

BEDOK GREEN PRIMARY SCHOOL



ASSESSMENT INFORMATION BOOKLET 2026

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 your child's/ ward's form or subject teacher for clarification.

CONTENTS

	Page
1. PREAMBLE	2
2. DEVELOPING GOOD HABITS IN ASSESSMENT PREPARATION	3
3. OVERVIEW OF ASSESSMENT APPROACH IN P1 AND P2	4
4. OVERVIEW OF ASSESSMENT APPROACH FROM P3 TO P6.....	6
5. ASSESSMENT WEIGHTING (P3 TO P6).....	7
6. 2026 ASSESSMENT SCHEDULE	8
7. ASSESSMENT REGULATIONS	10
8. CHEATING AND MISCONDUCT DURING ASSESSMENT	12
9. USE OF DICTIONARIES DURING ASSESSMENT	13
10. USE OF SCIENTIFIC CALCULATORS DURING ASSESSMENT	14
11. STUDENTS WHO ARE UNWELL ON DAY OF ASSESSMENT	15
12. ABSENCE FROM ASSESSMENT	16
13. COMPUTATION OF SUBJECT TOTALS FOR ABSENT STUDENTS	17
14. 2026 SCHOOL CLOSURE DAYS	18
15. QUALIFYING FOR END OF YEAR AWARDS	19
16. PROMOTION AND SUBJECT COMBINATION	23

1. PREAMBLE

In Bedok Green Primary School, we believe that school-home partnership is important in shaping students' learning experiences.

Every child is unique and requires different forms of support and motivation. We want to motivate our children to learn, not for the sake of examinations and marks, but to seek self-improvement. Having such a positive growth mindset towards learning better prepares them to be lifelong learners and face the challenges of the future.

Assessment is more than just marks and grades. It provides feedback that affirms our children's progress and identifies strengths and areas for growth.

We can encourage our children to reflect on feedback from both school-based assessments and classroom assignments to identify their strengths and act on areas for growth¹.

We should also reinforce teachers' efforts to help our children to take assessments as opportunities for learning and affirm their learning progress².

While some children may find assessment stressful, we can help them understand that there is "good stress" that can be harnessed³ and how they can manage this stress in better ways⁴. Developing positive responses to stress can help children cope better with assessments and their daily lives⁵.

By encouraging our children to do their best and focusing on their holistic development, we help them develop the skills to succeed in life.

Let us continue to be our children's biggest cheerleaders and help them face the journey ahead with a positive spirit.

¹ MOE SchoolBag article: *Are fewer exams a worry? Students actually learn more this way.* <https://www.schoolbag.edu.sg/story/are-fewer-exams-a-worry-students-actually-learn-more-this-way/>

² MOE SchoolBag article: *No exams, no worry?* <https://www.schoolbag.edu.sg/story/no-exams-no-worry/>

³ Healthhub article: *Signs of stress: could stress be good for you?* <https://www.healthhub.sg/live-healthy/stress-can-be-good-for-you>

⁴ Healthhub article: *6 Mental Wellness Tips to Make Exam Stress Work for You* <https://www.healthhub.sg/live-healthy/6-ways-to-make-exam-stress-work-for-you>

⁵ MOE Ask Me Anything About: Ms Yeo Sha-en Sha-En on Managing Expectations https://www.instagram.com/p/CGb6DEkHBSv/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==

2. DEVELOPING GOOD HABITS IN ASSESSMENT PREPARATION

To prepare sufficiently for on-going assessments, students should develop good habits to learn and study in class as well as on their own. The school encourages students to apply The Leader in Me and 7 Habits of Highly Effective People in the following ways:

Habit 1: Be Proactive

- Take responsibility for own learning.
- Always complete homework on 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 own notes to summarise learning.

Habit 2: Begin With The End In Mind

- Plan a personal schedule for revision. The schedule should include what subjects to study and the time to be spent on each subject, with short breaks in between.
- Set up a 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 that is neat and organized.

Habit 3: Put First Things First

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

Habit 7: 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.
- Have a good breakfast daily before coming to school.
- Develop healthy screen time habits with reference to MOH's screen time guidelines for children.

