

Refreshed Approach to Support Primary Students with Academic Strengths and Talents

Parent Engagement 2026





**Questions will be addressed towards the end of the session.
Please feel free to post them in the chat.**



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Due to Personal Data Protection Act (PDPA)
Slides will be uploaded in our website by this Friday, 31 July



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•Outline

What Matters Most

- Voices from Parents
- Our Hopes for Our Children

Why We're Changing

- What does Research Tell Us about Developing Children's Strengths and Talents?
- Growing Your Child's Talents

What's Changing

- The Refreshed Approach to Support Primary Students with Academic Strengths and Talents
- How will the Changes Impact Your Academically Strong and Talented Child?

Making It Work

- How we are Building on the Foundation we have laid to Respond to these Changes.
- Partnering Parents to Nurture Children's Strengths



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Voices from Parents

In reality, a lot of the stress comes from us as parents.

My utmost goal is to preserve his / her love for learning.

Will my child have opportunities to connect with like-minded peers?

to ensure that our child receives the appropriate support and opportunities

Would every MOE primary school be using the same ways of teaching, expectations and motivation?

how best to plan my child's academic path



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Our Hope for Our Children

Maximising Potential:

Children should be stretched to grow and reach their potential.

Fair Opportunities:

Every child should have the chance to discover their strengths.

Well-being:

Children should grow with confidence and joy.



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What Does Research Tell Us About Developing Children's Academic Strengths & Talents?

Guiding Principles



Children's abilities grow at different speeds over time.

Every child develops their abilities in their own way. Some children show their talents early, others later.



Children have different talents

Talents may appear in language, maths or science (or non-academic areas).



Opportunities help talents grow

Experiences, encouragement and challenge help children discover their potential.

Psychosocial skills matter

Children grow best when they believe in themselves and work well with others.



What it Means in Practice

- **Reduce stigma and labelling** e.g. 'gifted' or 'not gifted'. Discovering children's potential is an **ongoing process** that allows them time **to develop at their own pace**.
- **Children can excel in some subjects while receiving support in others.**
- **Appropriate challenges and diverse experiences** help children find out what they are good at, and get better at it.
- Build children's **confidence**, teach them to **face setbacks with resilience**, and help them **work well with others**.



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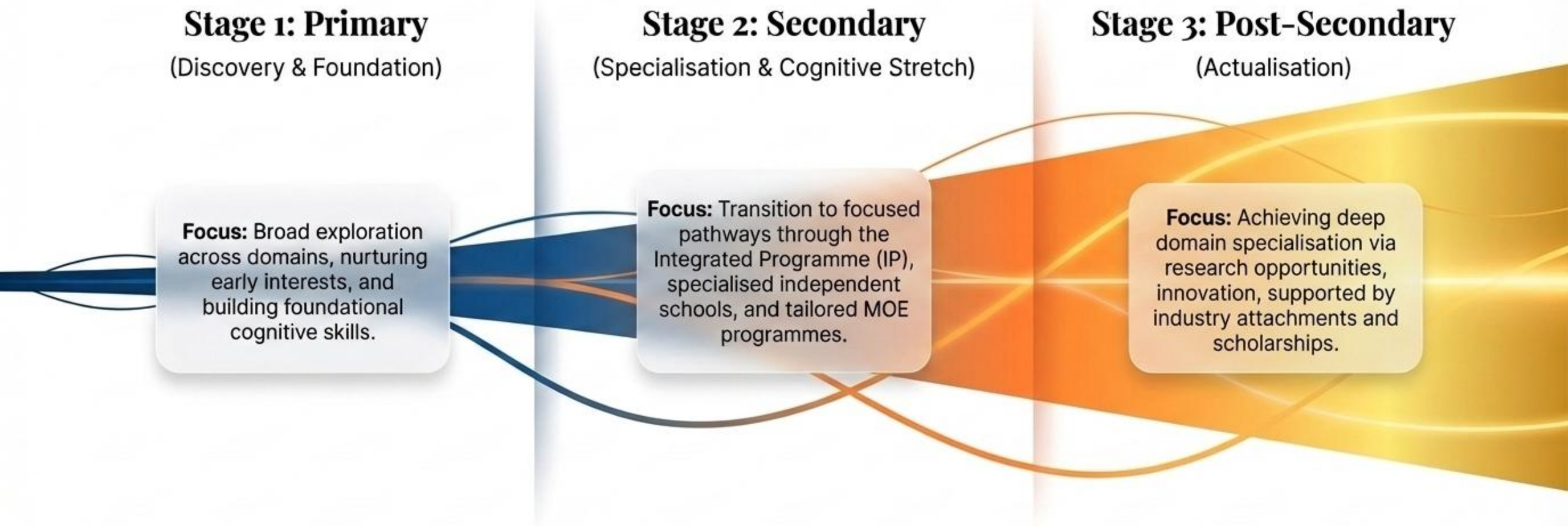
Growing Our Children's Talents

