

Primary 3



Curriculum Briefing

Friday, 30 Jan 2026



To Serve To Lead



Principal Address



To Serve To Lead



Happy New Year and Welcome P3 Parents!

Friday, 30 January 2026

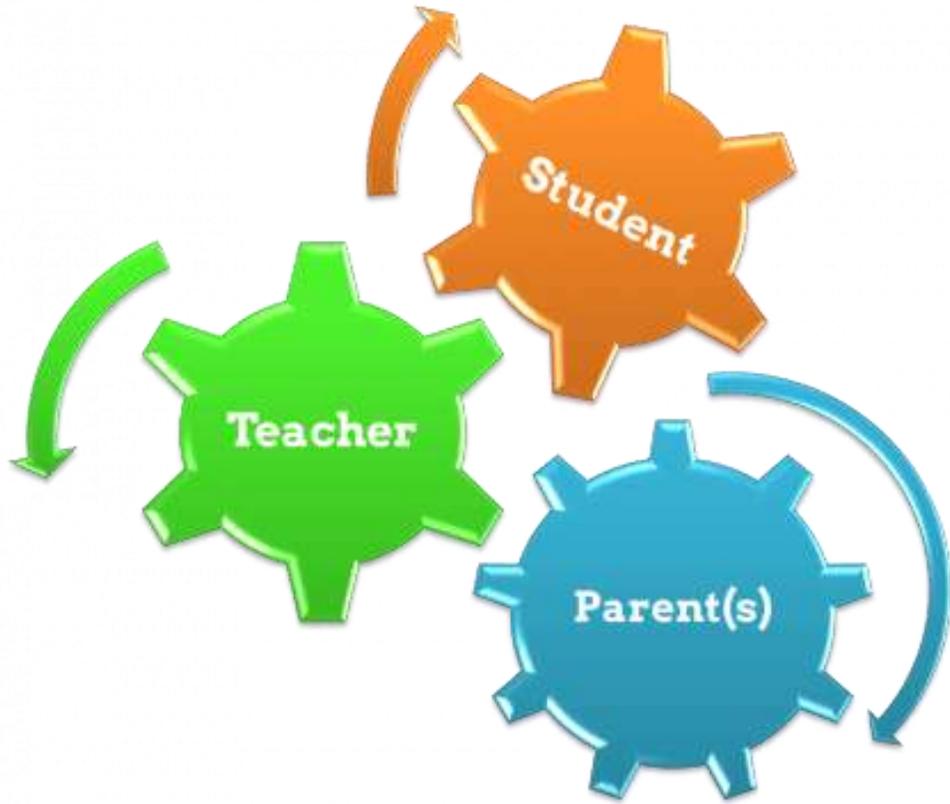


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We welcome you

*P3 Curriculum
Briefing
cum
Parent-Teacher-
Connect session!*



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MINDFUL START



B

Be on time for class

T

Think About What You Are Learning

S

Think About What You Need for the Learning

Start Listening and Learning



**Hope your child
had a good start
to the new
academic year
in
2026!**



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OUR Refreshed School VISION – OUR SHARED GOALS

**Every PCPS student, a Curious Lifelong Learner,
a Confident Leader and a Responsible Innovator**

The Curious Lifelong Learner is...

- 
- eager to **learn, discover and question** to deepen understanding
 - **reflective** and **able to improve** thoughts, attitudes, behaviours and actions

- 
- **resilient** in his/her pursuit of goals and **sees failures as opportunities** for growth
 - **discerning** in distilling and **critically assessing** information both online and offline

Learning Dispositions

Curiosity

Reflectiveness

Resilience



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The Confident Leader is...



- **anchored on** school and R3ICH (Respect, Responsibility, Resilience, Integrity, Care and Harmony) **values**
- **open** to perspectives, **respectful** and **clear** when communicating with others

- able to **collaborate**, **leverage others' strengths**, and **rally others** towards shared goals
- **courageous** in unfamiliar situations and **take risks responsibly**



Learning Disposition

Open-Mindedness



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The Responsible Innovator is...



- **concerned** about local and global issues, while maintaining **a sense of rootedness to Singapore**
- **open-minded, creative and imaginative** to consider different possibilities

- able to **create solutions** which **serve the needs** of others, the environment, school and community

Learning Disposition

Responsibility



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Our COR3 Learning Dispositions

Curiosity

Open-Mindedness

Reflectiveness

Resilience

Responsibility



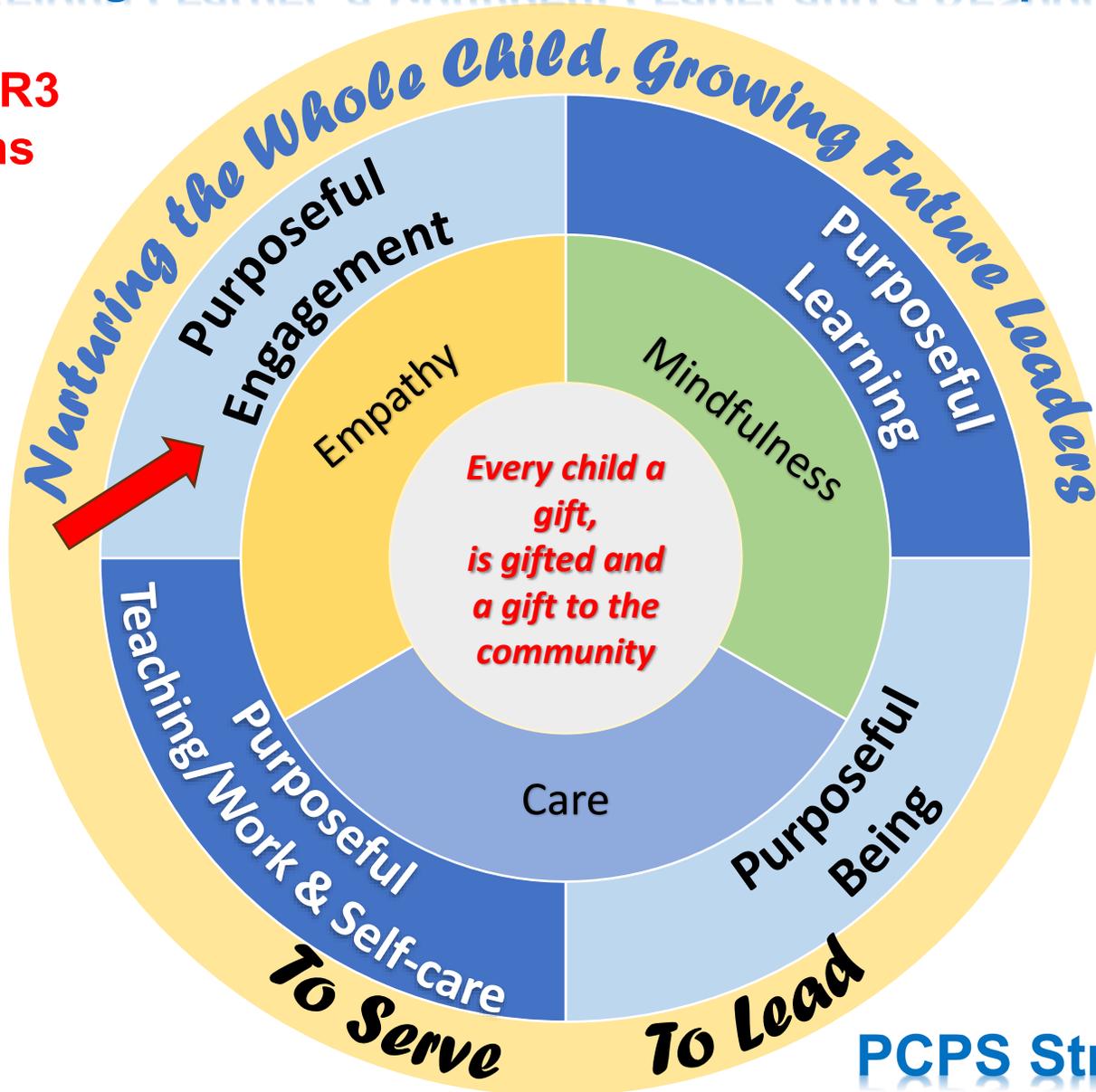
Our Refreshed Vision : Every PCPS student, a Curious Lifelong Learner, a Confident Leader and a Responsible Innovator

