

Refreshed Approach to Support Primary Students with Academic Strengths and Talents

Parent Engagement 2026



Outline

Our School Vision, Mission and Values

- Cedar's Aspirations for the Students

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

- Partnering Parents to Nurture Children's Strengths
- Developing Your Child's Growth Mindset



School Vision, Mission, Values and Motto

School Motto

Effort Determines Success



School Vision



School Values

Kindness
Integrity
Resilience
Responsibility
Creativity

WHO

Respect
Resilience
Responsibility

Integrity
Care
Harmony

MOE CCE Values

School Mission

Nurturing Minds.
Inspiring Hearts.
Empowering Lives.

WHY

Social
Emotional
Competencies

Emerging
21st
Century
Competencies

WHAT

MK Learning Dispositions

Perseverance

Reflectiveness

Appreciation

Inventiveness

Sense of wonder
and curiosity

Engagement



Cedar's Aspirations for the students

Responsible Citizens:

Citizens who demonstrate kindness, integrity, resilience and responsibility; and contribute to the community and nation.

Creative Leaders:

Leaders who lead and collaborate to innovate and solve challenges to benefit the community.

School Vision

A Strong Start for Every Child



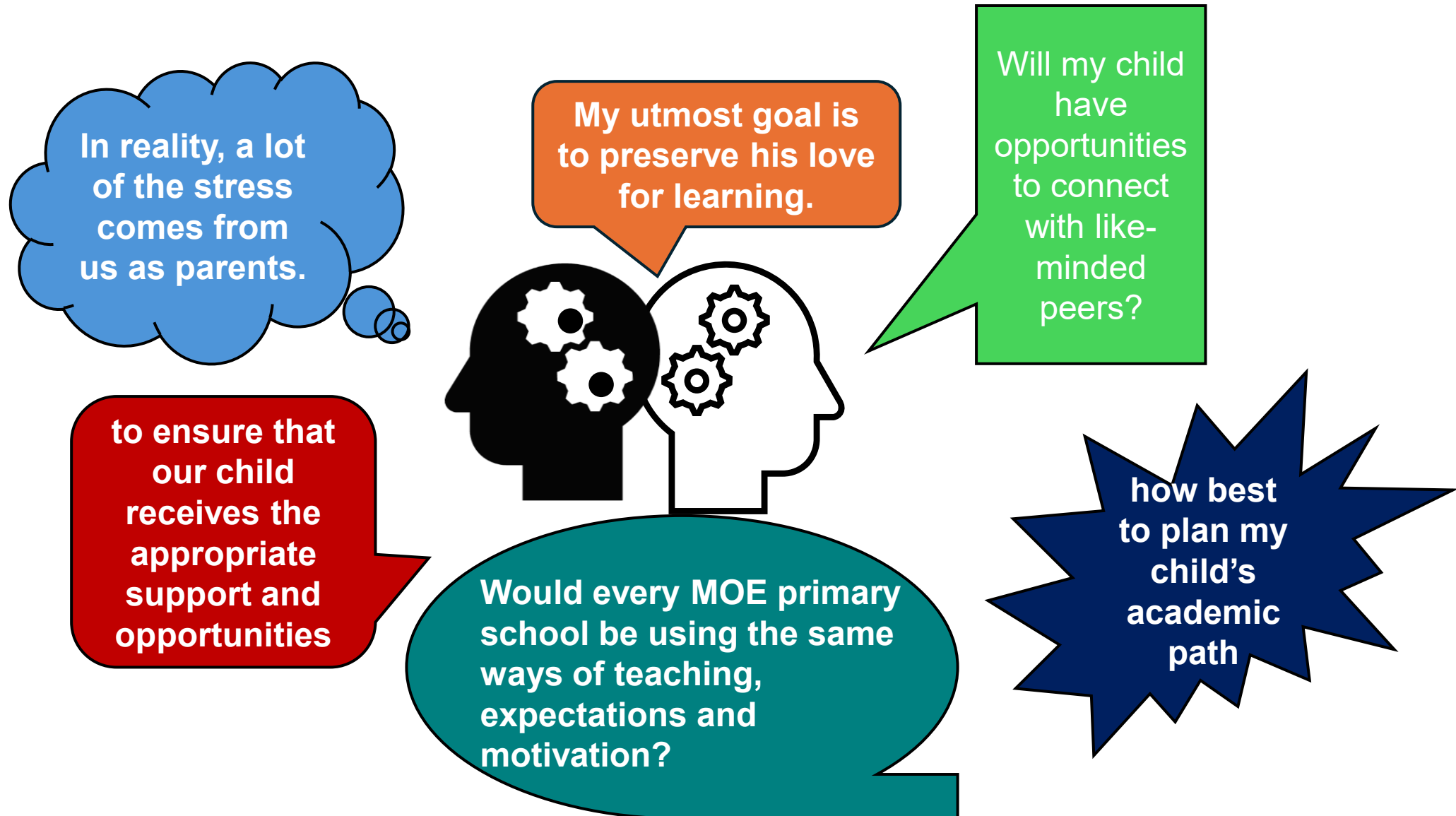
Joyful Learners:

Engaged and Self-directed learners in a positive and safe environment

A Connected Community:

Cedarians who work collaboratively, and build a caring and inclusive community.

