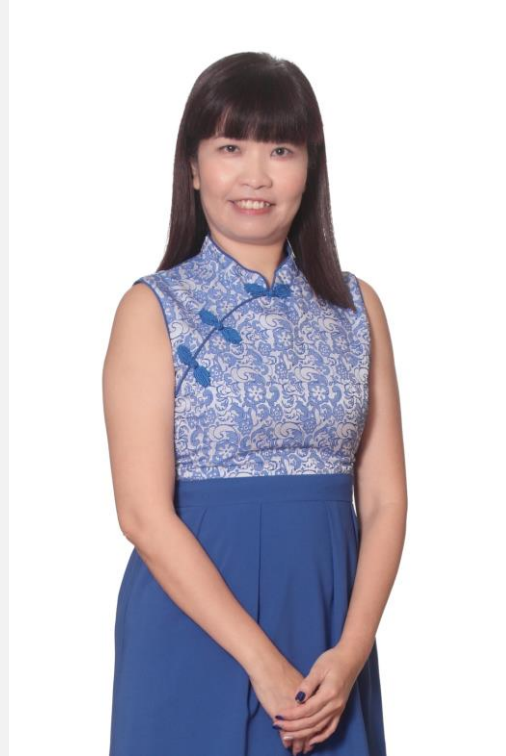
**Mr Muhd Shahrilnizam**  
**Assistant Year Head (P5)**

# The P5 Team

## Resilience 1 Class Mentors



Ms Ng Shee Yih  
Winnie



Ms Jody Chan



Mr Koh Chung Heng

# The P5 Team

## Resilience 2 Class Mentors



Ms Kristin Heng



Mdm Mency Lee



Mr Muhd Shahrilnizam

# The P5 Team

## Resilience 3 Class Mentors



Ms Wong Lai Yoke



Mdm Leong Sue Yin Serene

# The P5 Team

## Resilience 4 Class Mentors



Ms Foong Kah Yin



Ms Chen Ying Ying

# The P5 Team

## Resilience 5 Class Mentors



Ms Teo Ping Hui Valerie



Ms Loo Xin Yi Janice



# The P5 Team

## Resilience 6 Class Mentors



Mrs Phyllis Lim



Mr Peter Chutatape

# Experiences for Holistic Development



## Term 1

Cohort Learning Journey @  
Indian Heritage Centre

## Term 2

- P5 3D2N Camp @ Labrador  
(15-17 May)
- Coding Workshop

## Term 3

- NE Show @ The Padang

## Term 4

- Project Work - MakersEdWork
- Sports Carnival



# Cohort Learning Journeys

# What are cohort learning journeys?

Provide students with opportunities to explore their Singaporean identity through heritage, culture and the arts

Complement CCE, Social Studies (Primary) & History curricula

Achieve the syllabus objectives of the Art curriculum

## Sights and Sounds of Little India

Students will go on a journey and meet two Bharatanatyam dancers and learn more about the culture and heritage of the Indian community in Singapore, and their contributions to Singapore through Indian cultural art forms, in particular the performing arts. They will also get to immerse themselves in the sights and sounds of Little India.

### Term 1 Week 3

16 Jan 2024, Tues 2.30pm (RSL3 & RSL4)

### Term 1 Week 10

1 Mar 2024, Fri 12.00 - 2.00pm (RSL5 & RSL6)

5 Mar 2024, Tues, 12.00 - 2.00pm (RSL1 & RSL2)

Cohort Learning Journeys are compulsory.



# MakersEdWork Overview and Objectives

What do we want to achieve?

- To develop students' 21 CC:
- To synthesis and apply knowledge from various subject areas
- To apply critical and creative thinking skills in solving authentic issues



**BUKIT PANJANG PRIMARY SCHOOL**

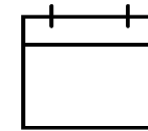
FUTURE LEADERS, CONCERNED CITIZENS

# MakersEdWork P5: Discovering Needs in the Community (Physically Disabled)

## Overview

Students will learn about the struggles of people with physical disabilities. They will brainstorm solution(s) and design a prototype to address some day-to-day issues these people face.