→ Our new COR3 Dispositions

Curiosity

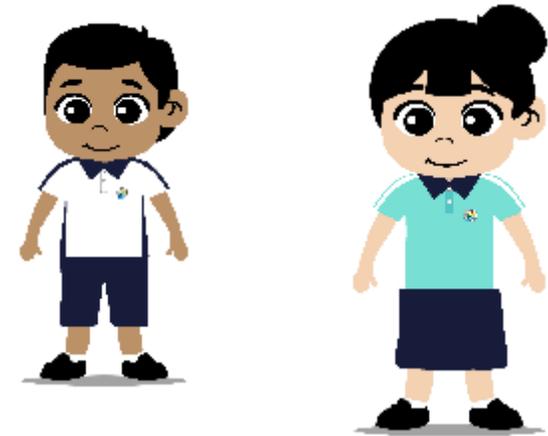
Reflectiveness

Resilience



Open-mindedness

Responsibility



InPsychful

*HOW TO BE MORE
INVOLVED IN YOUR
CHILD'S LEARNING*



**As your child
progresses to
Primary 3 and 4....**



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Your Child in P3-P4 (Middle Block)

**A 2-year journey to strengthen
foundation in literacy and
numeracy in preparation for
Subject-based Banding at the
end of P4**



Learning and developmental needs of children are different at lower and upper primary



Lower Primary (P1-2) : Learning to read and write; Oral Communications skills and speaking confidently; Use of concrete objects

Upper Primary (P3-6) :

- Learning to Read to Reading to Learn;
- Acquiring and refining reading and writing skills;
- Concrete Objects to Abstract Symbols;
- How and Why things work



Expectations at Primary 3

- Greater demands in English and Math and introduction of Science as a new subject – build **self-discipline and consistency** in learning
- More commitment in the afternoons - CCAs, competitions (NSG and SYF AP), HMTL, learning support programmes (RRP, SDR, MTSP, LSM), Learning Journeys, After School Engagement Programmes
- Encourage **READING** and learning of the **TIMES TABLES**
- More time to **deepen learning during transitional years** and provide space for exploration, self-discovery and ignite the joy of learning
- Introduction of Quantitative Measures – Achievement Bands. There is **NO Mid-Year Examination**. There will be **Weighted Assessments in Terms 2 and 3** and **End-of-Year Examination**.
- **Formative assessments using alternative modes** to monitor students' progress such as *non-weighted bite-size topical reviews, homework, performance tasks, journals, quizzes, timed practices* to provide feedback and encourage reflection



To ready them for higher levels, we will provide opportunities for our students to

- discover and develop their **strengths, passion and interests**
- acquire new knowledge and competencies, such as **a sense of curiosity, problem-solving, critical and inventive thinking and collaboration**
- make **meaningful choices** and develop **competence and confidence in learning**
- acquire the COR3 learning dispositions of **curiosity, open-mindedness, reflectiveness, responsibility and resilience** for lifelong learning and be adaptable to changes
- **broaden their definitions of success** to look at strengths, passion and contributions beyond oneself



Subject-based Banding takes place at the end of Primary 4

WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.



Use of ICT platforms and tools such as SLS, Google Classroom (Student ICON) and MStTeams will complement classroom teaching – instil independent learning and self-directedness

SINGAPORE

**STUDENT
LEARNING SPACE**

LEARN ANYTIME, ANYWHERE, AT ANY PACE



Google Classroom



Microsoft Teams



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As Parents, you can:

- Encourage **joy of learning** by not over-emphasising academic performance
- Set goals together with your child. Talk about his/her strengths, abilities and goals and how to achieve them
- Practise **words of affirmation**. Focus on your child's effort, consistency and improvement rather than compare them to others
- Spend **quality time** with your child. Encourage your child to pursue his/her interests and **try new things**
- Manage your child's screen time for gaming and social media (*encourage the **habit of reading, exercise, time spent outdoors, healthy diet and have at least 9 hours of sleep***)



Stay connected with the Teachers

- Collaborate with the Teachers to better support your child. Make appointments to see our Teachers when needed.

Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)

- Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails and through **Parent Gateway**

Teachers are not expected to share their personal mobile phone numbers with parents



SCHOOL-HOME PARTNERSHIP

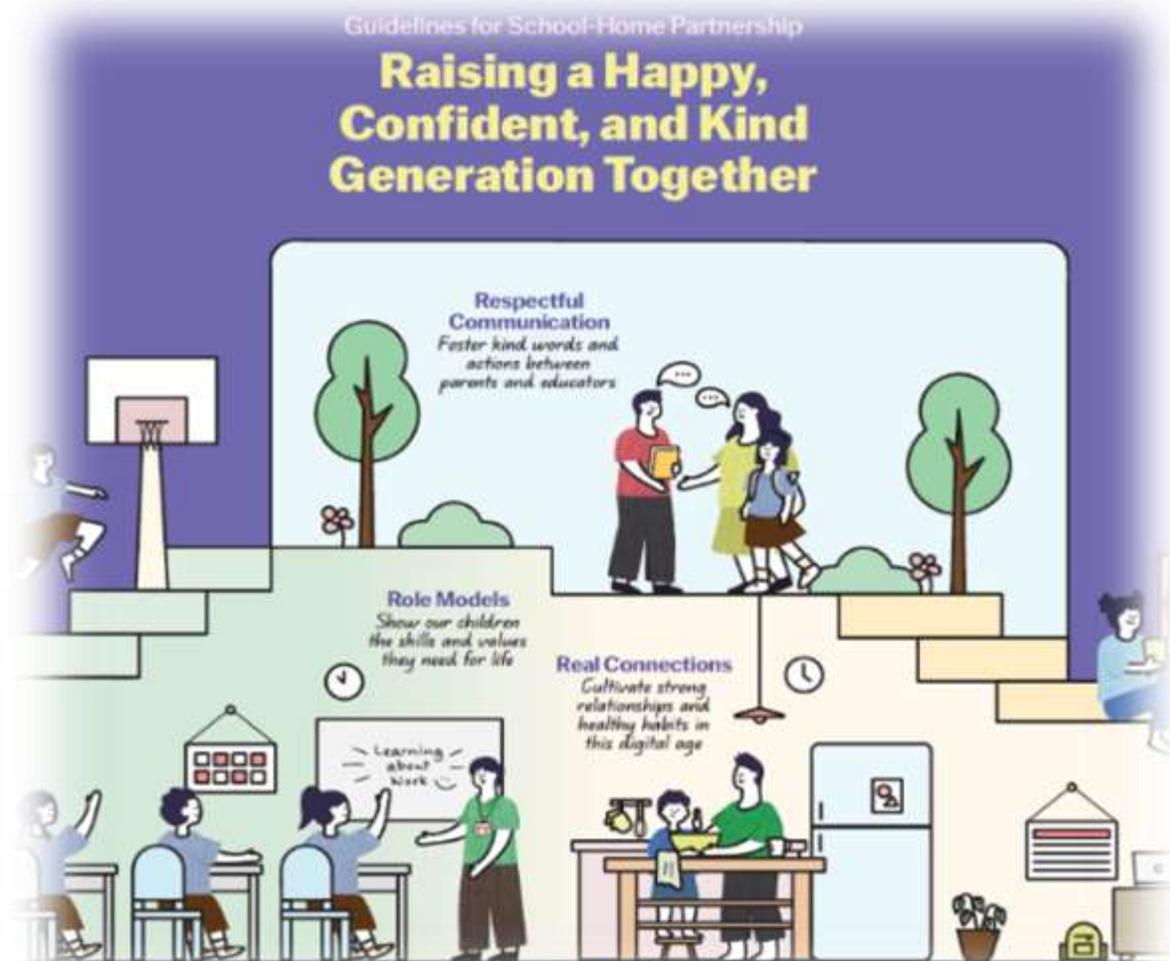
We welcome your feedback and suggestions. Share with us your concerns.

