

# Refreshed Approach to Support Primary Students with Academic Strengths and Talents

## Parent Engagement 2026



# 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

# Voices from Parents

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

My utmost goal is to preserve his 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

# 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.


# 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.**

# Growing Your Child's Talents

- Every child has a different strength; they should not be expected to be strong in all areas.
- Your child's talents will grow throughout their entire life, with the right support – accelerating the process may cause more harm than good.
- Support your child's natural development - nurture his or her 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 students' strengths and talents become more obvious.



# Life Course Talent Development Vision: From Discovery to Actualisation

## Stage 1: Primary (Discovery & Foundation)

**Focus:** Broad exploration across domains, nurturing early interests, and building foundational cognitive skills.

## Stage 2: Secondary (Specialisation & Cognitive Stretch)

**Focus:** Transition to focused pathways through the Integrated Programme (IP), specialised independent schools, and tailored MOE programmes.

## Stage 3: Post-Secondary (Actualisation)

**Focus:** Achieving deep domain specialisation via research opportunities, innovation, supported by industry attachments and scholarships.

# 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

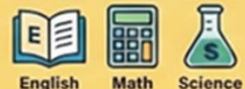
## Within School

### School-Based Provisions

In-class extensions and after-school enrichment programmes

## Outside School

### Centre-Based Advanced Modules



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

\*Science is not tested as students only start learning the subject at P3.


# 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



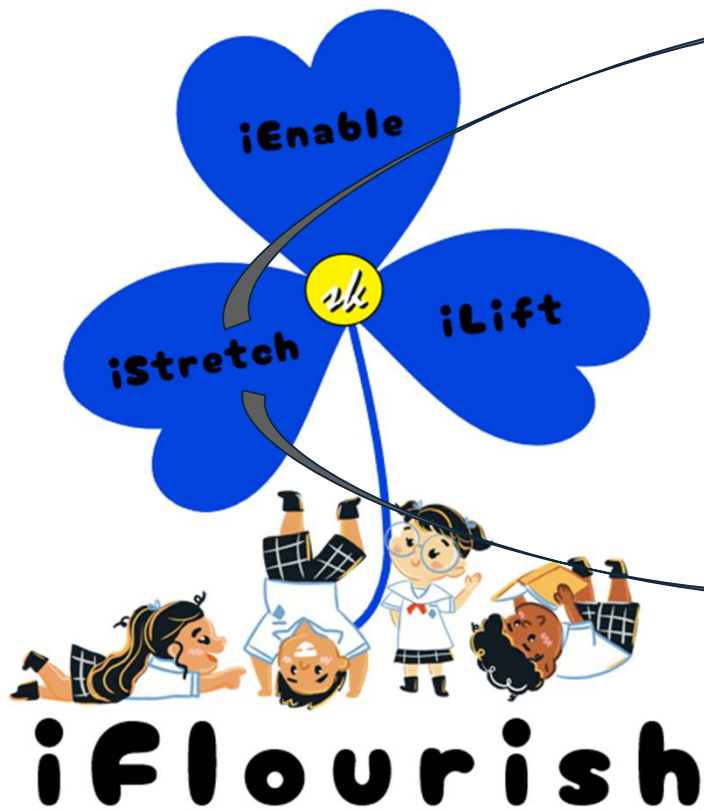
## How will the Changes Impact Your Academically Talented Child?

- 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.



**How we are  
building on the  
foundation we have  
laid to respond to  
these changes**

# Supporting SKPS Students



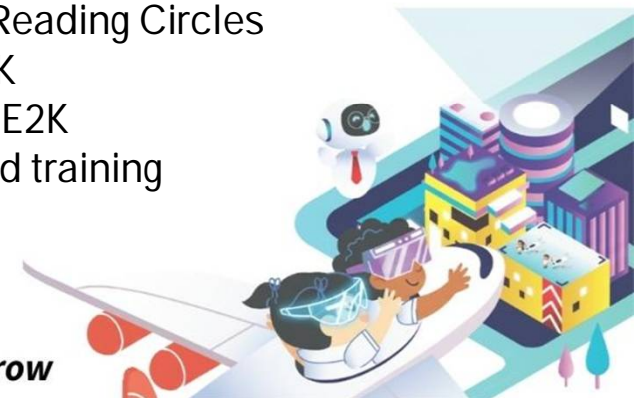
## iSpark

during curriculum hours

## iStretch

after-school enrichment:

