



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

P4 Curriculum Briefing

17 Jan 2024, 2.30 pm



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Vision

**Future-Ready Learners
Leaders of Character**



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Mission

**Nurturing Every Child
in a
Vibrant and Caring Environment
where
Talents Blossom**



JUNYUAN Primary School

Vision
Future-Ready Learners, Leaders of Character

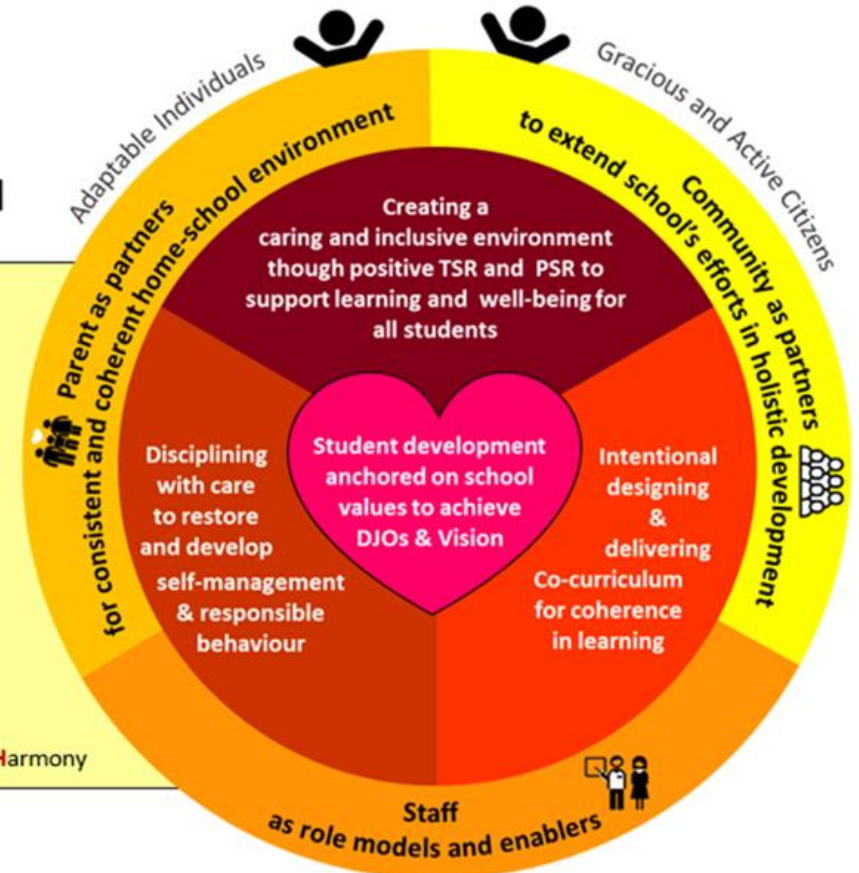
Mission
Nurturing Every Child in a
Vibrant and Caring Environment
where Talents Blossom

Desired Junyuan Outcomes (DJOs)
Self-Directed Learners
Confident Communicators
Adaptable Individuals
Gracious and Active Citizens

School Values (R³ ICH)
Respect . Responsibility . Resilience . Integrity . Care . Harmony



JYPS IP Curriculum Framework



JYPS SDT Framework



Desired Junyuan Outcomes

1. Self-Directed Learners
2. Confident Communicators
3. Adaptable Individuals
4. Gracious and Active Citizens



Values

Respect

Responsibility

Resilience

Integrity

Care

Harmony

R³ICH

TERM 1 WEEK 1

06 Thursday 36.5°C

Activity/Page	Check	Teacher's/ Parent's Remarks
1. Show my Parent Dejo form.	<input checked="" type="checkbox"/>	
2. Paste timetable on page 167.	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

07 Friday 36.4°C

Activity/Page	Check	Teacher's/ Parent's Remarks
1. Sign student diary page 20.	<input checked="" type="checkbox"/>	
2. Complete ISDR and pqp forms.	<input checked="" type="checkbox"/>	
3. Complete GLS lesson.	<input checked="" type="checkbox"/>	
4. Bring colour pencils.	<input checked="" type="checkbox"/>	

My Reflections



Subject-Based Banding (Primary)

OFFERING DIFFERENT SUBJECT COMBINATIONS





Subject-Based Banding (Primary)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination at P4/ P5.





Subject-Based Banding (Primary)

Schools will continue to recommend based on the following:

- Student's aptitude, motivation and performance in each subject;
- Student's ability to cope with a particular subject combination; and
- Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.

Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.





Guiding Philosophy behind SBB

- Premised on **ability-driven education**
- Providing a strong foundation in **literacy** and **numeracy** in primary education
- **Striking a balance** between aptitude, ability and motivation and strong foundation in literacy and numeracy



SBB Implementation Guidelines

- School-based examinations
- School-based recommendations
- **Parental choice** at the end of P4
- **Final decision by school** at the end of P5



Guidelines for Subject Combinations at the End of P4

- Students who pass 3 or more subjects
 - ❖ Offered 4 standard subjects at P5
- Students who pass 2 or fewer subjects
 - ❖ Offered foundation subjects at P5
- Careful consideration in offering standard MTL to students taking 3 foundation subjects at P5



Guidelines for Offering Higher Mother Tongue

- Students must do well in all subjects and especially in MT
- Students must have interest in MT
 - ❖ Involves extensive reading
 - ❖ HMT curriculum at P5 and P6 is demanding, involving a high level of language proficiency and introduction to elements of CL/ML/TL literature



Guidelines for Subject Combinations at the End of P5

- Students should **generally continue with the same subject combination in P6** unless they perform exceptionally well or poorly in one or more subjects at P5.