Contact Us at our generic email addresses punggolcove_ps@moe.edu.sg

(Turnaround time of 2 working days)

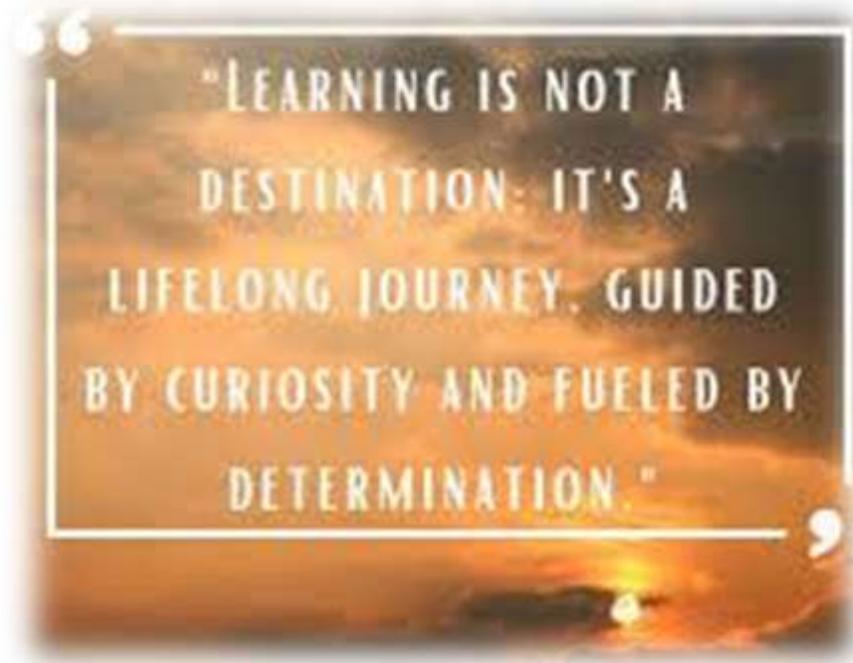
Catch our latest happenings through our School Website, [Instagram](#) and

SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'



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“Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement.”

Carol Dweck

A psychologist and a professor at Stanford University



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***Let us work towards
strengthening our
School-Home Partnership!***

***Let us work together to
bring out the **BEST** in your
child!***



Primary 3 Curriculum & Assessment Matters



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Key Changes in Primary 3

Some differences for parents to take note for Primary 3 compared to lower primary:

- Transition Programme (Completed)
- Change in colour of school collared shirt
- More rigor in the curriculum
- New classmates and teachers
- Various specialized subject teachers
- CCA starts in Term 2
- Swimsafer starts in Term 2
- Subject-based banding at end of P4

Transiting from Primary 2 to Primary 3

- Each Primary 3 class profile has been shared at start of year with the Primary 3 teachers in 2026.
- The Primary 3 teachers will continue to take note and support any students with behavioural and learning needs and stretch students in their learning in their respective Primary 3 classes.
- There is a continuity of support for all the students as they embark on this learning journey. Form teachers, subject teachers and school personnel work in collaboration to ensure that these students transit smoothly and settle in Primary 3 with their new friends and teachers.

Total Curriculum for Holistic Student Development in PCPS

Subject-Based Learning	Character and Values Development
English	Character and Citizenship Education
Mathematics	CCE (MTL)
Mother Tongue	Form Teacher Guidance Programme (FTGP)
Science	Co-Curricular Activities (CCA)
Physical Education	Applied Learning Programme (EL and ICT)
Art and Craft	Lifelong Learning Programme (Music)
Music	
Social Studies	

COR3 Learning Dispositions

Through our total curriculum, our students:

- grow in social-and emotional competencies.
- are taught to be Empathetic, Mindful and Caring.
- develop the learning dispositions – Curiosity, Open-Mindedness, Responsibility, Reflectiveness, Resilience (COR3)



English



ENGLISH LANGUAGE



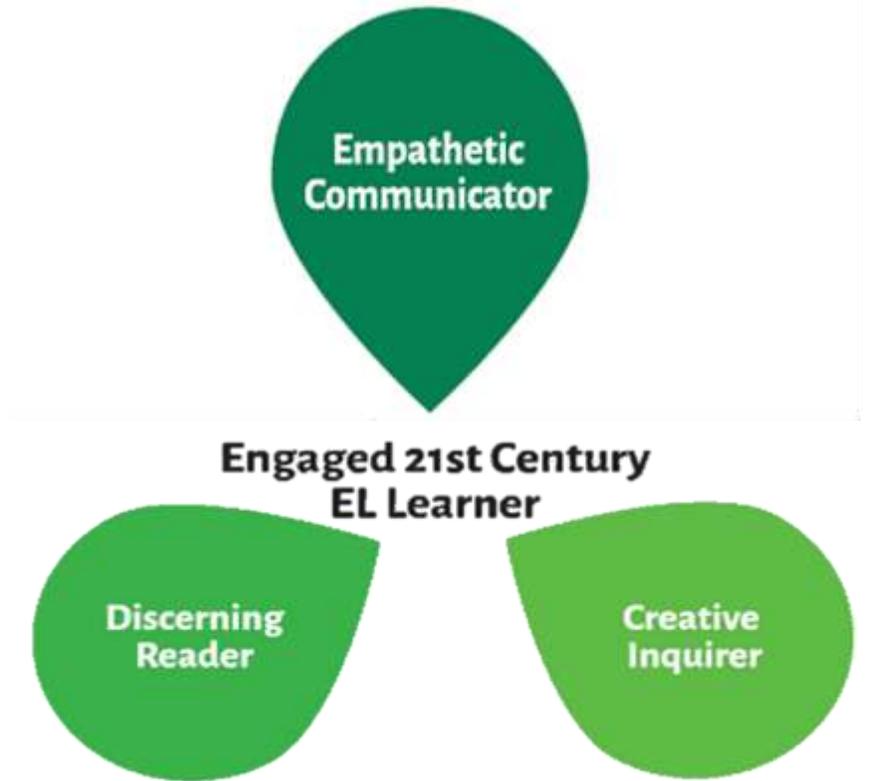
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English Language

The school adopts the **STELLAR** programme: **S**trategies for **E**nglish **L**anguage **L**earning and **R**eading

- **Focuses on strengthening the foundation in four language areas: grammar, oracy, writing and reading** while placing a greater emphasis on the reading-writing connection and reading comprehension skills.



Outcome of the EL Syllabus 2020

English Language-Transition to Primary 3

Primary 2

- **Writing:** Write a composition of at least **80** words. 4 pictures in sequence are given.

Primary 3

- **Writing:** Write a composition of at least **100** words. Students may be provided with a set of unrelated pictures and are required to write a story based on 1, 2 or all the 3 given pictures.

- **Increased Focus on Higher-Order Thinking Skills**
- **Teaching of annotation skills for Reading Comprehension**
- **Greater Emphasis on Vocabulary and Grammar**
- **Oral Communication**



MOTHER TONGUE CL / ML / TL



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Mother Tongue – Transition to Primary 3

Primary 2 (Non-Weighted)	Primary 3 (Weighted)
<p style="text-align: center;">Listening Skills</p> <ul style="list-style-type: none"> • Picture matching • Simple text-based listening comprehension 	<p style="text-align: center;">Listening Skills</p> <ul style="list-style-type: none"> • Picture matching • Text-based listening comprehension
<p style="text-align: center;">Writing Skills</p> <ul style="list-style-type: none"> • Fill in the blanks • Short sentences • Matching of phrases • Comprehension (MCQ & Guided Open-ended questions) 	<p style="text-align: center;">Writing and Interaction Skills</p> <ul style="list-style-type: none"> • Comprehension (MCQ & Open-ended*) • Picture Composition (one paragraph only) <ul style="list-style-type: none"> - CL (at least 50 words) - ML (at least 60 words) - TL (at least 40 words)
<p style="text-align: center;">Oral</p> <ul style="list-style-type: none"> • Show & Tell 	<p style="text-align: center;">Oral</p> <ul style="list-style-type: none"> • Read Aloud • Picture Description • Conversation