## Date



Term 4  
( After - Exam  
Activity )



**BUKIT PANJANG PRIMARY SCHOOL**

FUTURE LEADERS, CONCERNED CITIZENS

# Revised PSLE English Language (EL) & Foundation English Language (FEL) Exam Syllabuses



## Features of revised PSLE EL and FEL Exam Syllabuses

### Alignment with ELS 2020 Syllabus Aims and Learning Outcomes

- Introduction of text-to-text connections

### Assessment of skills relevant to 21st century competencies

- Emphasis on oracy and communication skills expected of 21st century EL learners in Singapore

### Review of assessment rubrics to support teaching and learning

- Positive marking and greater clarity of band descriptors



# Revised PSLE EL Examination Format



1. Paper 4 weighting increases from 15% to 20%:
  - To emphasise oracy and communication skills expected of 21<sup>st</sup> century EL learners in Singapore
  
2. Slight reduction in weighting for Paper 1 (2.5%) and Paper 2 (2.5%)

PAPER	COMPONENT	MARKS	WEIGHTING
1 (Writing)	Situational Writing	14	25%
	Continuous Writing	36	
2 (Language Use and Comprehension)	Booklet A: Grammar	10	45%
	Vocabulary	5	
	Vocabulary Cloze	5	
	Visual Text Comprehension	5	
	Booklet B: Grammar Cloze	10	
	Editing for Spelling and Grammar	10	
	Comprehension Cloze	15	
	Synthesis / Transformation	10	
	Comprehension OE	20	
3 (Listening Comprehension)	Listening Comprehension	20	10%
4 (Oral Communication)	Reading Aloud	15	20%
	Stimulus-based Conversation	25	
		200	100%

# Revised PSLE FEL Examination Format

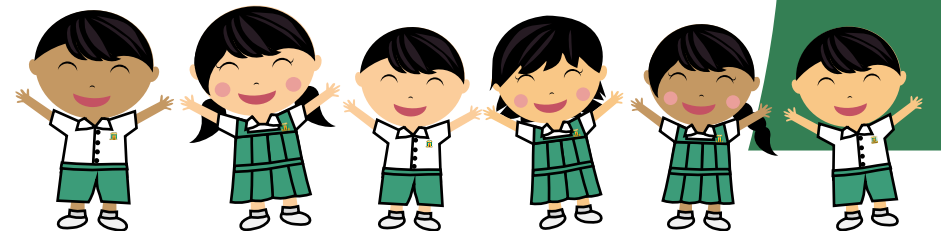
1. Slight reduction in Paper 1 weighting (1.7%)
2. Paper 3 weighting increased from 13.3% to 15%
3. FEL has a slightly different purpose from EL:
  - no need for fine gradation
  - streamline Paper 1 marking by having 3 bands instead of 5 for CW
  - streamline Paper 2 by having fewer items while keeping standard comparable
  - increase weighting of Paper 3, bringing listening and speaking (foundational skills) to 35%
  - streamline Paper 4 marking by having 4 bands instead of 5 for RA & SBC

PAPER	COMPONENT	MARKS	WEIGHTING
1 (Writing)	Situational Writing	9	25%
	Continuous Writing	16	
2 (Language Use and Comprehension)	<b>Booklet A:</b>		40%
	Grammar	5	
	Punctuation	2	
	Vocabulary	3	
	Visual Text Comprehension	5	
	<b>Booklet B:</b>		
	Form Filling	3	
	Editing for Grammar	3	
	Editing for Spelling	3	
	Synthesis	3	
3 (Listening Comprehension)	Comprehension Cloze	3	15%
	Comprehension OE	10	
4 (Oral Communication)	Listening Comprehension	15	20%
	Reading Aloud	8	
	Stimulus-based Conversation	12	
		<b>100</b>	100%



# Allocation of Students at end of P4

- Allocation of the students will be need-based to facilitate the teaching and learning of the students
- Pull-out classes are conducted to better cater to the needs of the students
- Remedial classes for selected students; not on-going basis



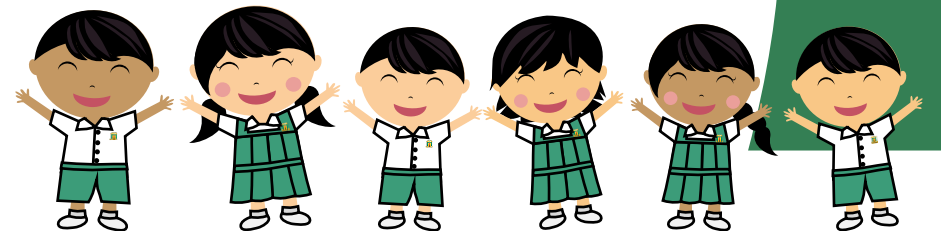
# Main Goal and Aims of Assessment

Assessment is the process of gathering and analysing evidence about student learning (Nitko, 2001). It is an integral part of teaching and learning and should be closely aligned with curricular objectives, content, and pedagogy.

We believe that assessment

- is integral to the teaching and learning process
- begins with a clarity of purpose
- provides feedback to address learning gaps and improve teaching practices

These would therefore lead to the main goal of assessment – which is, to gain evidence of learning.



