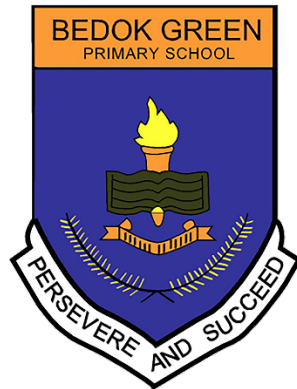


BEDOK GREEN PRIMARY SCHOOL



ASSESSMENT INFORMATION BOOKLET 2022

NOTE TO STUDENTS AND PARENTS

- This booklet contains essential information and instructions on assessment matters in Bedok Green Primary School.
- You are advised to read the information carefully.
- If you have any queries, please contact the form or subject teacher for clarification.

Kindly retain this booklet till end of the year for your reference.

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1. OVERVIEW OF ASSESSMENT APPROACH IN P1 AND P2

In line with MOE's direction to reduce over-emphasis on academic assessment results, to minimise excessive peer comparison and to promote joy of learning, there are no weighted assessments¹ in Primary One and Primary Two. That is, there will be no weighted tests, assignments or projects, with marks or grades that will accumulate towards a year-end overall result for each subject.

Instead, to gather information about the student's learning progress, the school uses a variety of non-weighted tests and formative assessments² such as bite-sized tasks and daily work. Bite-sized tasks and daily work may include class quizzes, short writing and reading assignments, show and tell, class presentations and discussions, in-class work, homework etc. Teachers will diagnose each student's learning progress from these tests, tasks and daily work. As these are formative in nature, parents/ guardians should not overstress your children with unnecessary preparation. Instead of marks and grades, each student will be given feedback on their learning progress in the form of four levels of Qualitative Descriptors (QD) (see table below) for each of the Learning Outcomes³ (LO) identified for each subject.

Qualitative Descriptors	What it Means
Accomplished	Strong understanding and application of concepts and skills Thorough understanding of all or nearly all key concepts and skills and routinely makes connections/ or demonstrates them
Competent	Good understanding and application of concepts and skills Understands most key concepts and skills and often makes connections to them/ or demonstrates them
Developing	Basic understanding and application of concepts and skills Understands some key concepts and skills and occasionally makes connections to them/ or displays them in action
Beginning	Minimal understanding and application of concepts and skills Displays very little understanding of basic concepts and skills and rarely makes connections to them/ or displays them in action

These Qualitative Descriptors reflect the individual student's mastery level and learning for each of the Learning Outcomes as assessed by the teachers. They are non-comparative in nature. Parents and students should use these descriptors as a form of feedback on the learning areas for each subject that students may need more attention in.

¹ An assessment where the score forms part of the computation of a student's overall results in a subject for the year. It can be class tests, practical tests, performance tasks etc.

² Formative assessments are processes that are carried out during teaching and learning so that teachers and students can gather evidence for the purpose of improving learning.

³ Learning Outcomes are provided by MOE. They are closely aligned with and reflect the syllabus outcomes for P1 and P2. For example, learning outcomes for P1 in Mathematics include "Understand numbers up to hundred", "Tell time to the hour/ half hour" etc. LOs will be reported in the Holistic Development Report at Mid-Year and End of Year.

To help parents better understand their child's learning progression, all Primary One and Primary Two students will have individual portfolio files. These files will collect the best 3 to 4 pieces of completed work of each student, for each subject each year.

During Parent-Child-Teacher-Conferencing (PCTC)⁴, students will discuss their individual mastery levels and learning progress for the different learning outcomes in each subject with their parents and form teacher. Students will reference the work that is showcased in these portfolio files to illustrate their learning. This process will provide parents with a more holistic overview of their child's academic mastery.

Besides academic mastery, the school also focuses on nurturing Learning Dispositions in students (see page 14). For more information on Learning Dispositions, please refer to Students' Handbook.

⁴ Parent-Child-Teacher-Conferencing in BGPS focuses on giving the child the opportunity to communicate his/ her own learning progress. During the session, the child will be sharing his/ her learning to his/ her parents and teacher during the meeting. Guidance will be provided by his/ her subject teacher prior to the meeting.