- English Reading Circles
- Math E2K
- Science E2K
- Olympiad training



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# Curriculum & Enrichment



**i-Spark**  
During Curriculum Hours



(for all high-ability learners)

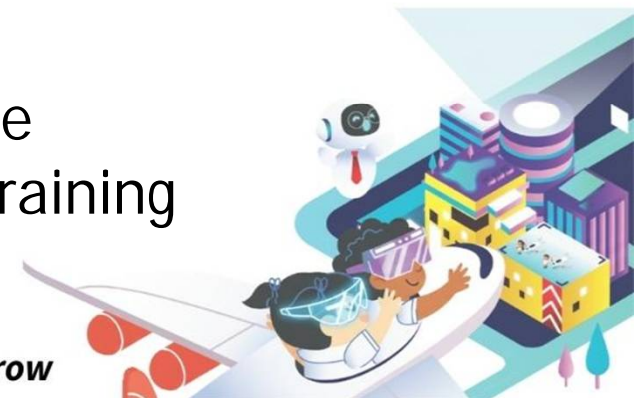
- Subject-specific strategies
- Differentiated Instruction
- Paul's Wheel of Reason
- IBL

**i-Stretch**  
After-school Enrichment



(for selected P4 & P5 students)

- Reading Circles
- E2K Math
- E2K Science
- Olympiad training



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# Identification

- Why?
  - Varied learning needs
- Right support at the right time
  - Identified at the end of P3
  - HAL provisions start in P4
- Multi-modal approach
- Multiple windows of opportunity
- Support for every learner



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# How do we identify HAL?

## Quantitative

**School-based**  
(results from WA, exams, one stage identification exercise)

**External**  
(results from Olympiads, competitions)

## Qualitative

Characteristics checklists

Student interviews / products

Formative assessment

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# English HAL Provisions (P3 to P6)



## i-Spark

(in class)

- Specialised subject-specific strategies
- Differentiated Instruction
- E&I\* modules (P4 & P5)
- Inquiry-based learning project (P4 & P5)
- Paul's Wheel of Reason

\*Explorations & Inquiry

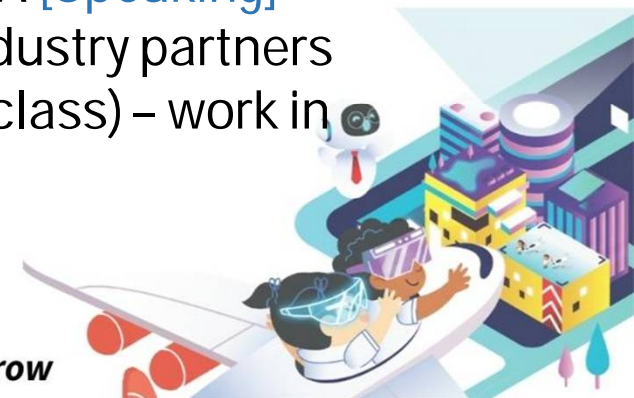


## i-Stretch

(after school, for selected students)

- Reading Circles (P4 & P5) [[Reading](#)]
- Portfolio for GEB's Creative Writing Programme (P5) [[Writing](#)]
- Drama Club CCA [[Speaking](#)]
- Projects with industry partners (selected level/class) – work in progress

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# Math HAL Provisions (P3 to P6)



## **i-Spark**

(in class)

- Specialised subject-specific strategies (e.g. concept teaching, inductive & deductive reasoning)
- Differentiated Instruction
- Inquiry-based learning
- Paul's Wheel of Reason