(Credits for infographics to CNA)



3. 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 assessments⁶ in Primary One and Primary Two. This means that 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 assessments⁷ 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 excessive 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 Outcomes⁸ (LO) identified for each subject.

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

These QDs reflect the individual student's mastery level and learning for each of the LOs 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.

⁶ 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.

⁷ 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.

⁸ 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.

During Parent-Child-Teacher-Conferencing (PCTC)⁹, 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 may reference the work that they had done to illustrate their learning. This process will provide parents with a more holistic overview of their child's academic mastery.

Beyond academic mastery, the school also places emphasis on student development of positive Learning Dispositions (LDs). For more information on LDs, please refer to the BGPS Student Handbook.

⁹ PCTC 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.

4. OVERVIEW OF ASSESSMENT APPROACH FROM P3 TO P6

To promote joy of learning and holistic assessment, besides End-of-Year Examinations (EYE)¹⁰, the school uses a variety of other modes of formative assessments¹¹ in the form of Term Assessments and non-weighted bite-sized tasks to evaluate students' learning. The table below shows the school's assessment structure from Primary 3 to Primary 6.

Level	Term 1	Term 2	Term 3	Term 4
P3 to 5	Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	EYE
P6			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 formative assessment tasks that 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, timed practices etc.
- Term Assessments are scored and graded and can take various modes similar to bite-sized tasks including review tests, short writing, reading and performance tasks, presentations and others. They are conducted during subject lessons under non-examination conditions. Term Assessments provide students with appropriate opportunities to demonstrate their learning, experience success and build their confidence and desire to learn.
- End-Of-Year Examinations (EYE) are standardised written examinations conducted at the end of each year for P3 to P5 students. There are also oral and listening components for both English Language and Mother Tongue Languages. The scope of EYE is mainly work done for the whole year and 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 excessive preparation. Details and scope of assessments will be shared by respective Year Heads/Assistant Year Heads via Parents Gateway every semester.

¹⁰ Standardised Examinations are generally higher-stake assessments (oral, listening, written) carried out under formal examination conditions. All students take these assessments at the same stipulated timing and schedule, within a fixed duration. Such assessments include End-of-Year Examinations, Preliminary Examinations and PSLE.

¹¹ Formative assessments are carried out for teachers and students to gather evidence to improve learning.

5. ASSESSMENT WEIGHTING (P3 TO P6)

	Term 1	Term 2	Term 3	Term 4
Primary 3 and 4				
English Language	Term 1 Assessment (10%)	Term 2 Assessment (15%)	Term 3 Assessment (15%)	EYE (60%)
Mother Tongue Language				
Mathematics				
Science				
Primary 5				
English Language / Foundation English Language	Term 1 Assessment (10%)	Term 2 Assessment (15%)	Term 3 Assessment (15%)	EYE (60%)
Mother Tongue Language / Foundation Mother Tongue Language				
Higher Mother Tongue Language				
Mathematics / Foundation Mathematics				
Science / Foundation Science				
Primary 6				
English Language / Foundation English Language	Term 1 Assessment (0%)	Term 2 Assessment (0%)	Prelim (100%)	PSLE
Mother Tongue Language / Foundation Mother Tongue Language				
Higher Mother Tongue Language				
Mathematics / Foundation Mathematics				
Science / Foundation Science				

EYE for English Language/Foundation English Language and Mother Tongue Language/Foundation Mother Tongue Language comprise oral, listening comprehension and written papers. The marks for Higher Mother Tongue will not be computed into the overall results.

6. 2026 ASSESSMENT SCHEDULE

Information about the **detailed schedule, modes, format and scope of assessment** are disseminated via Parents Gateway by the respective Year Heads for each semester. 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.