2. OVERVIEW OF ASSESSMENT APPROACH FROM P3 TO P6

To promote holistic assessment and joy of learning, besides Standardised Examinations⁵ (e.g. CA and SA), the school uses a variety of other types of formative assessments⁶ in the form of Weighted Assessments (WA) and non-weighted bite-sized tasks to evaluate students' learning. The table below shows the school's assessment structure from P3 to P6.

Level	Term 1	Term 2	Term 3	Term 4
Primary 3 & 5	3 Weighted Assessments (WA) (One per term)			End of Year Examination (SA2)
Primary 4	1 Weighted Assessment (WA)	Mid-Year Examination (SA1)	1 Weighted Assessment (WA)	End of Year Examination (SA2)
Primary 6	Continual Assessment (CA)	Mid-Year Examination (SA1)	Preliminary Examination	PSLE
For all levels, non-weighted bite-sized tasks will be routinely assigned to students.				

- Non-weighted bite-sized tasks are not scored or graded. They are on-going and tend to be formative in nature to help the teacher assess students' learning. They can include class quizzes, short writing and reading assignments, show and tell, class presentations and discussions, in-class work, homework, mini-projects, etc.
- Weighted Assessments (WA) are scored and graded and can take various modes similar to bite-sized tasks, including topical tests, short writing, reading and performance tasks, presentations etc. They are generally conducted during classroom lessons under non-examination conditions. WA is to provide students with varied opportunities to demonstrate their learning, experience success and build their confidence and desire to learn.
- Continual Assessment (CA) is a standardised examination in the form of a written test at the end of Term 1 for P6 students.
- Semestral Assessment (SA) is a standardised examination in the form of a written test at the end of Term 2 for P4 and P6 students and end of Term 4 for P3, P4 and P5 students. SA1 refers to Mid-Year Examination, while SA2 refers to End of Year Examination. SA includes the oral and listening components for the languages (English Language and Mother-Tongue Language). The scope of SA1 and SA2 covers mainly work done for half the year and the whole year respectively. They may also include topics taught in previous years.

These assessments aim to gauge students' learning and some may be diagnostic in purpose. They provide teachers with a deeper understanding of students' learning gaps so that students can be given specific feedback to act on to improve their learning. Hence, we advise parents/ guardians not to overstress your children with unnecessary preparation. Details and scope of these assessments will be given to students by the subject teachers.

Besides academic mastery, the school also focuses on nurturing Learning Dispositions in students (see page 14).

⁵ Standardised Examination is generally a higher stakes assessment carried out under formal examination conditions.

All students take the pen and paper assessment at the same stipulated timing and schedule, within a fixed duration. Such assessments include Continual Assessment, Mid-Year Examinations, End of Year Examinations, Preliminary Examinations and PSLE.

⁶ Formative assessments are carried out for teachers and students to gather evidence to improve learning.

3. ASSESSMENT WEIGHTING AND SCHEDULE (P3 TO P6)

	Term 1	Term 2	Term 3	Term 4
Primary 3				
English Language ¹	WA1 (10%)	WA2 (15%)	WA3 (15%)	SA2 (60%)
Mother Tongue Language ¹				
Mathematics				
Science				
Primary 4				
English Language ¹	WA1 (10%)	SA1 (30%)	WA2 (10%)	SA2 (50%)
Mother Tongue Language ¹				
Mathematics				
Science				
Primary 5				
English Language / Foundation English Language ¹	WA1 (15%)	WA2 (15%)	WA3 (15%)	SA2 (55%)
Mother Tongue Language / Foundation Mother Tongue Language ¹				
Higher Mother Tongue Language ²				
Mathematics / Foundation Mathematics				
Science / Foundation Science				
Primary 6				
English Language / Foundation English Language ¹	CA (0%)	SA (0%)	Prelim (100%)	PSLE
Mother Tongue Language / Foundation Mother Tongue Language ¹				
Higher Mother Tongue Language ²				
Mathematics / Foundation Mathematics				
Science / Foundation Science				

¹English Language/ Foundation English Language and Mother Tongue Language/ Foundation Mother Tongue Language SAs comprise oral, listening comprehension and written papers.

²The marks for Higher Mother Tongue will not be computed into the overall results.