# Assessment@BPPS



P5

- Weighted Assessment for Term 1 to Term 3
- Final Assessment in Term 4

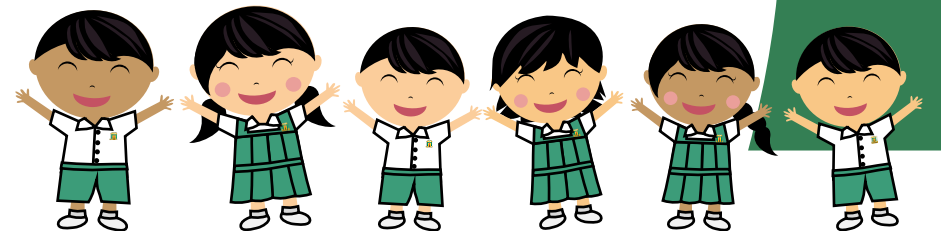


# BPPS Assessment Policy



## Absence

- Students who are unwell or unable to sit for any of the assessment are required to produce a formal medical certificate or other officially acceptable document.
- Students who are absent for any WA task without any acceptable reason will receive a zero for that paper.
- Students who have missed any WA task **with valid reason** will get his/her result pro-rated at the end of the year. There will be no make-up of WA task of absentees.



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.



# SUBJECT-BASED BANDING (P5 to P6)

End of P5		
<p>Takes 1 or more foundation subject(s) and does very well in the subject(s)</p> <p>↓</p> <p>School may allow him to upgrade 1 or 2 subjects to standard level if the school believes he can cope or continue the same subject combination in P6</p>	<p>Takes standard subjects and has difficulties coping</p> <p>↓</p> <p>School may allow him to take 1 or more subjects at foundation level in P6</p>	<p>All other children</p> <p>↓</p> <p>School will allow them to continue the same subject combination in P6</p>
At P6		
Your child takes the subject combination decided by the school		
End of P6		
Your child sits for the Primary School Leaving Examination (PSLE)		



## **CRITERIA FOR HMT (P5 TO P6)**

- The student would continue with HMT in P6 if he/she
  - passes all 4 subjects; and
  - achieves a Pass for HMT at P5

***Subject combination will be determined by the school.***

# HMT EXAMINATION AND SCORES

- HMT students will sit for both MT and HMT papers during examinations
- Scores for HMT will be reflected on the result slip.
- However, scores for HMT will **not** be included in the calculation of the total score for the examination.