Maths



MATHEMATICS



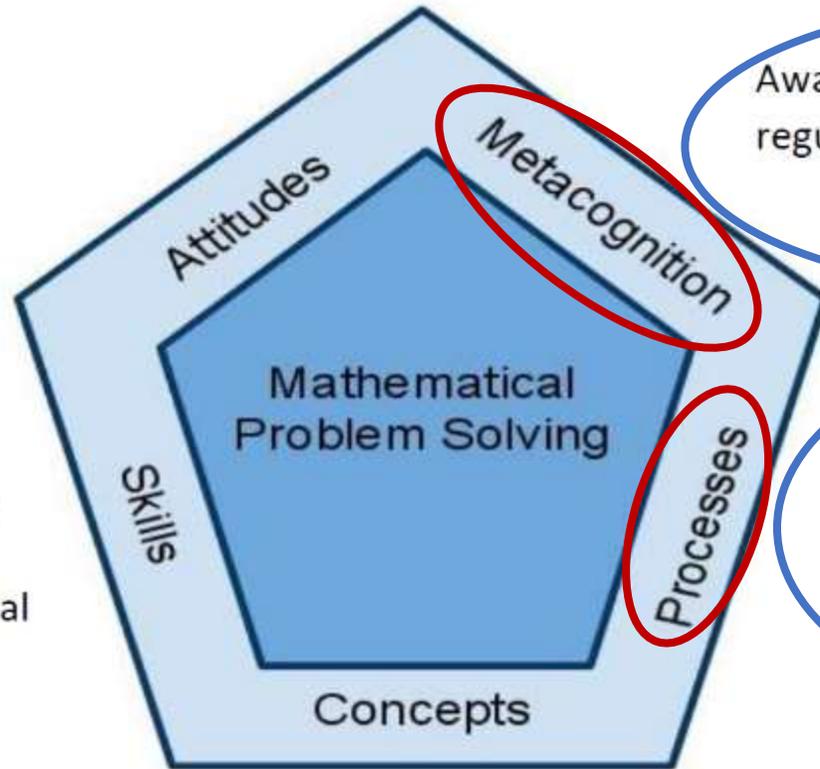
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MATHEMATICS CURRICULUM FRAMEWORK

Belief, appreciation,
confidence, motivation,
interest and perseverance

Proficiency in carrying out
operations and algorithms,
visualising space, handling
data and using mathematical
tools



Awareness, monitoring and
regulation of thought processes

Competencies in abstracting
and reasoning, representing
and communicating,
applying and modelling

Understanding of the properties and
relationships, operations and
algorithms



Spiral Approach in the Math Curriculum

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Whole Numbers					
Measurement	Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Data Analysis					
	Fractions	Fractions	Fractions	Fractions	Fractions
			Decimals	Decimals	Decimals
				Percentage	Percentage
				Ratio	Ratio
				Rate	Rate
					Speed

Mathematics

PCPS Approach to Problem Solving: POLYA's 4-step Routine

Understand

- Interpret the question
- List/ highlight/ underline/ circle important information
- Show relationship of numbers or words given through annotation

Plan

- Select a strategy

Do

- Apply strategy
- Write equations
- Work out the sums carefully

Check

- Check that the answer is logical/reasonable
- Use an alternative method to solve it
- Work backwards



George Pólya
Hungarian
Mathematician
(1887 – 1985)

REVOICING

TEACHER RESTATES WHAT A STUDENT HAS SAID BY REPEATING, SUMMARIZING OR REPHRASING. STUDENT RESPONDS AND EXPLAINS IF THE TEACHER HAS REVOICED CORRECTLY.



SO, I HEAR YOU SAYING THAT...

YES, BECAUSE...

NO, BECAUSE...

REPEATING

TEACHER ASKS A STUDENT TO REPEAT OR PARAPHRASE WHAT ANOTHER STUDENT HAS SAID.



CAN YOU REPEAT WHAT HE/SHE SAID IN YOUR OWN WORDS?

HE/SHE IS SAYING...

REASONING

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



DO YOU AGREE/ DISAGREE WITH WHAT HE/SHE SAID?

I AGREE/ DISAGREE BECAUSE...

ADDING ON

TEACHER GETS STUDENTS TO BUILD ON ANOTHER STUDENT'S THINKING AND SHARE THEIR COMMENTS AND IDEAS.



WE HAVE 2 DIFFERENT IDEAS. WOULD SOMEONE LIKE TO ADD

___'S RIGHT! I WOULD LIKE TO ADD ON...

WAIT TIME

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



TAKE YOUR TIME. WE'LL GIVE YOU TIME TO THINK ABOUT...

I'D LIKE SOME TIME TO THINK. CAN I HAVE A MOMENT?

REVISE THINKING

STUDENTS REVISE THEIR OWN THINKING BASED ON THE REASONING OF OTHERS. TEACHER ENCOURAGES STUDENTS TO USE THIS STRATEGY BY MODELLING DURING CLASSROOM DISCUSSIONS.



WHAT DO YOU THINK OF YOUR ANSWER?

AFTER LISTENING TO ____, I THINK THE ANSWER SHOULD BE...

Marking Codes

The Mathematics marking codes are used to:

- Provide feedback to students on how they can improve their work by allowing them to understand exactly when/where an error occurs.
- Support self-corrections and reflections
- Promote consistency in Math marking throughout their schooling years in PCPS.



MATH MARKING CODES

W	<u>W</u> orkings missing
C	<u>C</u> orrections missing
U	<u>U</u> nits missing
CE	<u>C</u> alculation <u>E</u> rror
EQ	<u>E</u> quations missing
ANS	Missing <u>A</u> nswer
EMS	Error in <u>M</u> athematical Statement
MR	<u>M</u> isread of question
WM	<u>W</u> rong <u>M</u> ethod
TE	<u>T</u> ransfer <u>E</u> rror
FT	<u>F</u> ollow <u>T</u> hrough



Use this wall poster to understand your teacher's marking.

Science



SCIENCE

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SCIENCE



PUNGGOL COVE
PRIMARY SCHOOL

Science Department Vision

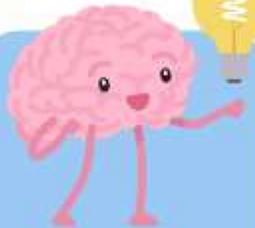
In alignment with the revised Science Curriculum Framework,



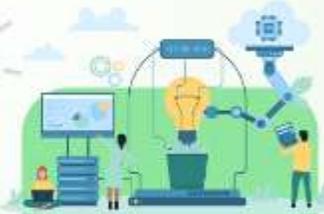
and school's mission, vision and values,
PCPS students and teachers



enjoy learning
Science and
are **INspired**
by how
Science helps
solve global
challenges.



INquire like
Scientists by
engaging
confidently in
the Practices
of Science.



apply Science
to **INnovate**
to generate
creative
problems to
solve real-
world
problems.

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Practices of Science @ PCPS

Students are engaged in the Practices of Science to:

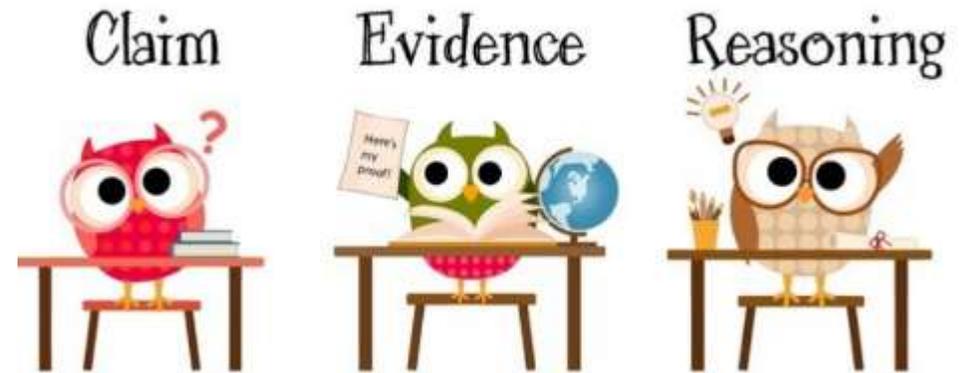
- Help them understand how scientific knowledge is developed through **inquiry**.
- Demonstrate **Ways of Thinking and Doing** which support their learning Science as inquirers and involves various skills and processes.



PCPS RISE & SHINE!

Our signature inquiry strategy for students to develop critical and adaptive thinking routine to think like a scientist.

R	READ the information / context provided carefully.
I	IDENTIFY and <u>underline</u> the concept / keywords / trigger words.
S	SHOW your scientific thinking by writing down your reasonings.
E	ELIMINATE (X) the wrong options and tick (✓) the correct option. Write down the answer clearly. Shade the OAS oval clearly.



