

## 6 Feb P6 Parents Briefing Q & A

<b>Questions</b>	
<b>No.</b>	<b>PSLE Preparation &amp; Learning Support</b>
1	<p>Will there be PSLE prep classes in June? Is yes, when will schedule be released? Can you clarify needs basis please? Is it likely to be in first, or last week of June?</p> <p><b>Clarification:</b> There will be remediation classes conducted during the last week of the June holidays. Based on the observations of teachers through class work and the termly review, student will be identified for the classes to help revise and get students focused for Term 3. Parents of identified students will be informed in May, before the June holidays.</p>
2	<p>How the Teachers will prepare students for PSLE? Will students be given a lot of pass years papers to do before their prelim?</p> <p><b>Clarification:</b> We take the approach on focusing on strengthening students foundational knowledge of the concepts and skills so that they have understanding and strong problem-solving skills. In class, teachers focus on building conceptual understanding, reasoning, and strategies needed to tackle challenging and unfamiliar questions. With this, practice papers can be more useful. Students will be exposed to exam-style and selected past-year questions, with the purpose to analyse thinking, address misconceptions, and learn effective approaches. We avoid excessive drilling. Closer to the Prelim examinations, practice will become more targeted and exam-focused to ensure students are confident with the format and demands of the PSLE.</p>
3	<p>My child failed his Maths in P5, why is there no after-school tuition at this point of time? Shouldn't teachers start to identify them this term and not wait until later. He is not in ACE too.</p> <p><b>Clarification:</b> We understand that it can be worrying when a child does not do well in Maths, and we want to assure you that support is already in place. At this point in time, support for students who need additional help in Maths is provided during curriculum time through targeted pull-out sessions, rather than after-school sessions. This allows teachers to intervene early, address specific learning gaps, and provide focused support without overloading students after school. Students who require additional support are identified based on ongoing assessments and classroom observations, and intervention begins as early as possible within the term. This approach ensures that gaps are addressed promptly while learning is still in progress. As the year progresses, we will continue to review students' progress and adjust support structures where necessary to best meet their learning needs.</p>
4	<p>Will our children be prepared/ taught in class for those tough qns in math paper 2 in the classroom?</p> <p><b>Clarification:</b> Yes, students will be prepared for the more challenging questions in Math Paper 2 through regular classroom instruction. Rather than teaching "tough questions" in isolation, teachers focus on building the foundational skills and thinking processes that are required to handle such questions. This includes developing students' ability to reason, apply concepts, and solve multi-step problems during daily lessons. As these skills are strengthened, students are better equipped to tackle higher-demand questions, even when they are unfamiliar or less structured. Practice questions of varying levels of difficulty are also incorporated into lessons to help students learn how to approach and unpack more complex problems. This approach ensures that students are not only prepared for the examination, but are also able to apply their learning flexibly and confidently.</p>
5	<p>What different tools and method would teachers use to teach the children to bridge learning gaps ?</p> <p><b>Clarification:</b> Teachers use a variety of tools and approaches across all subjects to identify and bridge learning gaps early. These include ongoing classroom assessments, differentiated teaching, and targeted small-group support during curriculum time. Teachers also explicitly teach thinking and application skills, help students learn from mistakes, and use technology to provide personalised practice and timely feedback. By addressing gaps as learning happens, rather than later, students are better supported to keep up with new learning across all subjects.</p>

