

Cedar Primary School

2026 P6 Parent Engagement Webinar

Frequently Asked Questions

1. Some ALs are broad while others are narrower. For example, AL6 ranges from fail to above 64. Are there any discussions around any revisions of the PSLE scoring system moving forward?

At this point, we are not aware of any revisions to the PSLE scoring system, which was recently implemented in 2021. The PSLE is a checkpoint for a student's learning, and the Achievement Levels (AL) system aims to reduce fine differentiation of students' examination results at a young age.

Similar to the T-score system, with the ALs, there are no pass or fail grades for individual PSLE subjects, or the PSLE. The ALs reflect the way the curriculum and examinations are designed, where levels of understanding are not linear. Each AL reflects a level of understanding of a subject and also provides an indication of the students' readiness level for the next course of study.

The design of the scoring bands strikes a careful balance between reducing undue differentiation between students' examination results and ensuring meaningful secondary school posting outcomes. The upper AL bands are designed to avoid too many students achieving the same PSLE Score and requiring more tie-breaking to determine secondary school postings. At the middle to lower ALs, students' scores are more widely distributed, hence finer differentiation is less meaningful.

As the assessment standards of the PSLE have not changed, the outcomes under the AL scoring system are like the T-score system. Students were not advantaged or disadvantaged and did not find it more challenging to qualify for the Express course at the 2021 PSLE (first year of implementation).

As there are fewer possible PSLE Scores, schools are less differentiated by cut-off points (COPs). Students and their parents will thus generally have a wider range of schools to choose from at every PSLE Score. We encourage students and their parents to choose schools that would be a good fit for the student's overall learning needs, based on the school's distinctive programs, subjects and co-curricular activities (CCAs) offered, culture, ethos, home-school distance, as well as support for Special Educational Needs if required.

More information can be found here: <https://www.moe.gov.sg/psle-fsbb/psle/faqs>

2. How can a student prepare a leadership portfolio for DSA application? Who can students approach at school to get help?

The school supports Direct School Admission for secondary schools (DSA-Sec) as it allows students to gain direct entry to certain secondary schools based on their talent in sports, CCAs, specific academic areas and others, including leadership. The school will provide a briefing cum clinic for students keen to apply for DSA in Semester 2. Students are advised to speak to their CCA teachers-in-charge to express their interest. If they are student leaders, they may speak to the Year Heads. More info will be shared in due course.

More information can be found here: <https://www.moe.gov.sg/secondary/dsa>

3. Where can I view the slides presented by the school containing information about the timeline for choosing secondary schools?

Slides have been uploaded to our school website. Broadly, the Secondary 1 Posting Exercise will be held in late November after results are released for PSLE candidates. Students will receive the Secondary 1 Option Form for indicating up to 6 secondary school choices. Secondary 1 Posting results will be released later in December. More information can be found here: <https://www.moe.gov.sg/psle-fsbb/posting-to-secondary-school/main>

4. How can parents/guardians obtain information about the important dates for school selection after PSLE so that they can plan accordingly for their child/ward?

The important dates for PSLE-related matters, including the tentative range of dates for the release of results and hence the commencement of Secondary 1 Posting, can be found on <https://www.seab.gov.sg/psle/>.

Parents may also refer to this website for more information on Secondary 1 Posting: <https://www.moe.gov.sg/psle-fsbb/posting-to-secondary-school/main>

Families may make their vacation plans accordingly so as not to miss important dates.

5. For choosing secondary schools, is there a compilation list, booklet or online portal with information on different schools' COPs, CCAs offered, and so on?

No physical booklet will be given to the students. You and your child/ward can find out more about the secondary schools' 2025 PSLE score ranges, distinctive programmes,

subject offerings, CCAs, location and support for Special Education Needs, if required, in MOE School Finder: <https://www.moe.gov.sg/schoolfinder>

Do also take the time to explore secondary schools' websites and social media pages (if any), as well as take part in their open houses, to find out more about schools' culture, ethos and environment.

More information can be found here: <https://www.moe.gov.sg/psle-fsbb/posting-to-secondary-school/choosing-sec-schools>

6. Will P6 students stop their involvement in CCAs after Term 2?

In view of holistic education and the importance of CCAs as a platform for values education and character development, we encourage our P6 students to continue their CCA involvement after Term 2. However, students do have the option to stand down from CCA, in consultation with their parents/guardians. Parents/guardians may write in to their child's/ward's CCA teachers to inform them.

7. Will P6 supplementary classes be conducted during the June school holidays?

P6 students will embark on a learning journey to Sungei Buloh during the June holidays. It is an interdisciplinary programme integrating curriculum-based content with environmental education. More details will be shared at the end of Term 2.

8. How are the school counsellors involved in identifying and supporting students' well-being, including emotional and mental health?

Students spend much of their time in school with their teachers and peers. Hence, in the school setting, teachers are often involved in the preliminary identification of students who may require more support. Teachers will engage identified students to find out more and render support accordingly. Where necessary, teachers will inform the respective Year Heads or Level Managers, who will work with relevant personnel to look into the student's needs holistically and discuss appropriate interventions. This may include referral to specialised personnel such as school counsellors, complemented by continued partnership with and support by class teachers and the student's parents/guardians.

Students are also encouraged to look out for their peers, offer support where appropriate, and encourage help-seeking from a trusted adult where necessary.

If parents/guardians have any specific concerns, please approach your child's/ward's teachers so more direct support can be provided.