Study the given information in each question carefully.

How many marks are awarded for each part of the question during test or exam?

Identify and tag the concept.

Need to make a **CLAIM**. Use the given diagram, table or graph to help you to find the **EVIDENCE**

Explain and write the **REASONING** clearly.



PCPS STEM Challenges

There are opportunities for students to **collaborate with their peers** to apply **Science, Technology, Engineering and Mathematics** to reuse and repurpose materials to complete STEM challenges during:

- Science lessons
- STEM challenges
- Toy – making competition 2025



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PCPS Eco Adventures Let's GEM!

To build an **Eco PCPS Green Culture** to support the

 **GREEN PLAN**, all students and staff will embark on a series of

Eco Adventures Growing Eco – Mindsets (GEM) so as to:

- learn the importance of practising sustainability in daily life
- appreciate the nature and biodiversity
- engage the community to reduce carbon footprint and fight climate change



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Physical Education (PE)

Highlights in Primary 3:

- Acquisition of manipulative skills in sports and mini sided games.
- Introduction to games concepts and rules.
- Inclusion of Fitness Conditioning Activities (preparation for NAPFA P4)



Art and Craft

See

Observe the physical surroundings and environment.

Identify colours, lines and shapes through observations.

Explore the use of varied materials in the process of art making.

Share thoughts and opinions through artful thinking routine.

Find joy in looking at varied artworks from artists and peers.

Engage in discussion about artworks.

Express



Appreciate



Artists and Themes – Primary 3

Term	Appreciation of Arts By:	Genre	Materials explored
1	Anthony Poon, Pablo Picasso, Piet Mondrian	Abstract Art	Markers, transparency
2	Pablo Picasso	Cubism	Clay
3	Vincent Van Gogh	Impressionism (Starry Starry Night)	Oil pastels and colour pencils
4	Salvador Dali	Surrealism	Mixed Media



Music

Experiential Learning in Music

Music
Experience

- ❖ Provide a wide range of **Musical Experiences** (listen, create, perform, music and movement)

Music
Concept

- ❖ Introduce **Music Concept** / notation (leverage musical experiences to draw musical understandings)

Application
of Music
Concept

- ❖ **Apply Music Concepts** (practise expressing the ideas through creation / experimentation in different contexts)

Music

Students in Primary 3 will continue to deepen their music learning:

- Xylophone – Play melodies on the xylophone.
- Ukelele – Strum and sing songs (3 chords)
- Creation of rhythmic patterns in groups and performing them in accompaniment to a song.
- Learning songs from other cultures (World Arts Term)



Social Studies (SS)

In Social Studies, students:

- discover about themselves and the immediate environment.
- understand about Singapore in the past and present.
- appreciate Singapore, the region and the world they live in.
- be concerned, participative and informed citizens.



value self & others



relate to others



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Character and Citizenship Education (CCE)

CCE aims to help our students:

- learn values, social-emotional competencies.
- shape their identities, build relationships and make wise and responsible choices.



make responsible choices



consider others' feelings



share personal experiences



interact with others



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CCE – Form Teacher Guidance Period (FTGP)

1. Provide **quality interaction time (Let's Chat)** between form teachers and students for positive teacher-student relationship.
2. Equip students with **social and emotional competencies.**
3. Lessons are divided into 4 themes, based on the domains of:
 - Self-awareness
 - Social Awareness
 - Self Management
 - Relationship Management

The aspect of **Responsible Decision Making** runs through all the lessons.

ALP @ Primary 3

Advocating for Cyber Wellness Through Podcast Creation

Design Thinking



♥ WHAT IS A SURVEY?

A survey is a way of collecting information so that we can understand the views of the people we are interested in. When we use a survey, we can find out people's views and gain a better understanding of a topic.

♥ HOW CAN WE DO IT?

There are four simple steps to a survey:

1. Create the questions
2. Ask the questions
3. Look at the results
4. See what you can do with the results

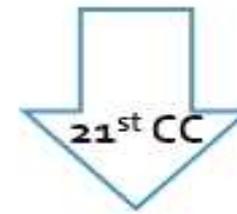
TEAM ROLES:

Discuss the role that each member of your team will play in the project. There should be four people in your team.

	Name
Who will ask the question for your team?	

Co-Curricular Activities (CCA)

PCPS CCA Framework



Primary 3

Exposure, Understanding & Appreciation

Awareness of opportunities

Understand, appreciate and learn the fundamentals

Primary 4

Development of FUNDamental Skills

Developmentally and age-appropriate activities

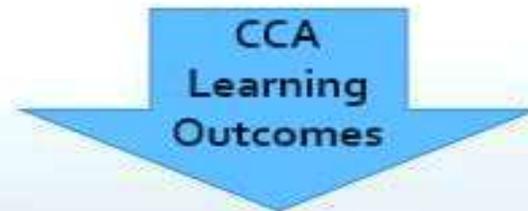
Focus on fun, enjoyment and learn to train

Primary 5 & 6

Participation, Leadership & Service

Train to compete

Champions of area of interest



Co-Curricular Activities (CCA)

CCAs in General:

- CCA is a non-academic activity that all students are encouraged to undertake as part of their education outside of school curriculum hours.
- The activities offer supplementary opportunities for students to **explore their interests, talents or develop them into hobbies.**
- CCA also allow students to **develop their character, learn values, social emotional competencies and skills to prepare them for future challenges.**
- CCAs are introduced from Primary 3 onwards and participation is optional.
- Students who took Modular CCA in Primary 3 to explore different sports will be given a choice at Primary 4 to select one of the 4 sports as their main CCAs to commit to.

Co-Curricular Activities (CCA)

- Our PCPS CCA Framework allows Primary 3 students to undergo *Exposure, Understanding & Appreciation* in their chosen CCAs.
- Students can choose from any of these 4 categories:

Physical Sports	Clubs and Societies	Visual and Performing Arts	Uniform Groups
Modular Sports (CCA)	EcoSTEM Club	Art and Craft	Scouts
Health and Fitness Club	Infocomm Technology	Choir	
		English Language Literary and Debating Society	
		Modern Dance	



Co-Curricular Activities (CCA)

CCAs:

- We encourage students to develop their interests and talents in their chosen CCAs and build on values such as resilience, discipline and commitment.
- We strongly encourage students to remain committed to the CCAs they have chosen.
- Students selected for school teams or involved in school events may be required to attend additional training sessions. These sessions may start at a later time and end no later than 6 p.m. Consent forms with schedule will be given to students.



Co-Curricular Activities (CCA) Schedule

Primary 3 - Term 2, 3 and 4

Pri 3	Term 2	Term 3	Term 4	Total
Tuesday Art & Crafts, Infocomm Technology, Modular CCA Sports & Modern Dance	24 Mar, 31 Mar, 7 Apr, 14 Apr, 21 Apr, 28 Apr, 12 May, 19 May, 26 May	30 Jun, 7 Jul, 14 Jul, 21 Jul, 28 Jul, 4 Aug, 25 Aug, 1 Sep	3 Nov	18 sessions
No. of Sessions	9	8	1	
Thursday Choir, <u>EcoSTEM</u> , ELLDS, Health & Fitness & Scouts	2 Apr, 9 Apr, 16 Apr, 23 Apr, 30 Apr, 14 May, 21 May, 28 May	2 Jul, 9 Jul, 16 Jul, 30 Jul, 6 Aug, 27 Aug	17 Sep, 5 Nov	16 sessions
No. of Sessions	8	6	2	



Swimsafer

1. Programme for P3 students in Term 2.
2. Develop students important life skills such as water confidence and water safety.
3. The SwimSafer Programme consists of six progressive stages that are conducted by qualified swimming instructors. Survival and activity skills will be taught at each stage of the programme.
4. The programme fee is fully funded by the school.
5. Lessons will be conducted on Mondays. The details of the programme are as follows:

Dates	3A, 3C	3D, 3E	3J, 3O, 3P
30 March 2026	Ang Mo Kio Swimming Complex 12.00 p.m. – 3.20 p.m.	Bishan Swimming Complex 12.00 p.m. – 3.20 p.m.	Our Tampines Hub Swimming Complex 12.00 p.m. – 3.20 p.m.
6 April 2026			
13 April 2026			
20 April 2026			
27 April 2026			
4 May 2026			
11 May 2026			
18 May 2026			



In summary, at PCPS, we take care of the students' PIES.