Levels	Term 1	Term 2	Term 3	Term 4
P1 & P2	Non-weighted Assessment (On-going throughout the year)			
P3 to P5	<u>Term 1 Assessment</u> P3, P4 and P5 EL/ FEL/ MT/ HMT/ FMT: <u>Term 1 Week 8</u> (23 Feb to 27 Feb) MA/ FMA/ SC/ FSC: <u>Term 1 Week 9</u> (2 Mar to 6 Mar)	<u>Term 2 Assessment</u> P3 and P4 EL/ FEL/ MA/ FMA: <u>Term 2 Week 7</u> (4 May to 8 May) SC/ FSC/ MT/ HMT/ FMT: <u>Term 2 Week 8</u> (11 May to 15 May) P5 only EL/ FEL/ MA/ FMA: <u>Term 2 Week 8</u> (11 May to 15 May) SC/ FSC/ MT/ HMT/ FMT: <u>Term 2 Week 9</u> (18 May to 22 May)	<u>Term 3 Assessment</u> P3, P4 and P5 EL/ FEL/ MA/ FMA: <u>Term 3 Week 8</u> (17 Aug to 21 Aug) MT/ HMT/ FMT/ SC/ FSC: <u>Term 3 Week 9</u> (24, 25, 27 and 28 Aug)	<u>End-of-Year Examination</u> P5 EL/FEL/MT/FMT Oral: <u>Term 4 Week 2</u> (21 and 22 Sep) P3 and P4 EL/FEL/MT/FMT Oral: <u>Term 4 Week 4</u> (5 and 6 Oct) P3, P4 and P5 EL/FEL Paper 1 <u>Term 4 Week 4</u> (8 Oct) MTL Paper 1 <u>Term 4 Week 4</u> (9 Oct) EL/FEL Paper 2 and Listening Comprehension: <u>Term 4 Week 6</u> (21 Oct) SC/ FSC: <u>Term 4 Week 6</u> (22 Oct) MT/FMT Listening Comprehension and MT Paper 2 and FMT Paper 1: <u>Term 4 Week 6</u> (23 Oct) MA/ FMA Paper 1 and 2: <u>Term 4 Week 7</u> (26 Oct) P5 HMT Paper 1: <u>Term 4 Week 4</u> (5 Oct) P5 HMT Paper 2: <u>Term 4 Week 7</u> (27 Oct)

**Depending on the class timetable, Term Assessments will take place during subject lesson time on any day within the specified week.*

Levels	Term 1	Term 2	Term 3	PSLE Dates
P6	<u>Term 1 Assessment</u> EL/ FEL/ MT/ HMT/ FMT: <u>Term 1 Week 8</u> (23 Feb to 27 Feb) MA/ FMA/ SC/ FSC: <u>Term 1 Week 9</u> (2 Mar to 6 Mar))	<u>Term 2 Assessment</u> EL/ FEL/ MA/ FMA: <u>Term 2 Week 7</u> (4 May to 8 May) SC/ FSC/ MT/ HMT/ FMT: <u>Term 2 Week 8</u> (11 May to 15 May)	<u>Preliminary Examination</u> EL/FEL/MT/FMT Oral: <u>Term 3 Week 6</u> (3 and 4 Aug) EL/FEL/MT/FMT Listening Comprehension: <u>Term 3 Week 7</u> (14 Aug) EL/ FEL Paper 1 and 2: <u>Term 3 Week 8</u> (20 Aug) MA/ FMA Paper 1 and 2: <u>Term 3 Week 8</u> (21 Aug) MTL Paper 1 and 2/ FMT Paper 1: <u>Term 3 Week 8</u> (24 Aug) SC/ FSC: <u>Term 3 Week 8</u> (25 Aug) HMT Paper 1 and 2: <u>Term 3 Week 8</u> (26 Aug)	<u>PSLE</u> EL/ FEL/ MT/ FMT Oral <u>Term 3 Week 7</u> (12 and 13 Aug) EL/ FEL/ MT/ FMT Listening Comprehension <u>Term 4 Week 1</u> (15 Sep) EL/ FEL Paper 1 and Paper 2: <u>Term 4 Week 2</u> (24 Sep) MA/ FMA Paper 1 and Paper 2: <u>Term 4 Week 2</u> (25 Sep) MT Paper 1 and 2/ FMT Paper 1 <u>Term 4 Week 3</u> (28 Sep) SC/ FSC: <u>Term 4 Week 3</u> (29 Sep) HMT Paper 1 and Paper 2: <u>Term 4 Week 3</u> (30 Sep)

**Depending on the class timetable, Term Assessments will take place during subject lesson time on any day within the specified week.*

7. ASSESSMENT REGULATIONS

Assessments such as P3 to P5 End-of-Year Examinations and P6 Preliminary Examinations will be administered on the stipulated dates stated in the assessment schedule. 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. Students who are late for these assessments will not be given extra time to complete it unless they have valid reasons.