Assessment Schedule

The detailed schedule, modes, format and scope of assessment will be given to parents by the respective Year Heads for each semester via Parents Gateway. The assessment schedule can also be found in the online school calendar. Do note that the assessment schedule is subject to changes and you can refer to our school website for any updates.

4. DEVELOPING GOOD HABITS IN ASSESSMENT PREPARATION

Be Proactive

- Take responsibility for your own learning
- Always complete homework in time. Do not leave them until the last moment.
- Revise what is taught in class daily. Read class notes, handouts, textbooks and complete assignments given.
 - Read carefully to understand the content.
 - Make your own notes to summarise your learning.

Begin With The End In Mind

- Plan a time-table for revision. The time-table should include what subjects to study and the time to be spent on each subject, with short breaks in between.
- Set up your study area in a quiet place, away from distractions such as noise, the television and the bed. It would be best to study at a proper study table.

Put First Things First

- Put tasks in order of priority. Do the more important and urgent tasks first.
- Be focused on completing the prioritised tasks.

Sharpen The Saw

- Take regular breaks, e.g. take a 15-minute break after every 45 minutes of study.
- Have sufficient sleep daily – at least eight hours every night.
- Stay healthy by exercising regularly.
- Every day, have a good breakfast before coming to school.

5. ASSESSMENT REGULATIONS

- a. Assessments will be administered on the stipulated dates stated in the assessment schedule.
- b. **Students are to attend school following the usual school curriculum hours on assessment days. They will not be allowed to come earlier or later to take an assessment.**
- c. Students who are late for the assessment will **not** be given extra time to complete it.
- d. Students will **not be allowed** to take the assessment if they are
 - i. **late by 15 minutes or more** for papers with duration of 1 hour or less, or
 - ii. **late by 30 minutes or more** for papers with duration of more than 1 hour.

Before the start of the assessment

Students have to:

- e. bring all materials needed for the assessment. They include pens, 2B pencils, erasers, rulers, sharpeners, mathematical instruments and any other materials as advised by the teacher,
- f. listen carefully to the instructions given by the teacher/ invigilator conducting the assessment,
- g. read carefully the instructions on the question booklets/ answer booklets, and
- h. raise their hands if they have questions to ask the teacher/ invigilator.

During the assessment

Students have to:

- i. read the questions, and write and/ or shade their answers on the Optical Answer Sheet (OAS) within the duration of each assessment paper. No extra time will be given for questions unanswered.
- j. write answers legibly. If an answer needs to be changed, erase it completely with an eraser or cross it out with a pen, and rewrite the answer.
- k. use a soft-lead 2B pencil to shade answers for multiple choice questions (MCQs) on the OAS provided. Answers that are written on the question booklets will **NOT** be marked.
- l. ensure they do not fold the OAS or make any other marks on it.
- m. use a soft eraser if answers on the OAS need to be changed. Erase the shaded oval completely before shading a new oval.

- n. read all questions carefully. No marks will be awarded for information that is not asked for in the questions.
- o. manage their time well. Do not spend too much time on a few questions, leaving no time for others.
- p. remain seated and raise their hand to inform the teacher/ invigilator if they feel unwell or need to go to the washroom urgently. Students are not encouraged to go to the washroom in the first and last 15 minutes of the paper.

Students must not:

- q. cheat or assist in cheating.
- r. bring bags, books, papers, notes, mobile phones, computerised wrist watches or other unauthorised personal belongings (such as MP3 player, digital camera, etc) into the classroom. They should be placed outside the classroom or a place identified by the teacher/ invigilator. Any student found to be in possession of any unauthorised material is liable to the same penalty as those who are caught cheating during the assessment.
- s. talk or communicate (verbally or non-verbally) with other students during the assessment.
- t. leave the classroom even if they have completed the assessment before the given time has ended.
- u. remove any used or unused writing paper, question booklet, answer booklet or OAS from the classroom.

At the end of the assessment

Students have to:

- v. stop writing immediately when told to do so by the teacher/ invigilator, and
- w. remain seated quietly until the question booklets/ answer booklets/ OAS have been collected.

6. CHEATING AND MISCONDUCT DURING ASSESSMENT

If students cheat, attempt to cheat, assist in cheating or do not follow any of the assessment regulations during the assessment, they may not be allowed to continue with the assessment. As a consequence, part of the marks attained for the affected assessment papers may be forfeited.