6	<p>Are the Prelims harder than the PSLE? Are SD's exams comparable with national standards, in terms of difficulty?</p> <p><b>Clarification:</b> The prelim papers are set according to MOE guidelines to ensure a balanced range of difficulty levels and topics.</p>
7	<p>When are prelim dates and also PSLE dates? When will the prelims results be out?</p> <p><b>Clarification:</b> The Prelim (written papers) will be conducted in Term 3, Weeks 8 and 9. Subject Teachers will go through the papers with the students after the Prelims and subsequently return the scripts for parents' acknowledgment and signature. This will provide feedback to the students on their strengths and areas that they can address further. Teachers will also factor this information on the final revision for the students.</p> <p>The official PSLE written examination dates will follow the schedule released by SEAB. The tentative dates are available on SEAB website at <a href="https://www.seab.gov.sg/psle/">https://www.seab.gov.sg/psle/</a>. These dates are also reflected on the school calendar on our school website. Tentatively, PSLE Oral is scheduled for 12-13 August, Listening on 15 September and Written Examination from 24 - 30 September. We will share the confirmed dates with parents once they are announced.</p>
8	<p>What will the teacher do after the Prelims result is out?</p> <p><b>Clarification:</b> Teachers will analyse students' performance to identify specific strengths and areas for improvement. Support will then be targeted and focused, with lessons adjusted to address common gaps and misconceptions. Teachers will continue to guide students in refining exam strategies, strengthening weaker areas, and consolidating key concepts through purposeful practice and feedback. This ensures that the time leading up to the PSLE is used effectively to support each student's readiness and confidence.</p>
<b>DSA Application</b>	
9	<p>My child is not academically well, however she has received a few EAGLE awards for her leadership. Will the school look into her academic as well? My question is regards DSA application.</p> <p><b>Clarification:</b> Your child's leadership achievements, including her EAGLE awards, will be a key consideration for a leadership-based DSA application. At the same time, teachers will continue to support all students by strengthening their conceptual understanding and equipping them with effective strategies to respond to examination-based questions across the various subjects throughout the year.</p>
10	<p>What kind of DSA portfolio that I need to have my child be successful in the DSA application?</p> <p><b>Clarification:</b> Supporting documents and/or artefacts are required only at the interview, audition, or trials stage, after students have been shortlisted. The specific requirements depend on the talent area and DSA-Sec school your child is applying for under DSA. Parents are advised to refer to the DSA-Sec school websites for details, as selection processes vary across schools. They generally update the information by late April.</p>
11	<p>Do we need supporting letter from the school for DSA? Do we need to approach the school for this?</p> <p><b>Clarification:</b> You may refer to the sample application template which can be found on the M OE website (<a href="https://www.moe.gov.sg/secondary/dsa/application">https://www.moe.gov.sg/secondary/dsa/application</a>). The application process does not require a supporting letter from schools. Your child's/ward's primary school information will be automatically shared with the DSA-Sec school(s) that you apply to. This includes your child's/ward's P5 and P6 academic results, and other information from P4 to P6, i.e., Co-curricular Activities, Values in Action involvement, School-based achievements/awards such as Edusave Awards, National School Games and Junior Sports Academy participation. You would need to provide information on non-school-based award/activity in the application.</p>

<b>Others</b>	
12	<p>Screen time is a big issue for my son, seek your help.</p> <p><b>Clarification:</b></p> <p>Screen time is a common challenge, and we work with students on setting boundaries and developing healthy digital habits in school. You may find these resources helpful for practical tips at home:</p> <p>Digital for Life (IMDA): <a href="https://www.digitalforlife.gov.sg">https://www.digitalforlife.gov.sg</a>      HealthHub – Parenting: <a href="https://www.healthhub.sg/programmes/parent-hub">https://www.healthhub.sg/programmes/parent-hub</a>      Parenting for Wellness (MOH): <a href="https://www.digitalforlife.gov.sg/learn/resources/parenting-for-wellness">https://www.digitalforlife.gov.sg/learn/resources/parenting-for-wellness</a></p> <p>If you'd like, we can also discuss simple strategies to support your child consistently between home and school. Do let your child's Form Teachers know.</p>
13	<p>What are the key strengths and distinctive programmes of Springdale Primary School? How does Springdale support and encourage students who experience difficulties in their academic journey?</p> <p><b>Clarification:</b></p> <p>At Springdale, our approach centres on holistic development and purposeful learning. Through our THRIVE framework, we seek to nurture students who are confident, values-driven and future-ready — supporting their academic growth while also strengthening their character, resilience and social-emotional competencies.</p> <p>Our Changemakers Programme provides students with opportunities to identify real-world issues, think critically and take meaningful action. This is further supported through our Applied Learning Programme (ALP) and Learning for Life Programme (LLP), where students engage in authentic, hands-on learning experiences that develop critical and adaptive thinking, communication skills and civic literacy.</p> <p>Teachers regularly share growth stories and guide students to see challenges as part of the learning journey. Differentiated support is provided to ensure that students are appropriately challenged and supported, including those who require additional academic guidance or enrichment opportunities.</p> <p>Ultimately, we believe a school's value lies in how well it helps each child thrive — growing in confidence, capability and character over time.</p>