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 are to:

- bring all materials needed for the assessment. They include dark blue or black pens, 2B pencils, erasers, rulers, sharpeners, mathematical instruments and any other materials as advised (correct tape or fluid is *not* allowed),
- listen carefully to the instructions given by the invigilator conducting the assessment,
- read the instructions on the question booklets/answer booklets carefully, and
- raise their hands if they have questions to ask the invigilator.

During the assessment

Students are to:

- complete answering all questions within the duration of each assessment paper. No extra time will be given for questions unanswered.
- write all answers in the answer booklets in the correct spaces provided. Answers that are written on the question booklets will not be marked.
- read all questions carefully. No marks will be awarded for information that is not asked for in the questions.
- manage their time well. Do not spend too much time on a few questions, leaving no time for others.
- use a soft-lead 2B pencil to shade answers for multiple choice questions (MCQs) if an Optical Answer Sheet (OAS) is provided. If answers on the OAS need to be changed during the assessments, students are to use a soft eraser to erase the answers completely before shading the ovals.
- use dark blue or black ballpoint pen to write answers legibly. This is to reduce possible smudging and to ensure clarity of writing.

- ensure that no correction fluid/tape or highlighters should be used when writing the answers. If answers are to be changed, cross them out neatly and re-write the answers.
- avoid using highlighters to highlight answers written on the answer space within the assessment paper.
- remain seated and raise their hand to inform the 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**:

- cheat or assist in cheating. They should always face the front and not turn or look around during the assessment as this may be perceived as cheating.
- Bring bags, books, papers, notes, mobile phones, smart watches or other unauthorised electronic items into the classroom. They must be placed outside the classroom or a place identified by the 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.
- talk or communicate (verbally or non-verbally) with other students during the assessment.
- leave the classroom even if they have completed the assessment before the given time has ended.
- remove any used or unused writing paper, question booklet, answer booklet or OAS from the classroom.

At the end of the assessment

Students are to:

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

8. CHEATING AND MISCONDUCT DURING ASSESSMENT

Cheating, attempting to cheat or assisting in cheating is a serious assessment offence. If a student is found guilty of the misconduct during assessment, he or she may not be allowed to continue with the assessment. As a consequence, part or all of the marks attained for the affected assessment papers may be forfeited and disciplinary actions will be taken against the student.

9. 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). The mother tongue dictionary should be free of any annotations.

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:

- a. only monolingual dictionaries are allowed;
- b. dictionaries used must not have any annotations e.g. tagging pages with stickers, highlighted text and/or written text etc. on any of the pages;
- c. electronic dictionaries must be silent and battery-operated. Earpieces are not permitted; and
- d. only approved dictionaries in the list below may be used.

The list of approved Mother Tongue Dictionaries and e-Dictionaries for use in assessments and daily lessons can be found on Singapore Examinations and Assessment Branch's (SEAB) website at:

<https://www.seab.gov.sg/calculators-and-dictionaries/>

Stylus that comes with these approved e-dictionaries can be used in examinations. All Mother Tongue Dictionaries and e-Dictionaries used during assessment must be endorsed by the school first.

Students who are still using previously approved dictionaries¹² can continue to use them for national examinations unless there is a change in policy, syllabus or examination format.

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.

¹² All previously approved dictionaries, including those that no longer appear on the current approved list, can continue to be used for the 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.

10. 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 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.

The list of approved calculators for use in assessments and daily lessons can be found on Singapore Examinations and Assessment Branch's (SEAB) website at: <https://www.seab.gov.sg/calculators-and-dictionaries/>

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.

All calculators used during assessment must be endorsed by the school.

11. STUDENTS WHO ARE UNWELL ON DAY OF ASSESSMENT

On the day of assessment, if a student is unwell and/or has a temperature of 37.8°C and above, the school will contact his/her parents to fetch him/her home. While waiting, the student will be brought to the sick bay in the General Office.