PHYSICAL Well-Being	INTELLECTUAL Well-Being	EMOTIONAL Well-Being	SOCIAL Well-Being
Physical Education	English	Co-Curriculum Activities (CCA)	All subjects
Co-Curriculum Activities (CCA)	Mathematics	Character and Citizenship Education	Co-Curriculum Activities (CCA)
Swimsafer	Mother Tongue	Form Teacher Guidance Programme (FTGP)	Swimsafer
	Science		
	Art and Craft		
	Music		
	A.P.		

Holistic Assessment to Support Learning and Development of the Child



Assessment is Part of Learning



Assessment Policy at P3

- There will be no Mid-Year Examinations.
- There will be one weighted assessment each in Terms 2 and 3.
- There will only an End-of-Year Examinations in Term 4.
- There will be formative assessments during the course of the year for teachers to gather information on the student's learning.
- Teachers will communicate with parents / guardians on students' progress through Meet-the-Parents sessions at the end of Term 2 and Term 4 (needs basis).



PCPS Assessment Weighting

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Primary 3	-	15% Term 2 Weighted Assessment	15% Term 3 Weighted Assessment	70% End-Year Examinations



Primary 3 and 4 Grading Scheme

Achievement Bands	Percentage Range	Descriptors
1	85 – 100	Is very good at the subject
2	70 - 84	Is good at the subject
3	50 - 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirement of the subject



Assessment Matters

- **Topics and Weighting :**
 - Refer to Assessment Letter which will be issued on a later date.
- **Absences:**
 - Students are required to be present for all weighted assessments and examinations. Absence from assessment / examinations must be covered by a medical certificate from qualified medical professionals who are registered with Singapore Medical Council. Students are required to submit their medical certificates to their form teachers on the day they return to school.
 - Students with valid medical / compassionate reasons for their absence from assessment/examination will be accorded VR (valid reason) for the subject. Marks will be pro-rated for the subject(s) accordingly
 - **No marks will be accorded to students who are absent without a valid reason or a medical certificate.**

Absence from Weighted Assessments and Examinations:

NOTE:-

- If your child/ward is unwell, he/she should see a doctor and rest to recuperate at home.
- The well-being of the child is MOST IMPORTANT.



Gifted Education Programme



To Serve To Lead



Gifted Education Programme (GEP)

- The GEP is a programme that caters for the needs of intellectually gifted students.
- It is an enriched curriculum designed to meet the needs of these students. The enriched curriculum covers the same content areas as those in the mainstream, but is extended in breadth and depth.
- GEP students will:
 - Learn skills for independent inquiry
 - Be encouraged to do explorations on self-selected areas of interest.



GEP Identification Exercise

- The GEP Identification Exercise aims to identify suitable pupils with high intellectual potential.
- Students are identified for the GEP through a 2-stage identification exercise at Primary 3. To participate in the identification exercise for GEP, students must be enrolled in a MOE primary school.

Stage	Date	Participants	Papers
GEP Screening Exercise	August 2026	Primary 3 students enrolled in government and government aided schools	English Language Mathematics
GEP Selection Exercise	October 2026	Primary 3 students shortlisted after the GEP Screening Exercise	English Language Mathematics General Abilities



GEP Screening Exercise

- You will receive another letter sometime in July for you to indicate whether you consent to your child's participation in the Screening Exercise.
- GEP Screening Exercise is optional.
- Content coverage will be based on Primary 1 to Primary 3 English Language and Mathematics syllabuses.
- Test preparation activities are not encouraged as these could inflate the scores, which may then not reflect your child's actual potential.
- Students who are not ready to handle the rigour and demands of the GEP will:
 - Struggle to cope with enriched curriculum.
 - Experience stress that could impact self-esteem and cause them to lose confidence.



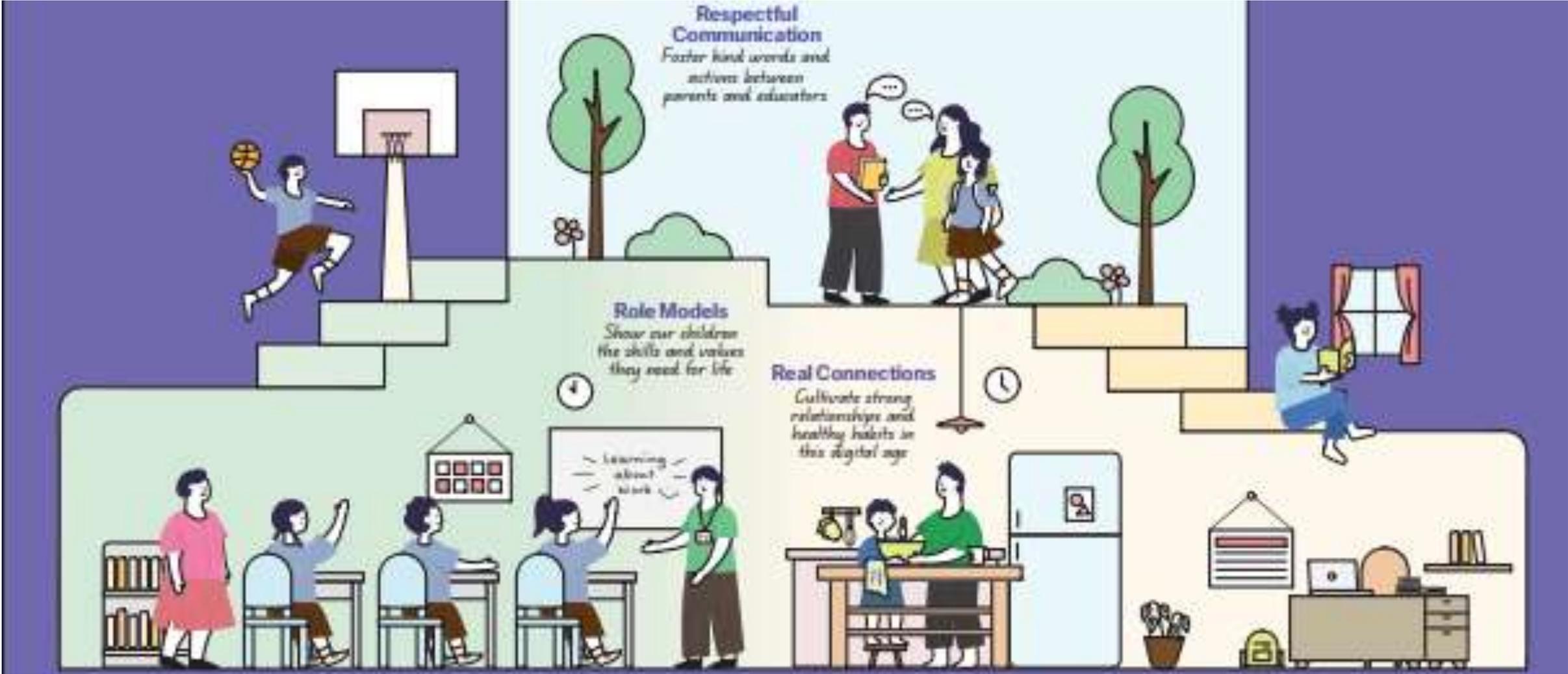
Discipline Updates



To Serve To Lead



Parents as Partners: Home-School Partnership in Managing Discipline



ROLE OF PARENTS

Gen-Alpha (2010-2024) Characteristics

Short attention span

Feel lonely and bored easily - Internet is their 'best friend'

To them anything can 'delete' like texting.

Seek for connection; relationship over hierarchy (Balance)

Do not see online and offline as different world



Psychological safety and Relevance

Purpose & Intent

Why does this matter to me; Why should I care, make me care

The screenagers; Tech Savvy and digital fluent - they do not know the world without it

Some were born during the period of Covid-19

Most cannot read expression well and had weird social understanding.

Seek guidance, consistency and good adult role-modelling

Our Focus Today.....

School's stance in managing discipline issues in school:



- (a) Definition of serious offence
- (b) Insights on hurtful behaviour and bullying acts
- (c) Responses & intervention processes in managing discipline cases in school
- (d) Possible Consequences with regard to minor and serious cases
- (e) How can you support your child?