- All our children have different strengths; they should not be expected to be strong in all areas.
- Our children's talents will grow throughout their entire life, with the right support – accelerating the process may cause more harm than good.
- Let's support our children's natural development - nurture their joy in learning and intrinsic motivation.
- Primary schools offer opportunities for discovery of strengths, while secondary schools offer multiple pathways to develop different talents and interests, as our children's strengths and talents become more obvious.



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Life Course Talent Development Vision: From Discovery to Actualisation



Refreshed Approach to Support Primary Students with Academic Strengths & Talents

Identification & Selection



Standardised one-stage identification exercise at P3
Focus on English and Math

Ongoing identification at upper primary years using multiple sources of information like teacher observations and student work

Remain in own school instead of transferring to a GEP school

Within School

School-Based Provisions



In-class extensions and after-school enrichment programmes

Outside School

Centre-Based Advanced Modules



English



Math



Science

Weekly sessions in one subject of strength



Holiday Modules

Students can access interdisciplinary modules during the school holidays

School-Based

- During/After school
- Taught by school teachers

Centre-Based

- 2-hour weekly after school
- Taught by specially trained teachers at a designated centre

The Refreshed Approach: Key Changes

Identification

- Standardised **one-stage identification exercise** in English and Maths in P3 Term 3*; Students with one or more domain strengths will be identified.
- Complemented by **other sources of information**, e.g. teacher observations, student daily work and learning attitude/dispositions (e.g. curiosity, inquisitiveness).
- **More junctures** for students to be identified at the end of each semester at P4 and P5

No School Transfer

- Students **remain in their own school** where their strengths are developed – no need to transfer to GEP centre. Allows them to nurture friendship bonds and maintain their sense of belonging.
- Some students will **travel to a designated centre** near their school once a week for centre-based advanced modules.

Customised Development by Domain Strength

- Variety of **school-based provisions**, including within-class and after-school activities for more students
- **Centre-based advanced modules** (English, Maths, Science, interdisciplinary) for students who are **assessed to benefit from further stretch**; once a week after school, and during school holidays

Centre-Based Advanced Modules for Primary Students with Academic Strengths and Talents

A Different Approach to Learning

Inquiry-Based Exploration



Focus on cultivating curiosity, creativity and critical thinking through rigorous academic inquiry

Holistic Development



Nurture advanced learners' holistic growth by developing psychosocial skills that sustain motivation, support self-regulation and foster perseverance

Explicitly De-linked from PSLE



Content is designed to stretch students with academic strengths and talents, **NOT** for national exam preparation.

Subject Mastery & Peer Collaboration



Domain-Specific Provisions

Advanced modules in English, Mathematics, and Science



Interdisciplinary Modules

Modules that involve integration of different subjects to engage students in problem-based real-world applications



Cross-School Peer Learning

Like-minded, talented students from various schools form a community of advanced learners that fosters collaboration



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How will the Changes Impact Our Academically Talented Children?

- Your child will benefit from staying in his/her current school environment, with familiar classmates and teachers.
- Your child can focus on developing his/her talent whilst still receiving support in other subjects if he/she needs more help.
- Your child will have access to school-based provisions in different subjects based on his/her strength and interest.
- If your child is identified to benefit from further stretch, he/she will experience learning outside the national curriculum at a designated centre.



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Partnering Parents to Support Children's Strengths

At home, parents can help their children grow their strengths by:

Encouraging curiosity and discovery

Let your child explore his/her interests and ask questions.



Nurturing interests

Support activities and topics that your child enjoys learning about, e.g. going outdoors, visiting Science Centre.



Project work



Creative writing

Supporting learning without pressure

Focus on growth and discovery rather than pushing for performance.



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★ STRIVE @ CCKPS ★

The programme is organised around six interconnected outcomes.