7. USE OF DICTIONARIES DURING ASSESSMENT

Students are allowed to use a monolingual dictionary for the Mother Tongue, Higher Mother Tongue and Non-Tamil Indian Languages (NTIL) Paper 1 (Composition).

Students are also allowed to use a hand-held electronic Chinese Language dictionary for the Chinese and Higher Chinese Paper 1 (Composition).

Dictionaries and electronic dictionaries must conform to the following requirements:

- i. only monolingual dictionaries are allowed;
- ii. dictionaries used must not have any annotations on any of the pages. Annotations include (e.g. tagging pages with stickers, highlighted text and/ or written text);
- iii. electronic dictionaries must be silent and battery-operated. Ear-pieces are not permitted; and
- iv. only approved dictionaries in the list below may be used.

LIST OF APPROVED DICTIONARIES FOR USE IN 2022

CHINESE DICTIONARIES

S/N	TITLE	PUBLISHER	ISBN NUMBER	APPROVED PERIOD
1	新编学生实用词典 (第七版增订本)	新亚出版社	981-255-911-6 978-981-255-911-1	2019 – 2023
2	小学实用词典	新亚出版社	981-274-954-3 978-981-274-954-3	2019 – 2023
3	最新汉语大词典 (第 5 版)	联营出版 (马) 有限公司	978-983-01-1073-8 978-983-01-1122-3	2018 – 2022
4	全球华语大词典	Marshall Cavendish Education Pte Ltd	978-981-4684-38-5	2018 – 2022
5	新世纪学生华语词典	怡学出版社·商务印书馆	978-981-4237-75-8	2021 – 2025

CHINESE E-DICTIONARIES

S/N	NAME/ MODEL	PUBLISHER	APPROVED PERIOD
1	Besta All Pass 1	iKnow Pte Ltd / Ellton Enterprise Pte Ltd	2020 – 2024
2	Besta All Pass S1	Ellton Enterprise Pte Ltd	2022 – 2026
3	Besta All Pass 5	Ellton Enterprise Pte Ltd	2022 – 2026
4	HansVision PX2201	Creative Knowledge Labs Pte Ltd	2021 – 2025
5	HansVision PX2181	Creative Knowledge Labs Pte Ltd	2021 – 2025
6	HansVision PX2131	Creative Technology Ltd / Creative Knowledge Labs Pte Ltd	2021 – 2025
7	HansVision PX2101	Creative Technology Ltd / Creative Knowledge Labs Pte Ltd	2021 – 2025

8	HansVision PX2051	Creative Technology Ltd / Creative Knowledge Labs Pte Ltd	2021 – 2025
9	ZZ.New-A+	ZZ.Perfection Pte Ltd	2018 – 2022
10	Besta All Pass 2	iKnow Pte Ltd / Ellton Enterprise Pte Ltd	2022 – 2026
11	Besta All Pass 3	iKnow Pte Ltd / Ellton Enterprise Pte Ltd	2022 – 2026
12	Besta All Pass S2	Ellton Enterprise Pte Ltd	2022 – 2026
13	Besta All Pass 6	Ellton Enterprise Pte Ltd	2022 – 2026

MALAY DICTIONARIES

S/N	TITLE	PUBLISHER	APPROVED PERIOD
1	Global Translator / Model M188 edictionary (Kamus Bimbit Elektronik Riang Ria)	EDN-Media Consultant Pte Ltd	2021 – 2025

TAMIL DICTIONARIES

S/N	TITLE	PUBLISHER	APPROVED PERIOD
1	Uma Natramil Peragaraathi (Revised Edition) ISBN 978-967-434-270-8	Uma Publications, Kuala Lumpur	2019 – 2023
2	Lakshmi's Learners' Tamil Language Dictionary (Revised Edition) ISBN 978-981-08-6695-2	Lakshmi Publications, Singapore	2021 – 2025

Students who are still using previously approved dictionaries can continue to use them for national examinations unless there is a change in policy, syllabus or examination format. Under any of these situations, the Singapore Examinations and Assessment Board (SEAB) may withdraw the approval for use of these dictionaries in the examinations. Students should refer to the PSLE information booklet that will be given out later in the year for updated information.