Voices from Parents



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

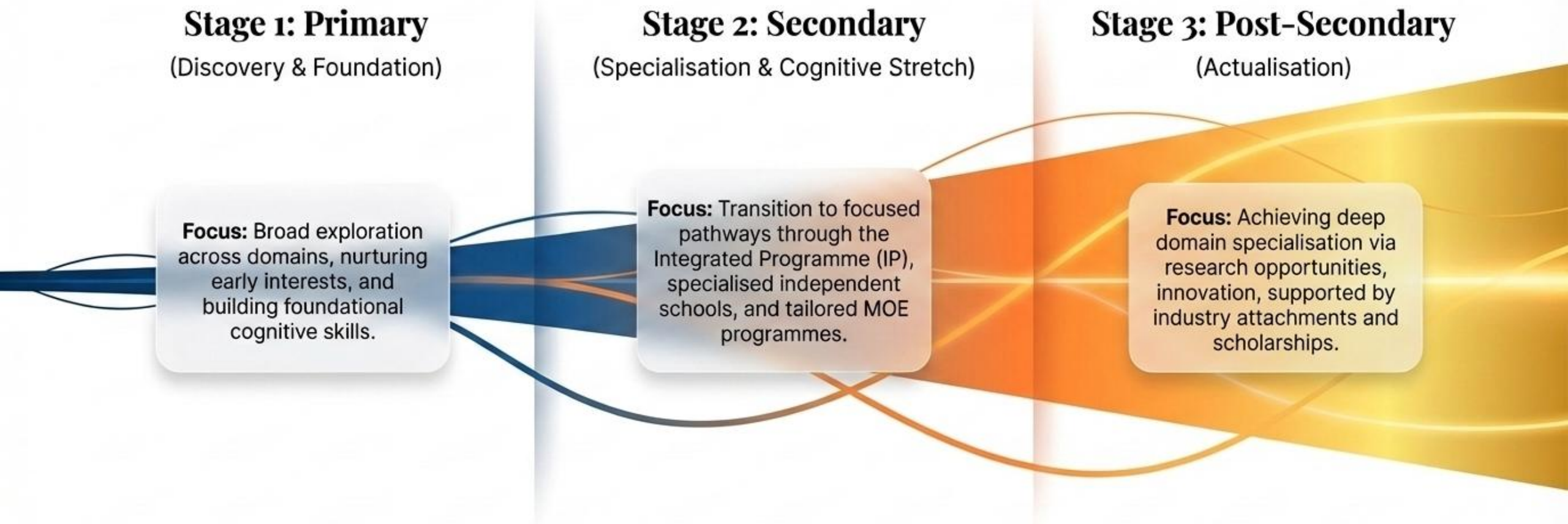
- **Reduce stigma and labelling** e.g. 'gifted' or 'not gifted'. Discovering children's potential is an **ongoing process** that allows them time **to develop at their own pace**.
- **Children can excel in some subjects while receiving support in others.**
- **Appropriate challenges and diverse experiences** 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



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

*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.

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.





Partnering Parents to Support Children's Strengths

Developing all our children's Growth Mindset

- **Compliment Growth.** Don't Praise Ability Or Intelligence: That promotes a fixed mindset. Compliment effort, process and choices.
- **Tie Good Outcomes To Effort:** Don't Ignore Outcome. We can be happy when children succeed, but attribute it to effort.
- **Respond Positively To Failure:** They need to know that failure isn't bad, it's a tool for improving.
- **Help Our Children Set Goals:** Don't Just Say "Try Hard." Blind repetition doesn't work. Help Children to Strategize.
- **Teach Growth Mindset In All Areas Of Life:** There's no area where they cannot improve with hard work.
- **Role Model Growth Mindset.** Talk To Our Children About Our Own Growth Mindset Efforts: Practice it yourself and share your results.

Contact and Updates

For further queries, please approach

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Additional details regarding the **one-stage identification exercise** has been shared via PG on Monday, 12 July 2026.

For parents who have not responded, please do so by **31July via PG**.



Be GREAT!

Give.

Relate, Read, Reflect, Rest.

Exercise. Stay healthy.

Appreciate. Be Grateful.

Try. Learn something positive and new.

Thank You