Students who are on medical leave should NOT come to school to take the assessments. It is in their 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 assessment due to illness. The marks he/she scores may not be a fair reflection of his/her true ability.

The school requests that parents co-operate and practise social responsibility. Insisting that a student comes to or remains in school when he/she is unwell may mean that there is a risk of exposing other students in the class to the illness.

12. ABSENCE FROM ASSESSMENT

Students who are absent from written papers during Term Assessments, Preliminary Examinations or End-of-Year Examinations will be given the assessment papers **as practice** and the marks **will not** be included in the overall mark computation. There will be **no makeup** for any written assessment that the students are absent from.

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/clinics that are under the purview of a hospital, otherwise they will not be considered valid
- Bereavement of family members
- Officially excused by the school
- Other reasons deemed valid by the school

Supporting documents (e.g. medical certificate or a copy of the death certificate) must be submitted to the form teacher when the student returns to school to support his/her absence. **Parents' letters will not be accepted without any valid reasons for absence.**

Students who are absent from 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.

13. 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 (Term Assessments, Preliminary Examinations and EYE)**, 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 (EL) EYE

A student is absent for EL Paper 1, which has a weighting of *LESS than 30%* of the EYE English assessment.

Component	Attendance	Full Weighting	Computation	Example
EL Oral	Present	15%	15%	10%
EL Listening Comprehension	Present	10%	10%	8%
EL Paper 1 (Situational and continuous writing)	Absent with valid reason	27.5%	Not included	VR
EL Paper 2 (Language use and comprehension)	Present	47.5%	47.5%	35%
Total		100%	72.5% of subject total attempted	Total rebased to 100% $\frac{10\%+8\%+35\%}{72.5\%} \times 100\%$ $\approx 73\%$

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

Scenario 2: Primary 5 English Language (EL) EYE

A student is absent for EL Paper 2, which has a weighting of *MORE than 30%* of the EYE EL assessment.

Component	Attendance	Full Weighting	Computation	Example
EL Oral	Present	15%	15%	10%
EL Listening Comprehension	Present	10%	10%	8%
EL Paper 1 (Situational and continuous writing)	Present	27.5%	27.5%	20%
EL Paper 2 (Language use and comprehension)	Absent with valid reason	47.5%	Not included	VR
Total		100%	Only 52.5% of subject total attempted	VR Not included in overall EL total

14. 2026 SCHOOL CLOSURE DAYS

To facilitate the school's assessment-related practices, there will be a number of school days where either all or selected levels of students will not be required to attend school.

Detailed information will be disseminated via Parents Gateway either by the respective Year Heads or School Leaders. The information can also be found in the online school calendar.

Please note that the schedule is subject to changes, and you can refer to our school website for any updates.

School Closure Days	Levels affected	Remarks
Parent-Child-Teacher Conference (PCTC) 27 Mar	P1 to P6	Students will be assigned home-based learning (HBL).
PSLE Oral Examination 12 and 13 Aug*	P1 to P5	No school for P1 to P5 – School Closure days due to PSLE Oral Examinations. P6 students to report to school for examination.
PSLE Listening Comprehension 15 Sep*	P1 to P5	No school for P1 to P5 – School Closure days due to PSLE Oral Examinations. P6 students to report to school for examination.
PSLE Study Break 21 to 23 Sep	P6	Three-day student break. All P6 students remain at home for consolidation of learning. Selected P6 students may be asked to return to school for additional support.
PSLE Written Examination 24 Sep*	P4 and 5	Affected levels will be assigned HBL. P6 students to report to school for examination.
PSLE Written Examination 25 Sep*	P3, P4 and P5	
PSLE Written Examination 28 Sep*	P3 and P5	
PSLE Written Examination 29 Sep*	P4	
PSLE Marking Exercise 12 to 14 Oct	P1 to P6	School Closure days due to PSLE Marking Exercise. Selected groups of students may be asked to return to school for customised activities.
Admin Day 3 Nov	P1 to P6	School Closure day, no HBL activities will be assigned.

* PSLE dates are tentative as at 21 Jan. The final confirmation of dates will be made available on the SEAB website by 16 Feb.