For students offering Non-Tamil Indian Languages (NTIL), there is no approved list of dictionaries. They can bring in any dictionary as long as it is monolingual with no annotations on any of the pages.

Students are not allowed to borrow any dictionary from other students during the assessment.

Students are advised to bring along a spare set of batteries for their electronic dictionary as no extra time will be given if their dictionary fails to function during the assessment.

Any unauthorised material or unapproved dictionary found in students' possession during the assessment will be confiscated.

8. USE OF SCIENTIFIC CALCULATORS DURING ASSESSMENT

Students are allowed to use a scientific calculator for Mathematics/ Foundation Mathematics Paper 2.

The following guidelines are to be adhered to in the use of scientific calculators during assessment.

- a. The calculator must be silent, with a visual display only.
- b. The working condition of the calculator is the student's responsibility and a fault in a calculator cannot be used as a reason for seeking special considerations for the user.
- c. Calculators must not be borrowed from other students during assessment for any reason, unless permitted by the teacher/ invigilator.
- d. No unauthorised materials, e.g. instructional leaflets, formulae printed on the lid or cover of a calculator or similar materials, must be in students' possession during the assessment.
- e. The following calculators are not allowed:
 - programmable calculators,
 - calculators with permanent features of a programmed kind,
 - calculators with the capability of remote communication features, and
 - calculators with capabilities for storing and displaying visual and verbal information.

List of Approved Scientific Calculators

S/N	CALCULATOR BRAND	MODEL	APPROVED PERIOD
1	CASIO	FX 82MS	2003 – 2026
2		FX 85MS	2003 – 2026
3		FX 95MS	2003 – 2025
4		FX 96SG Plus	2013 – 2026
5		FX 97SG X	2018 – 2026
6		FX 350MS	2003 – 2026
7	CANON	F-960SG	2017 – 2026
8	SHARP	EL W531S	2010 – 2023
9		EL W531S II	2018 – 2026
10		EL W531S II Silver Edition	2021 – 2025
11		EL W531XM	2014 – 2023
12		EL 533X	2013 – 2024

Students who are still using previously approved calculators can continue to use them for national examinations unless there is a change in policy, syllabus or examination format. Under any of these situations, the Singapore Examinations and Assessment Board (SEAB) may withdraw the approval for use of these calculators in the examinations. Students should refer to the PSLE information booklet that will be given out later in the year for updated information.

9. STUDENTS WHO ARE UNWELL ON DAY OF ASSESSMENT

On the day of assessment, if a student is unwell and/ or has a temperature above 37.6°C, the school will contact his/ her parents to fetch him/ her home. While waiting, the student will be brought to the sick bay.

Students who are on medical leave should not come to school to take the assessments.

It is also in the **student's best interest not to be in school when he/ she is unwell**. He/ She will not be able to focus and do well for the tests he/ she is taking due to illness. He/ She needs to be resting and recovering. The marks he/ she scores may not be a fair reflection of his/ her true ability.

The school requests that parents co-operate and assist in this matter. Insisting that a student comes to or remains in school when he/ she is unwell may mean that he/ she is exposing other students in the class to the infection he/ she has contracted.

10. ABSENCE FROM ASSESSMENT

Students who are absent for CA/ SA/ Prelim papers will be given the assessment papers **as practice** and the marks **WILL NOT** be included in the overall mark computation.

Only the following are considered as **valid reasons for absences** during assessments:

- Medical reasons supported by a medical certificate (MC) from a doctor.
- MCs from Traditional Chinese Medicine (TCM) practitioners are not accepted unless the TCM clinic is under the purview of a hospital.
- Bereavement of family members.
- Other reasons deemed valid by the school.

A medical certificate or a copy of the death certificate has to be given to the form teacher when the student returns to school to support his/ her absence.

All other reasons are to be considered **on a case-by-case basis subject to the school's approval**.

Students who are absent for an assessment **without a valid reason** will be given a **zero mark for that assessment** and this assessment mark will be included in the computation of the subject and overall total.

11. ASSESSMENT MAKE-UP

Make-up assessment will be conducted for WA and for absentees with medical certificates or other valid reasons only. They will be conducted during classroom lessons and within a reasonable timeframe to allow time for results processing and for teachers to give timely feedback to the rest of the students. The details for make-up assessments for absentees will be provided by Form/ Subject teachers on a case-by-case basis.