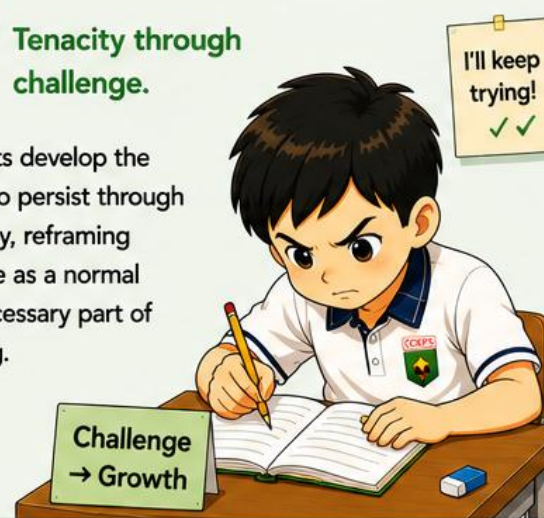
S Self-awareness and emotional regulation.

Students learn to recognise and manage their emotions during learning and in their interactions with others.



T Tenacity through challenge.

Students develop the ability to persist through difficulty, reframing struggle as a normal and necessary part of learning.



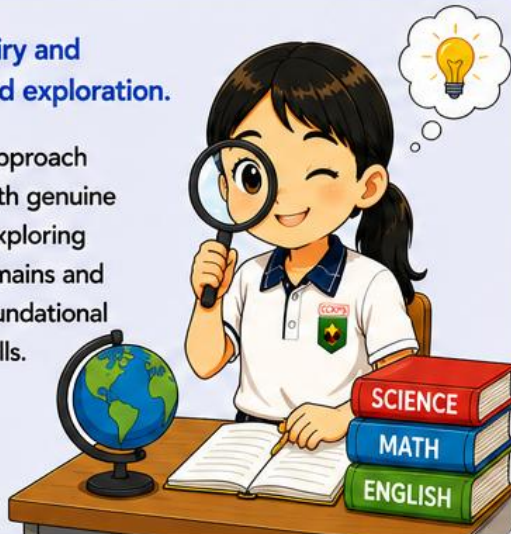
R Responsiveness to feedback.

Students learn to actively seek, receive and apply feedback to accelerate their growth.



I Inquiry and broad exploration.

Students approach learning with genuine curiosity, exploring diverse domains and building foundational thinking skills.



V Valuing effort and mastery.

Students develop the belief that effort builds competence. They focus on improving themselves rather than outperforming others.



E Empathy and engagement beyond self.

Students develop genuine care for others and learn to use their strengths in ways that contribute meaningfully to their class, school and community.



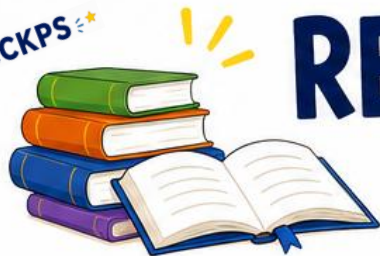
♥ When students grow in these six areas, their talents can truly flourish — for themselves and for others.

English Department Programmes



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READING CIRCLES (RC) PROGRAMME



★ An **inquiry-based** literacy programme that develops critical readers through **exploration**, **discussion** and **thoughtful response** to texts. ★



WHAT STUDENTS DO

Students engage deeply with rich literary texts.

- Read quality fiction texts
- Discuss characters and themes
- Explore different perspectives
- Respond through creative and analytical tasks



HOW THEY LEARN

Students think, discuss and inquire together to make meaning from texts.

- Share and build on ideas
- Support opinions with textual evidence
- Ask thoughtful questions
- Reflect on different interpretations



WHAT THEY GAIN

Students develop advanced literacy skills and habits of mind.

- ✓ Critical reading and analysis
- ✓ Deep comprehension
- ✓ Empathy and perspective-taking
- ✓ Communication and collaboration
- ✓ Confidence in expressing ideas



Students learn to think like thoughtful readers—
not simply answer comprehension questions. ✨





YOUNG JOURNALIST PROGRAMME (YJP)

An **experiential** programme that develops **confident communicators** through **authentic reporting, storytelling** and **media production**.



WHAT STUDENTS DO

Students investigate real events and create authentic media content.



Conduct interviews



Research and gather information



Write and edit news articles



Capture photographs and videos



Produce multimedia stories



HOW THEY LEARN



Students collaborate to gather information, communicate ideas and produce quality journalism.



Listen actively and ask purposeful questions



Collaborate as a news team



Revise and improve through feedback



Apply journalistic ethics and standards



WHAT THEY GAIN

Students develop essential 21st-century communication and media literacy skills.



Effective communication



Critical thinking



Strong writing skills



Media literacy



Confidence and creativity



Students learn to communicate like journalists—
not simply write articles.



Mathematics Department Programme



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E2K MATH

E2K Mathematics Programme

An **inquiry-based** programme that develops mathematical reasoning through **exploration**, **discussion** and **problem solving**.