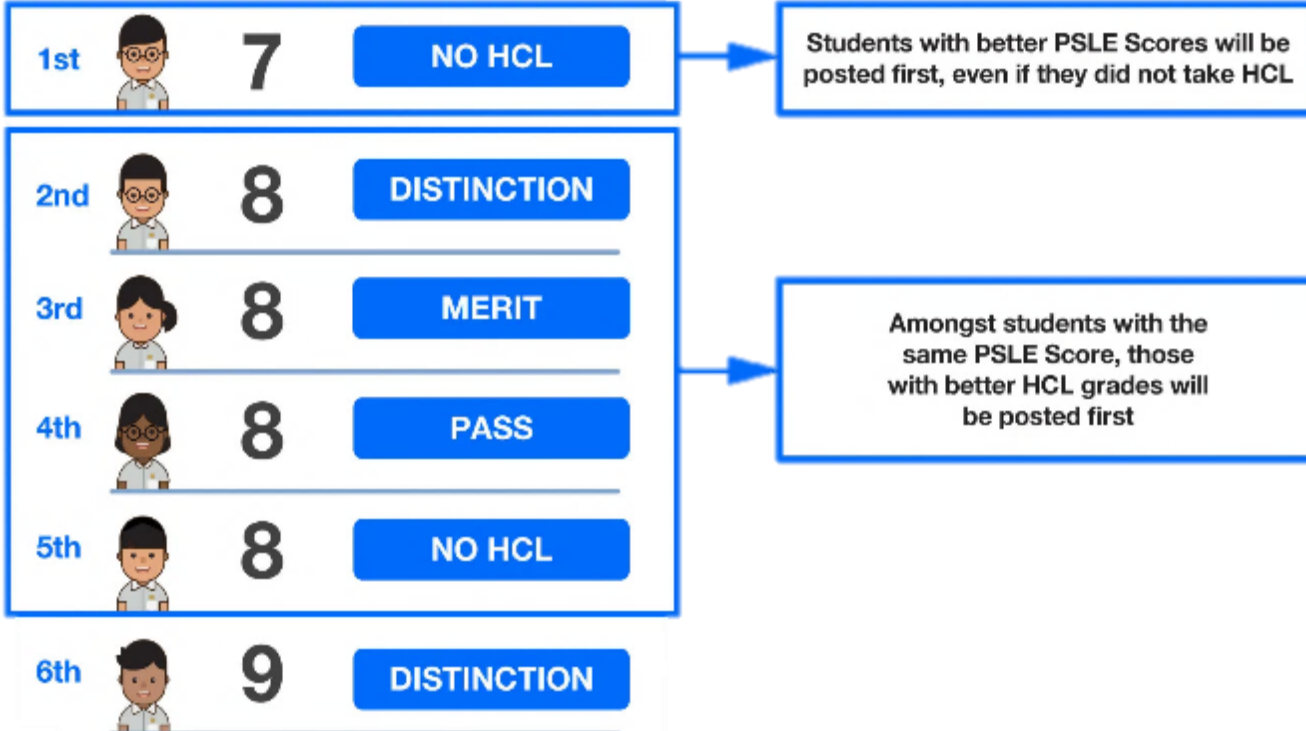
# HMT (Chinese) at PSLE

<b>Higher Chinese Grade</b>	<b>Marks</b>
Distinction	(80 -100)
Merit	(65 -79)
Pass	(50 - 64)

# HCL POSTING ADVANTAGE TO SAP SCHOOLS

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:



- 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.

# SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS

1. Anglican High School 圣公会中学
2. Catholic High School 公教中学
3. CHIJ Saint Nicholas Girls' School 圣尼各拉女校
4. Chung Cheng High School (Main) 中正中学(总校)
5. Dunman High School 德明政府中学
6. Hwa Chong Institution 华侨中学
7. Maris Stella High School 海星中学
8. Nan Chiau High School 南侨中学
9. Nan Hua High School 南华中学
10. Nanyang Girls' High School 南洋女子中学校
11. River Valley High School 立化中学

# ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL) IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

## 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**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.

# WHAT ARE ACHIEVEMENT LEVELS (AL)?

## WHY ARE THE BANDS UNEVEN?

- 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.**

<b>AL</b>	<b>RAW MARK RANGE</b>
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

# HOW DOES THE PSLE SCORING SYSTEM WORK?

- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



**Elena** PSLE Score **14**

PSLE Subject	AL Score
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4



# 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**.
- 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

# ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- 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.



**Before  
MAY 2025**

Explore schools and  
their talent areas, and  
shortlist suitable  
schools

**MAY 2025**

Apply for DSA

**JUN to SEP  
2025**

Attend selection  
trials, interviews  
and auditions

**By SEP 2025**

Receive DSA  
offers if  
successful

To find out more information on DSA programmes in secondary schools, scan the QR code below.



Alternatively, you may visit <https://www.moe.gov.sg/schoolfinder>

# 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 strengths, interests, abilities, talents and aspirations.

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

# BPPS Communication Policy (Parents)

The school believes in fostering close partnership with parents to guide our students in their holistic development. We trust that parents will support the school in looking into the well-being of BPPS staff. The school has put in place the following communication guidelines.

Bukit Panjang Primary's official modes of communication with parents comprising the following:

School phone	6769 1912
School email	bpps@moe.edu.sg
School mailing address	109 Cashew Road Singapore 679676
School website School Facebook	<a href="https://www.bukitpanjangpri.moe.edu.sg">https://www.bukitpanjangpri.moe.edu.sg</a> <a href="https://www.facebook.com/profile.php?id=100063784636440">https://www.facebook.com/profile.php?id=100063784636440</a>
Staff official school email address	<a href="https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff">refer to school website https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff</a>
Parents Gateway	<a href="https://pg.moe.edu.sg/">https://pg.moe.edu.sg/</a>
School Publications	Student's Diary In Touch E-newsletter (Every Term) Endeavour E-magazine (Yearly)

# BPPS Communication Policy (Parents)

1. Communication and engagement with teachers to be kept within the school hours (7.30 am to 5.00 pm) on working weekdays and during school term.
2. Teachers are not expected to respond to parents' and/or students' queries after school operating hours, during weekends and on school and public holidays.
3. For urgent matters, parents may contact the General Office if teachers are uncontactable during school hours.
4. Teachers are not expected to provide their personal mobile numbers to parents and/or students.
5. Appointments for face-to-face meetings with staff should be made **at least 3 days in advance** (either through email with staff or leave a message with the admin staff at the General Office) to avoid disappointments and to minimize disruption to the staff's working schedule.
6. Parents will receive a response to their email queries within 3 working days for general query, 7 working days for queries which require some investigation and 21 working days for queries with complexities, to ensure queries are duly addressed.
7. The school reserves the right not to engage with any parent who is disrespectful, rude and abusive to our staff.

All Civil Servants are protected by Protection from Harassment Act ([PoHA](#)).



**Parent-Child-Teacher Conference (PCTC)**  
**24 May 2024 (Fri)**

# Parent-Child-Teacher Conference

## Objectives:

- 1) Engage parents in a meaningful partnership in nurturing the child **holistically**
  - Parents will meet up with the class mentors only
- 2) Develop **self-directed** and **reflective** learners
  - student-led conference
  - students to showcase/ reflect on their learning and plan their future growth





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