15. 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	• Certificates of Accomplishment • Top Performers Awards
Primary 3 to 6	• Top Performers Awards • Best in Subject Awards
Primary 6	• Pinnacle Awards

Certificates of Accomplishment

Certificates of Accomplishment are given to P1 and P2 students who have attained 'Accomplished' in all or most of the learning outcomes for the subject.

Top Performers Awards

The awards are given to P3 to P6 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 P3 to P6 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 P6 students in recognition of their excellent contributions to the school and community in academic or co-curricular domains.

The awards are:

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. **BGPS Leadership Excellence Award** for students who consistently demonstrate excellent leadership traits in their service to the school.
3. **BGPS Academic Excellence Award** for students who consistently perform with excellence in their academic pursuits.
4. **BGPS Sports Excellence Award** for students who consistently perform with excellence in their pursuits in sports.
5. **BGPS Aesthetics Excellence Award** for students who consistently perform with excellence in their pursuits in the aesthetics.
6. **BGPS Warrior Award** for the student who demonstrates significant resilience in his/her daily student life and surmounts challenges through perseverance without giving up.

MOE Edusave Awards and Scholarships

The MOE Edusave awards and Scholarships are given to Singaporean students to help enhance educational opportunities and motivate students to excel in school in academic and non-academic domains. These Singaporean students must have performed well or made good progress and have good conduct.

Academic awards

The different types of Edusave Awards are as follows:

Academic Awards <i>Open to Singaporean Students with Good Conduct</i>			
	<i>Edusave Scholarships</i>	<i>Edusave Merit Bursary (EMB)</i>	<i>Edusave Good Progress Award (GPA)</i>
Student Target Group	P5 and P6 students who are within the top 10% of their school's level and course in terms of academic performance.	P1 and P2 students who have consistently demonstrated positive learning dispositions in the course of the year. P3 to P4 students who are within the top 25% of their school's level and course in terms of academic performance. P5 to P6 students who are within the top 11% to 25% of their school's level and course in terms of academic performance.	P2 and P3 students who do not qualify for EMB but showed the greatest improvement in learning disposition in the course of the year. P4 to P6 students who are within the top 10% of their school's level and course in terms of improvement in academic performance.
Quantum	P5 and P6: \$350	P1 to P3: \$200 P4 to P6: \$250	P2 to P3: \$100 P4 to P6: \$150
Other criteria		Monthly household income does not exceed \$9000 (or per capita income does not exceed \$2250).	

Students are only eligible for one MOE Edusave academic award. At the lower primary levels, teachers will make daily observations and closely monitor students' learning, effort and progress during class and school activities before nominating students for the awards.

Non-academic awards

Non-Academic Awards				
Open to Singaporean Students with Good Conduct				
	Edusave Award for Achievement, Good Leadership and Service (EAGLES)			
	21 st Century Competencies	Leadership Qualities	Service to Community and Schools	Excellence in non-academic activities
Student Target Group	Up to 5% P1 to P6 who have demonstrated good conduct, and 21 st Century Competencies in a consistent and exemplary manner.	Up to 15% of P4 to P6 students who have demonstrated one or more of the following: (i) leadership qualities, (ii) service to community and schools or (iii) excellence in non-academic activities in a consistent and exemplary manner.		
Quantum	P1 to P3: \$200 P4 to P6: \$250			
Other criteria	Five school-defined Personal Qualities (<i>Integrity, Respect, Responsibility, Resilience, Compassion</i>) assessed as “Demonstrate strongly” and better for Semester 2.			

16. PROMOTION AND SUBJECT COMBINATION

From	To	Guiding Principles
P1	P2	Promotion is en bloc ¹³ . Students remain in the same classes.
P2	P3	Students are placed in 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.
P3	P4	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.
P4	P5	Promotion is based on the overall total of English Language, Mother Tongue Language, Mathematics and Science. All subjects have equal weighting. Students 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.
P5	P6	Promotion is en bloc¹³. Students remain in the same classes except for those with changes in subject combinations. Students with subject performance not at basic level of achievement may be advised to switch to a less demanding subject combination at P6.
P6	Sec 1	Students are promoted to secondary schools with full subject-based banding in which students will offer each subject at a level suited to their ability. Students who do not meet the requirements to be promoted to secondary school 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 performance. 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.

¹³ 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.