WHAT STUDENTS DO

Students engage with rich mathematical tasks.

- Puzzles
- Investigations
- Games
- Open-ended tasks



HOW THEY LEARN

Students think, discuss and work together to make sense of mathematics.

- Collaborate and share ideas.
- Explain and justify thinking
- Test different strategies
- Learn from mistakes



WHAT THEY GAIN

Students develop important skills and mindset for the future.

- ✓ Mathematical reasoning
- ✓ Deep conceptual understanding
- ✓ Critical and creative thinking
- ✓ Communication & collaboration
- ✓ Confidence to tackle unfamiliar questions



Students learn to think like mathematicians-
not simply solve more questions. ⚡



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Science Department Programme



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E2K SCIENCE PROGRAMME



An **inquiry-based** science programme that develops scientific thinking through **exploration**, **collaboration** and **discovery**.



WHAT STUDENTS DO

Students investigate authentic scientific challenges through engaging storylines and hands-on inquiry.



Solve science mysteries and challenges



Conduct investigations and experiments



Apply prior scientific knowledge to new situations



Present and justify scientific explanations



HOW THEY LEARN



Students inquire, collaborate and discover together while teachers facilitate learning.



Begin each lesson with an engaging storyline or real-world scenario



Ask questions and generate ideas



Brainstorm and discuss in teams



Test ideas through investigations and experimentation



Learn from mistakes through reflection and revision



Teachers guide and facilitate, not give answers directly



WHAT THEY GAIN

Students develop the habits of mind and skills needed to think and work like scientists.



Scientific inquiry skills



Deep conceptual understanding



Creative and critical thinking



Confidence and self-efficacy



Communication and collaboration



Students learn to think like scientists—
not simply memorise scientific facts!



For further queries, please approach

Mdm Mehmutha Beevi Kutus (Talent Development Coordinator)

Miss Wang Xiao Xuan (P3 Year Head)

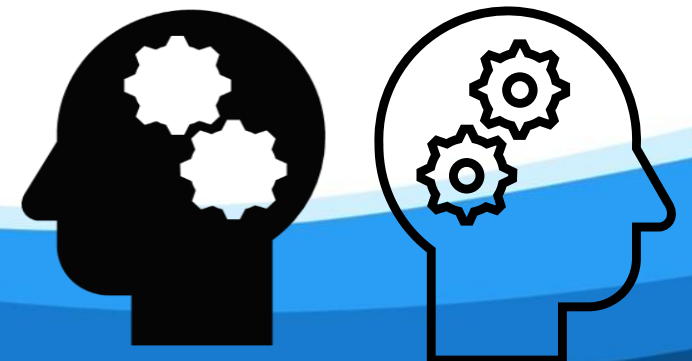


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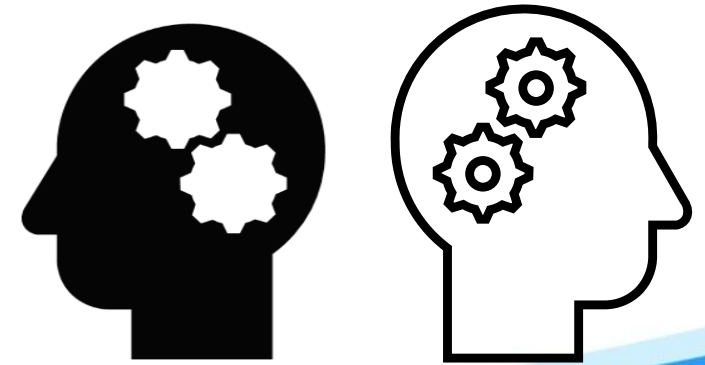
Questions	Answers
Are there certificates or recognition for students participating in the centre-based advance modules?	Students participating in centre-based advanced modules will not receive certificates or formal recognition. However, like other school-based programmes, their participation will be recorded in the student HRP.
What criteria are used to select students beyond the one-stage test?	We will base it on teachers' observations, student daily work and learning attitude/dispositions (e.g. curiosity, inquisitiveness). There will also be junctures for students to be identified at the end of each semester at P4 and P5



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Questions	Answers
Will the results be announced to the students?	We will follow up only with students who have been identified for the school based after school programmes / & centre based advanced modules
If selected, will there be additional classes to attend?	We have answered this question in our slides. We will be having school based after school programmes pertaining to the subject the student has been selected for and / or centre based advanced modules.



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Q&A Segment

Norms

- Kindly use the 'Raise hand' button and unmute yourself when it is your turn.
- Please state your name before asking your question.



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Thank you.



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