How does Subject-Based Banding Work?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

**If your child
(at the end of P4)**

Passes all 4 subjects
and performs very well
in Mother Tongue
Language

**Your child will be
recommended to take**

- 4 standard subjects +
Higher Mother Tongue
Language

Subject	EL	Math	Sci	MT
Results	86	92	89	90



How does Subject-Based Banding Work?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Passes all 4 subjects

Your child will be
recommended to take

- 4 standard subjects

Subject	EL	Math	Sci	MT
Results	70	65	59	72



How does Subject-Based Banding Work?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes 3 subjects

• 4 standard subjects

Provided the subject student fails in is not a weak failure & in doing 4 Standard subjects student's overall performance is not compromised

Subject	EL	Math	Sci	MT
Results	57	42	52	65



How does Subject-Based Banding Work?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Passes 2 subjects or less

Your child will be recommended to take

- 4 foundation subjects

Subject	EL	Math	Sci	MT
Results A	50	19	25	35
Results B	31	20	25	49



Possible Subject Combinations

SUBJECTS	SUBJECT COMBINATIONS					
	1	2	3	4	5	6
English	Std	Std	Fdn	Std	Std	Std
Mother Tongue	Std	Std	Fdn	Fdn	Std	Std
Science	Std	Std	Fdn	Std	Fdn	Std
Maths	Std	Std	Fdn	Std	Fdn	Fdn
Higher MT	✓	-	-	-	-	-



Difference between Foundation and Standard Subjects

- Foundation subjects
 - ❖ Focus on mastery of core content and skills
 - ❖ Pitched at lower level as compared to the corresponding standard subject



PSLE Scoring

Reflects a student's individual level of achievement

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.


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

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A (AL6)	75 – 100
B (AL7)	30 – 74
C (AL8)	< 30



More Information at MOE PSLE Microsite

<https://www.moe.gov.sg/microsites/psle-fsbb/psle/main.html>




Ministry of Education
Singapore


[PSLE Scoring System](#) [Score Calculator](#) [Posting to Secondary School](#) [Full Subject-Based Banding](#) [Resources](#) ▾

PSLE Scoring System

The PSLE scoring system will help your child focus on their learning instead of how they compare to others.



The PSLE is a useful checkpoint to gauge your child's understanding of key concepts and academic strengths. This will help your child learn at a suitable pace when they progress.





Partnership with Parents

Partnering Parents to provide a supportive and nurturing home-school environment for the children to grow and glow.

A Sample of an "After School Schedule in a day"

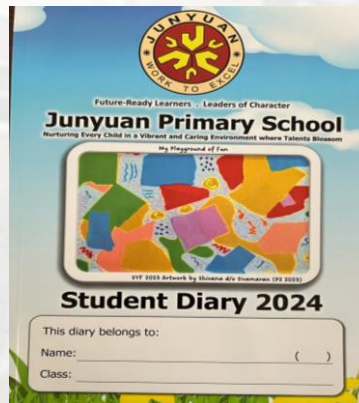
Time	Mon
3 p.m.	Complete my homework
4 p.m.	Water break
4.15 p.m.	Revise my work
5 p.m.	Exercise
5.30 p.m.	Me Time
6.30 p.m.	Dinner
7.30 p.m.	Time with family
8.30 p.m.	Reading
9.00 p.m.	Washing up/ Bed Time



Partnership with Parents

Communications with parents:

- JYPS Bulletin for Parents (School Website)
- Parents Gateway (MOE App)
- Student Diary
- Parent-Teacher Meeting / Briefing
- Class DOJO
- Emails (school/teachers)
- Phone calls (parents can call GO to leave a message for the teachers)



We seek your understanding that teachers will respond to your emails and phone calls between 7.30am to 5pm on Mon to Fri during School Term Time



Partnership with Parents

Limit screen time and monitor online activities. Parents who monitor are more aware of how much time their child is actually spending online, and they are therefore more likely to place and enforce limits on screen time. Kids need time to be active and exercise their minds in other ways.



Monitoring your child's online activity

- 1 **Cyberbullying.** Most kids who are harassed online by cyberbullies suffer emotional distress but never tell their parents. Monitoring can alert you if someone may be bullying your child – or if your child has been bullying someone else.
- 2 **Sexting.** Teens might think it's sexy to take and send nude pictures of themselves to someone else, or they might think it's funny to forward along pictures of someone else. Monitoring lets you step in and stop the behavior.
- 3 **Online Predators.** The Internet is the #1 tool of child predators for finding and developing friendships with children. You won't know if one has been talking to your child unless you're watching.
- 4 **Alerts you to cyberbullying and other dangers activities.** If your child is chatting with friends about illegal activities, suspicious behavior or maybe even committing suicide, you will have the chance to intervene before anything actually happens.

Source: <https://resources.uknowkids.com/blog/bid/159115/10-reasons-to-monitor-your-child-s-internet-activity>



Educating Students on Cyber Wellness

Cyber Wellness (CW) in Character and Citizenship Education (CCE) focuses on:

- i. Equipping students with the knowledge and skills to use technology positively
- ii. Maintaining a positive presence in cyberspace
- iii. Helping students become safe and responsible users of technology.



Educating Students on Cyber Wellness

Lessons on Cyber Wellness (CW) have been incorporated in Form Teacher Guidance Period (FTGP) to address specific issues, reinforce the core values and social emotional competencies to enable your child/ward to apply them to specific contexts.

Topics covered in the Cyber Wellness lessons include:

- Cyber Use
- Cyber Identity
- Cyber Relationships
- Cyber Citizenship
- Cyber Ethics



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Thank You