12. COMPUTATION OF SUBJECT TOTALS FOR ABSENT STUDENTS

When a student is **absent with a valid reason for a paper that constitutes less than 30% of the total weighting of the assessment (WA, CA, SA)**, that paper will not be included in the calculation of the subject total for that assessment. The subject total will be re-based to the sum of the rest of the papers that the student had sat for.

Scenario 1: Primary 5 English Language SA

A student is absent for Paper 1 which has a weighting of less than 30% of the paper.

Component	Weighting	Attendance	Computation
Oral	15%	Present	15%
Listening Comprehension	10%	Present	10%
Paper 1 (Situational and continuous writing)	27.5%	Absent with valid reason	Not included
Paper 2 (Language use and comprehension)	47.5%	Present	47.5%
Total	100%		72.5% computed to 100%

When a student is **absent with a valid reason for a paper that constitutes 30% or more of the total weighting of the assessment (WA, CA, SA)**, the affected assessment (WA, CA, SA) will not be included in the overall subject total for the year.

Scenario 2: Primary 5 Mathematics SA

A student is absent for Paper 1 which has a weighting of 40% (more than 30%) of the total weighting for the SA.

Component	Weighting	Attendance	Computation
Paper 1	40%	Absent with valid reason	Not computed
Paper 2	60%	Present	60%
Total	100%	The report book will reflect VR (valid reason) for this assessment	No total marks awarded. This assessment will not be included in the overall subject total for the year.

13. OVERVIEW OF LEARNING DISPOSITIONS

The term Learning Dispositions (LD) refer to characteristics, attitudes and ways a learner responds to learning. It is an overarching set of behaviours and habits that motivate and direct the learners' approach in acquiring new knowledge. It provides a more complete picture of a child's learning, beyond academic mastery.

At BGPS, we nurture our students with a set of Learning Dispositions to positively impact their learning outcomes.

EM <i>PATHY</i>	<ul style="list-style-type: none">• Listen, share and learn from one another.• Show respect for others.
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P <i>ERSEVERANCE</i>	<ul style="list-style-type: none">• Keep working at a task to complete it.• Do not give up even though it is challenging.
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OW <i>NERSHIP</i>	<ul style="list-style-type: none">• Take charge of own learning.• Take initiative and complete task in an independent and timely manner.
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E <i>NGAGEMENT</i>	<ul style="list-style-type: none">• Reflect and contribute thoughtfully to discussions or learning activities.• Ask questions to deepen understanding
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R <i>ESOURCEFULNESS</i>	<ul style="list-style-type: none">• Enjoy exploring and discovering new learning and new ideas.• Like to find solutions to problems.
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Form teachers and subject teachers will provide feedback to parents on their child's development in Learning Dispositions through the About Your Child (AYC)⁷ form during Parent-Child-Teacher-Conferencing (PCTC).

⁷ Subject teachers will indicate in the form whether the child has demonstrated a learning action. Examples of learning action could include "Pays attention during lesson", "Interacts and works well with others" etc.

14. QUALIFYING FOR END OF YEAR AWARDS

School-Based Achievement Awards

Achievement Awards are presented to students at all levels to recognise them for outstanding achievements in academic as well as non-academic areas. The eligibility criteria will take into consideration students' strong academic performance, conduct and learning dispositions.

The table below shows a summary of the awards.

Level	Awards/ Certificates
Primary 1 & 2	<ul style="list-style-type: none">• Certificates of Accomplishment• Top Performers Awards
Primary 3 to 6	<ul style="list-style-type: none">• Top Performers Awards• Best in Subject Awards
Primary 6	<ul style="list-style-type: none">• Pinnacle Awards

Certificates of Accomplishment

Certificates of Accomplishment are given to Primary 1 and 2 students who have attained 'Accomplished' levels in all or most of the learning outcomes for the subject.

Top Performers Awards

The awards are given to Primary 3 to 6 students who have attained the top overall score for English Language/ Foundation English Language, Mother Tongue/ Foundation Mother Tongue, Mathematics/ Foundation Mathematics and Science/ Foundation Science in class. For Lower Primary, the awards are given to students who have attained 'Accomplished' in all or most of their subjects (English Language, Mother Tongue, Mathematics, Social Studies, Physical and Health Education, Art and Music).