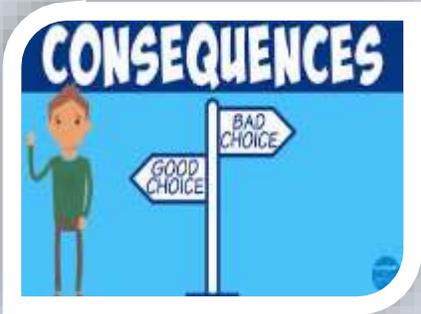
Definition of Serious offence

An offence is considered serious when a student:

- ✓ Causes serious harm and/or disruption to self, whether physical, psychological or social; (*i.e.*, truancy, vaping, leaving school ground without permission and such) and/or
- ✓ Causes serious harm and/or disruption to others, whether physical, psychological or social (*i.e.*, bullying, fighting and such) and/or
- ✓ Causes serious damage to property or resources and/or
- ✓ Shows defiance against authorities (*i.e.*, school staff).



Consequences (in general)

Minor Offences	Serious offences
<ul style="list-style-type: none">• Parent/ guardian to be informed via phone call• To comply the next day• Stay back after school to complete• After school detention• School services• Loss of privileges (i.e., loss of recess play time)• Confiscate of smartwatch or handphone – To be collected from HOD Discipline in school.• Submission of reflection to teachers• Reverse of Transactions• Repeated offences to be referred to level discipline representative 	<ul style="list-style-type: none">• Warning letter (Pink) to be issued• Conduct grade adjustment: Up to 'Fair' conduct for the year.• School detention (increase in number of days)• Loss of privileges (i.e., loss of recess play time,• Removal from leadership appointment) Representing school for CCA competitions / Overseas Trip• In-house suspension• School services (increase in number of days)• Submission of reflection to teachers• Award a zero for the assessment paper• Repeated offences to be referred to Year Head and/ or HOD Discipline• Refer to vice-principal and/ or Principal• Up to 3 strokes of the cane (for upper primary and older boys only, with aggravating factors)• Refer to external agencies like the SPF/HSA and such.

What are hurtful behaviours and bullying?

In Singapore, local studies show that **verbal/social bullying** forms the bulk of the types of bullying experienced in schools and they **often start as 'harmless teasing' or leaving someone out** but escalate into bullying.

Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

Hurtful behaviours
Unkind and hurtful acts that include insensitive words/actions, even physical violence.

Bullying
Happens when a person behaves in a way that **hurts someone repeatedly and on purpose**

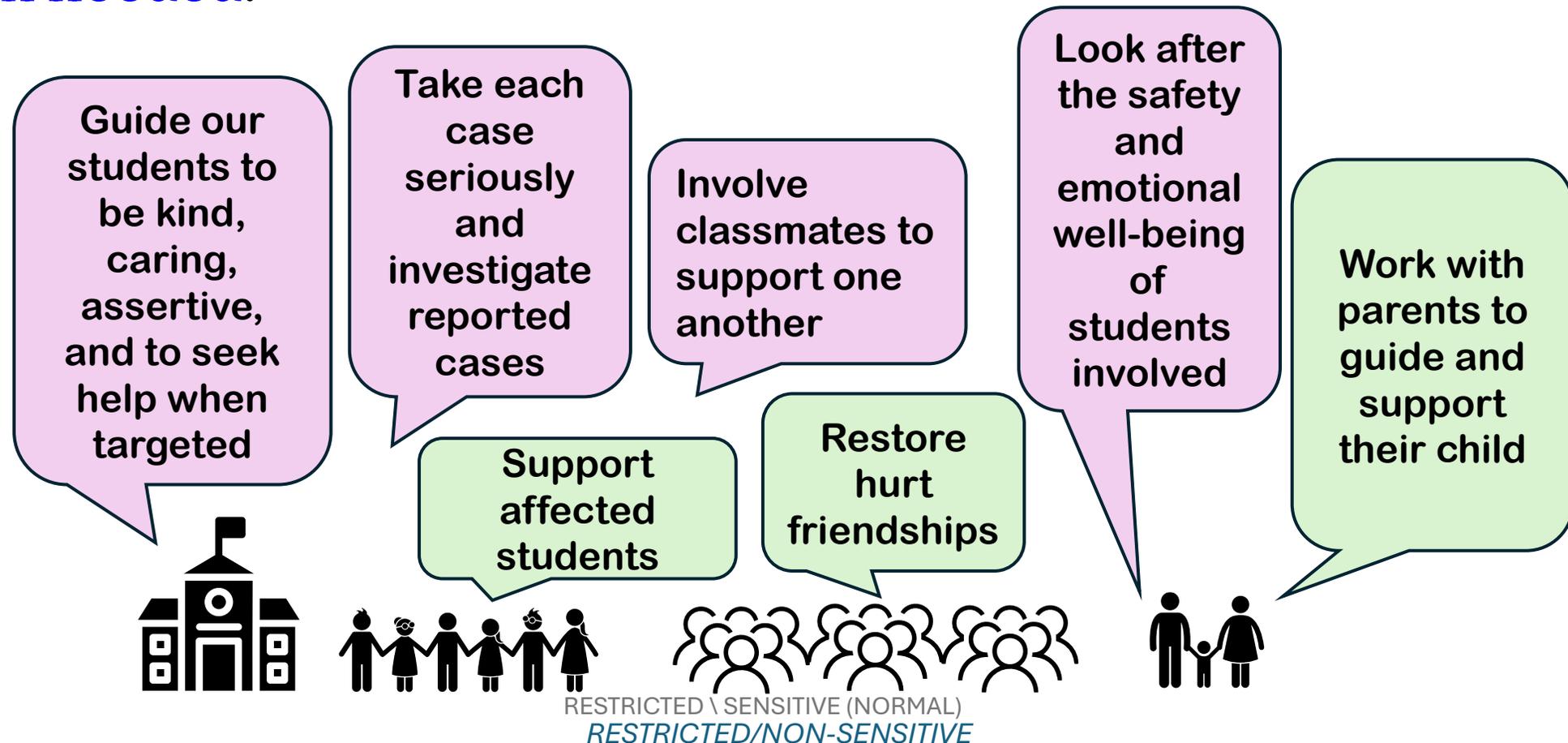
Warning Signs To Look Out For

Distress Signals

- **D**isplaying out-of-character behaviour
- **I**njuries that are unexplained
- **S**udden changes in appearance, interest or habits
- **T**emperament changes (e.g. stressed)
- **R**ebellious/aggressive behaviour
- **E**xtended absence/deliberate social withdrawal
- **S**truggling to pay attention/increased lethargy
- **S**ending moody or morbid messages

How Does Our School Manage Bullying?

We adopt a **positive, proactive discipline approach** to develop our students to be **mindful, empathetic, caring, and assertive**, and to **seek help when needed**.





How Does Our School Manage Bullying? Upstream Efforts

- Social-Emotional Learning (SEL) Talk by HOD Discipline
- Cohort Assembly by Year Heads on Value Education
- Kindness & Inclusivity Week
- FTGP Lessons
- Let's Chat

RESTRICTED \ SENSITIVE (NORMAL)

What Do We Expect of Our Students?

As a school, we have **zero tolerance** towards hurtful behaviours and bullying. We view bullying in all its forms seriously, and **consequences will be meted out** in accordance with the severity of the situation.

We encourage our students to **be upstanders**, not bystanders, to the best of their ability.



Snapshot: One of the Social-Emotional Learning (SEL) Talks

How the school will manage a reported offence

This framework helps schools manage student discipline through **thorough investigation** and **supportive intervention**, prioritising student well-being in the process. Discipline is **treated as education** to develop pro-social skills, self-management and character while preserving dignity.

1. ADDRESS

- ✓ **Fact-find** (Clarifying): **Gather** evidence, **interview** all parties involved (including the witnesses), **understand** how and why it happened, **document** findings.
- ✓ **Assess**: **Evaluate** severity, **implement** safety measures, **consider** special circumstances, **and determine** escalation needs.
- ✓ **Record**: **Document** serious offences in **School Offence Module (SOM)** and maintain comprehensive records with evidence.
- ✓ **Inform**: **Brief teachers** and **engage external agencies** when required.
- ✓ **Alert**: **Alert parents** of students involved within the **same day**, work with parents to **monitor student's well-being** and **implement support/ safety plan**.