## **i-Stretch**

(after school, for selected students)

- E2K Math (P4 & P5)
- Math Olympiad [RMO / SASMO / APMOPS] (P4 to P6)
- Primary Mathematics Project Competition (PMPC) (P4 & P5)



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# Science HAL Provisions (P3 to P6)



## **i-Spark** (in class)

- Specialised subject-specific strategies (e.g. concept teaching & knowledge construction)
- Differentiated Instruction
- Inquiry-based learning
- Paul's Wheel of Reason



## **i-Stretch**

(after school, for selected students)

- E2K Science (P4 & P5)
- Science Olympiad [RSO / SPSO] (P5 & P6)
- Elementz Competition (P5 & P6)



# 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.

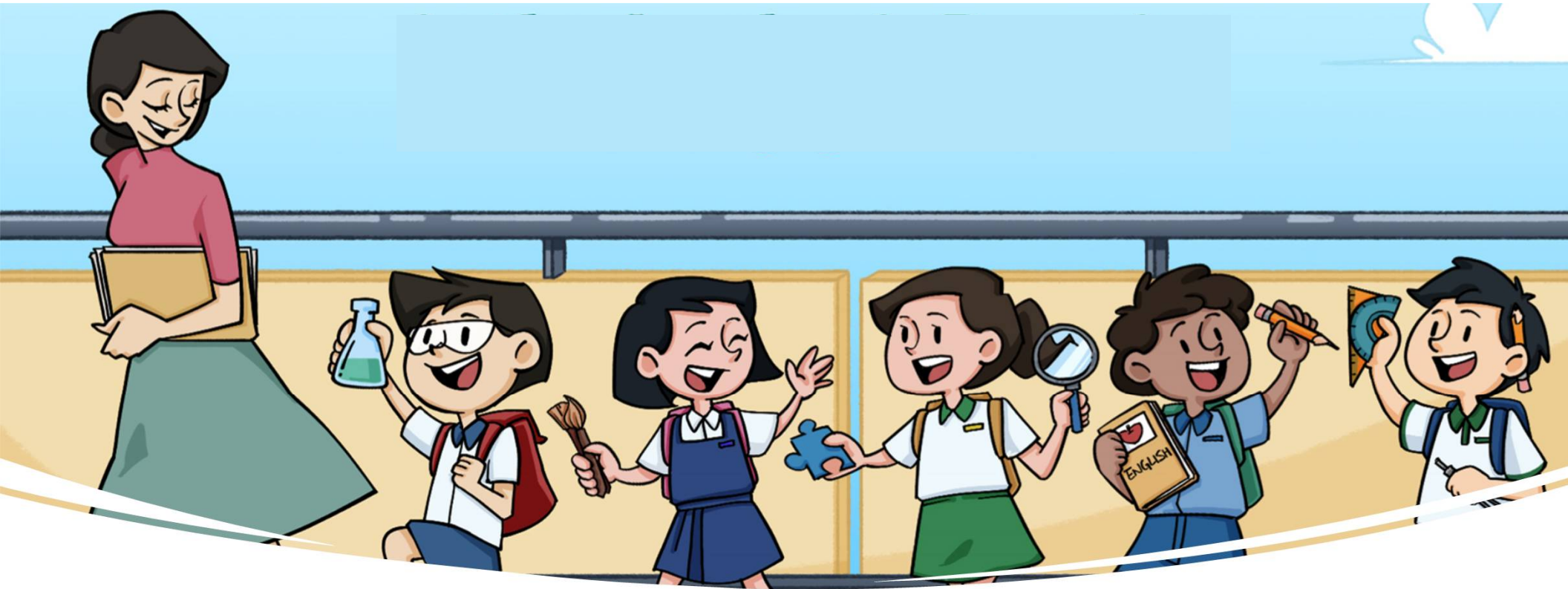
## **Nurturing interests**

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

## **Supporting learning without pressure**

Focus on growth and discovery rather than pushing for performance.





**Thank you.**