Best in Subject Awards

Best in Subject awards are given to Primary 3 to 6 students who have attained the highest score for a specific subject in the level.

Students who are exempted from Mother Tongue are only eligible for Best in Subject awards for English, Mathematics and Science. The school does not have a Best in Subject Award for Non-Tamil Indian Languages (NTIL) subjects.

Pinnacle Awards

Pinnacle Awards are prestigious awards given to Primary 6 students in recognition of their excellent contributions to the school and community in academic or co-curricular domains. The awards include

1. BGPIan Of The Year Award – for the all-rounded student who strongly demonstrates the BGPS values and exemplifies the school's vision of Empowered Learners, Persons of Strength and Character;
2. Leadership Excellence Award – for students who consistently demonstrate excellent leadership traits in their service to the school;
3. Academic Excellence Award – for students who consistently perform with excellence in their academic pursuits;

4. Sports Excellence Award – for students who consistently perform with excellence in their pursuits in sports;
5. Aesthetics Excellence Award – for students who consistently perform with excellence in their pursuits in the aesthetics;
6. Warrior Award – for students who demonstrate significant resilience in their daily student life and surmount challenges through perseverance without giving up.

MOE Edusave Scholarships

The scholarships are applicable to students in government, government-aided and specialized schools. They are for students who are within the top 10% of their school's level and course in terms of academic performance, and have demonstrated good conduct.

MOE Edusave Merit Bursary (EMB) and Edusave Good Progress Award (GPA)

BGPS has adopted MOE's selection criteria for the EMB and GPA. The table below shows the award eligibility criteria.

Level	Award Eligibility Criteria for	
	EMB	GPA
P1 to P6	Singaporean students in Government and Government-aided schools	Singaporean students in Government and Government-aided schools
P1	Consistently demonstrated positive learning dispositions in the course of the year	
P2		Showed the greatest improvement in learning dispositions in the course of the year
P3		
P4 to P6	Outstanding academic performance	Outstanding improvement in academic performance
P1 to P6	Students must satisfy the household income criterion, i.e. gross monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)	
P1 to P6	Demonstrated good conduct	

At the lower primary levels, teachers make daily observations and closely monitor students' learning, effort and progress during class and school activities, to nominate students for the awards.

15. PROMOTION AND SUBJECT COMBINATION

From	To	Guiding Principles
Primary 1	Primary 2	Promotion is en bloc ⁸ . Students remain in the same classes.
Primary 2	Primary 3	Students are allocated into mixed-ability classes of approximately 40 students in each class. Students who demonstrate the ability and interest to develop higher levels of Mother Tongue Language proficiency and cultural knowledge will be offered Higher Mother Tongue Language.
Primary 3	Primary 4	Promotion is en bloc. Students remain in the same classes. Students who demonstrate the ability and interest to develop higher levels of Mother Tongue Language proficiency and cultural knowledge will be offered Higher Mother Tongue Language.
Primary 4	Primary 5	Promotion is based on the overall total of English Language, Mother Tongue Language, Mathematics and Science. All subjects have equal weighting. Student with excellent Mother Tongue Language performance will be offered Higher Mother Tongue Language. Students with subject performance not at basic level of achievement may be offered the subject at Foundation level. Class allocation is based on merit and subject combination.
Primary 5	Primary 6	Promotion is en bloc ⁸ . Students remain in the same classes except for those with changes in subject combinations. Students who do not pass any subject at the end of P5 may be advised to switch to a less demanding subject combination at P6.
Primary 6	Secondary 1	Students who pass PSLE are promoted to either the Express, Normal (Academic) or Normal (Technical) stream in a secondary school. Students who fail PSLE are allowed to re-take PSLE with the same subject combination taken in the previous year or will be offered a less demanding subject combination based on his/ her PSLE results. They may also be recommended by MOE to continue their post-PSLE education at Specialized Secondary Schools such as Northlight School or Assumption Pathway School.

⁸ Generally, students are promoted en bloc, however some students may be moved to another class on a case-by-case basis, dependent on their learning needs.