Our priority is keeping all students safe whilst addressing incidents fairly and thoroughly.

Student well-being will be prioritised when managing offences.

This may include (but are not limited to):

- **Monitoring** possible signs of distress;
- **Ensuring** student has access to food and drink;
- **Ensuring** student is in a safe place;
- **Informing** necessary school personnel; and
- **Arranging to hand over to parent/caregiver.**

2. Correct

- ✓ **Address underlying reasons (Sensitise):** Help students understand how their actions affect others, teach pro- social skills, and monitor progress for sustainable behaviour change.
- ✓ **Timely emotional support:** Provide emotional support and ensure safety for all
- ✓ **Documentation:** Record interventions, set clear expectations, and apply appropriate consequences for inappropriate behaviour.
- ✓ **Close Monitoring:** Keep parents and teachers informed of actions and support strategies.

3. Replace

- ✓ **Guide:** Help students reflect on their impact and lessons learned.
- ✓ **Explicit Teaching:** Teach appropriate coping and management skills.
- ✓ **Monitoring:** Monitor behavioural changes and improvements.



4. Restore

Reconciliation: HOD Discipline/Year Heads/HOD Student Management/Level Discipline Representative will facilitate reconciliation to rebuild trust, resolve conflicts, and repair relationships.

Support and Guidance: School staff will continue to guide pro-social behaviours and positive interactions between parties.

Integration: Support healthy reintegration into school community



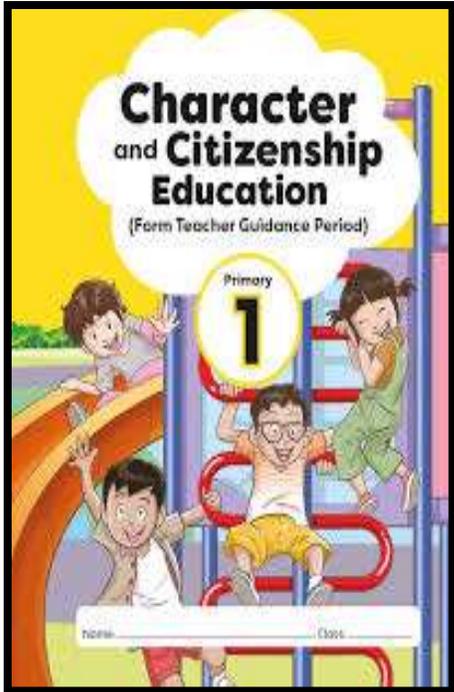
RESTRICTED \ SENSITIVE (NORMAL)

Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.
We will **take action when informed** of such cases.



Focus on developing a **caring and enabling school environment**



Build **character and resilience** through **CCE lessons**, teaching **empathy, emotion regulation, and friendship skills**.



Develop **peer support culture** by teaching students **peer bonding, helping, and influencing skills** to **build positive** relationships.



Foster positive teacher-student relationships through **regular professional learning**, equipping teachers to **create positive class culture** and **effectively manage hurtful behaviours and bullying**.

ROLE OF PARENTS

What our Gen-Alpha Students (2010-2024) would like their parents to know (From FGDs) – Building a confident and resilient PCPS student and future-ready leader.

"We **see you as our trusted adult** - someone we can turn to for **emotional support and advice.**"

"We want you to **partner our teachers**, working together with them to tackle bullying effectively."



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We **value your guidance**, but we'd like you to **step in directly only when things get really serious.**"

What can parents do when their child encounters a bullying incident?

Scenario: If your child is bullied:

- ✓ **Stay calm to assess the situation** and **support your child emotionally**.
- ✓ **Use C.H.E.E.R. as a guide** to understand their experience.

Calm them down. Speak in a **gentle tone**.

Hear them out. Lend them a **listening ear**.

Empathise with and **acknowledge** their feelings.

Encourage them to **seek help**.

Reassure them that you will always be there to **support them and listen** to their problems.

- ✓ **Guide** your child to **be assertive** when facing bullying by saying "Stop that right now" or "Leave me alone" **instead of staying silent or being aggressive**.



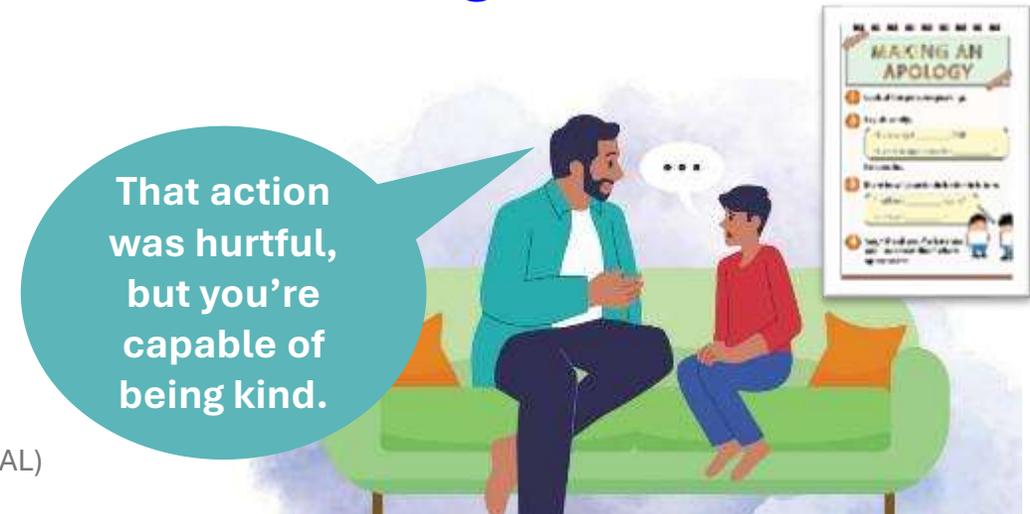
Scenario: If your child is bullied:

- ✓ Help your child use **'I-messages'** to express their feelings to the bully in a **firm, clear** and **respect manner**.
- ✓ For example, “I feel upset **<emotion>** when you posted a video of me, accompanied with an inappropriate caption **<action>**. I would need you to remove the video, please **<suggestion>**.”



Scenario: If your child is the bully

- ✓ **Stay calm** and **ask questions** to **understand what happened**.
- ✓ **Explain** that bullying is unacceptable and encourage a **sincere apology** to **repair relationships**.
- ✓ **Monitor** their online activities if needed.
- ✓ **Work with the school** for support and **provide** social and emotional **guidance**.



Scenario: If your child is a bystander

- ✓ **Help** your child **feel safe and supported**.
- ✓ **Guide them to be an upstander** by listening, showing empathy, defending victims, and reporting incidents.
- ✓ **Remind them not to** like, share, or repost harmful online content.
- ✓ If they **don't feel safe confronting** bullying directly, **brainstorm other ways to support victims**, like reporting with a friend.



How we can partner together: Reporting an offence

- Offences/incidents can be **reported by any member of the school community** (e.g., student, parent, teacher) through the following means:
 - **Verbal** (e.g., report to Form Teacher, Subject Teacher, any teacher in the vicinity of the incident, Discipline Master/Year Head and School Leaders)
 - **Written** (e.g., email/write to Teachers, Discipline Master/Year Head and School Leaders)

The school will treat the information with sensitivity. The identity of the person who reported the case will be kept confidential.

Information to include in your report

- Type of offence
- Identity of student(s) involved in the incident
- Description of incident (date/time, location, what happened)
- Witnesses (if any)
- Identity of the reporting person
- Any other relevant information

Resources for Parents – How Can You Support Your Child?

MOE Parent Kits

www.moe.gov.sg/parentkit



MOE Parenting Instagram

@parentingwith.moesg



Parenting Resources in Parents Gateway



Schoolbag

www.schoolbag.edu.sg



SEL Resources for Parents

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





Mrs Tan Chen Kee
Deputy Director-General of
Education (Schools) and
Director of Schools
Ministry of Education

“While teachers are key agents for developing self-discipline, empathy and respect in our students, effective discipline **is possible only with the support of parents, who play a critical role in instilling and reinforcing the right values and behaviour in their children**”.

THANK YOU



To Serve To Lead

