

EARLY SYLLABUS COVERAGE, RELENTLESS REVISION AND 2025 PLE BEST TEACHERS SHARE WINNING TIPS

Behind the candidates celebrating good performance in the just-released Primary Leaving Examination (PLE) results are hundreds of teachers. New Vision's **Maureen Nakatudde, Nelson Kiva, Dallen Namugga and Micheal Odeng** bring you the outstanding teachers who produced the *crème de la crème* in the 2025 PLE. The best teachers were selected based on the school performance per subject.

The ranking is based on the respective school ranking per subject, while the best schools per subject are generated based on the average aggregate achieved by all candidates from each school (both government-aided and private).

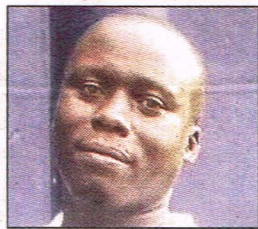
However, some schools were reluctant to have their teachers' profiles published, fearing poaching. The following teachers, spread across the country, attributed the success to several factors such as teamwork, support from schools and parents, as well as motivation of the learners.

COLLINS WAFULA, NAMUTUMBA ROYAL LIGHT PRIMARY SCHOOL

I have taught English for 10 years. All the 29 candidates who registered scored distinction one in English. What made us perform well, though not as expected, is the combination of expert dedicated teachers that we have here at the school. We work willingly and we are so co-operative.

What mainly gave me courage to do my work to my best is the effective administration which fosters a clear and shared vision for academic success.

What I would like to tell English language teachers out there is that when teaching, you have to first prepare yourself well. The children are human beings who need motivation. If you do not motivate them, they will not grasp anything.



YASIN KIGGUNDU, SEETA JUNIOR, MUKONO

Out of 140 candidates, 139 passed with distinction one, while one got distinction two. I applied a child-centred approach to teaching.

I also built a strong teacher-pupil relationship in which learners felt free to share their concerns, fears and challenges. I also carried out quality assessments with emphasis on competence-based evaluation.

Timely feedback was key. Learners always received feedback immediately after marking and assignments so that areas of weakness could be fixed.

The learners also excelled because of the close relationship I maintained with their parents, who supported and financed some activities.

I also engaged learners in moral guidance talks to help them remain calm, disciplined and focused.

I advise my colleagues to teach science with passion.



MAXWELL GODFREY BYAMANI, BRIGHT JUNIOR WAKISO PRIMARY SCHOOL

My entire class, comprising 62 candidates, scored distinction one in the subject.

We did a series of tests from as early as term one up to November. That continuous assessment is very vital if you are to achieve good performance.

I am also innovative when handling the Primary Seven syllabus.

Some things in the syllabus are key, while others are not. I, therefore, reduce the workload by making a compilation of what is key for performance.

So, whereas some teachers were handling the syllabi ordinarily, I was only picking what I thought the learners may not be very conversant with. I ensure that the learners fully understand whatever was in that compilation. In every lesson, every child could open that booklet and we go through it. The same would happen before every set of examinations.



OSCAR NUNASINGURA, HERITAGE JUNIOR SCHOOL BULENGA, WAKISO

I started teaching five years ago. We had a class of 48 candidates and 39 scored distinction one in English, while the other remaining candidates scored distinction two.

Good performance starts with the teacher laying down clear strategies and understanding the learners.

For them to understand well, they need motivation. English is not a hard subject... As long as they love and practice it, they will pass it.

You must ensure to speak it daily and cover the syllabus in time.

There is also a component of research. As a teacher, you also need to do thorough research in regard to what is right and what is wrong. The school administration has really been wonderful.

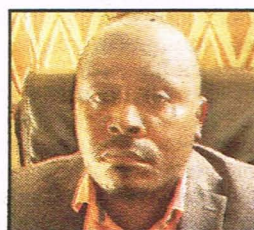


UMAR WASSWA KIMBOWA, KIKULU PS, KAMPALA

Out of 67 candidates, 65 passed with distinction one, while two achieved distinction two.

I use a hands-on approach, especially for experimental topics, because it makes the lessons lively and helps learners understand concepts more clearly.

I also use the grouping method when interpreting questions. I group the class according to students' abilities, mixing weaker and stronger learners. I make sure pupils are actively involved in discussions in my presence. I even encourage them to argue respectfully, listen to one another, and work together to arrive at an answer.



GODFREY WAISWA, SEETA JUNIOR SCHOOL NABUTI, MUKONO

I have been teaching for the last 12 years. During this period, I have taught the candidate class at Seeta Junior School for nine years.

A total of 138 of the 140 candidates passed English language with distinction one, with only two candidates passing with distinction two.

When you handle English, you need to know that it is a language as well as a subject. Therefore, being a language, you need to allow your learners to practice it on a daily basis.

As they practice, you need to guide them and correct their mistakes there and then.

Before it comes to exams; of course you have to give them enough time to prepare and ensure you are strict when marking.

You need not to think for them and you must be strict as far as marking is concerned, putting in mind that the one going to mark the finals does not know your child. This helps your learners to present their work neatly.



WALTER TENDO, CASTLE JUNIOR SCHOOL, KAZO

I have been an English language teacher at Castle Junior School for the last eight years. We had a total of 40 candidates and 32 of them scored distinction one, while the remaining eight had distinction two.

I understand the subject I teach; the first thing was to emphasise its use among my learners.

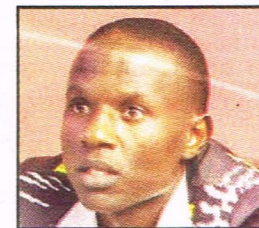
In most cases, learners tend to write the way they speak. Secondly, I did my best to ensure that I get enough time for revision and I finished the syllabus in the first three months, which gave us ample time for revision.

I made sure that my learners totally understand and interpret English language questions.

We had to ensure that they could answer everything independently without help.

The rest are things such as punctuations. I was strict when marking, especially the handwriting.

Teachers who teach English should not leave any stone unturned in grammar, composition and comprehension.



SANTOS ANGOL, DAYLIGHT PS, LIRA

We had 56 candidates, 53 of whom obtained distinction one, while three attained distinction two. I was assisted by Isaac Okao. I placed strong emphasis on thorough content coverage, timely completion of the syllabus, and continuous assessment of learners.

I also ensured that they were made aware of common misconceptions in science.

I assessed learners based on knowledge, comprehension, and application.



LEARNER-CENTRED TEACHING DEFINED 2025 PLE SUCCESS

ABRAHAM AGABA, KATONU HIGHWAY PS, LWENGO

SST

This success was achieved because we worked with the head of the department and the entire administration.

The secret to our good results is that we gauge our learners based on competency-based teaching, which is mainly learner-centred.

You introduce the topic or sub-topic, then engage the learners by asking questions and allowing them to share whatever they feel is related. So, this one helps them think beyond what is being taught, but it also helps the teacher understand the pupils' areas of weakness.

In addition, you provide ample time for the learners to discuss the topics covered because most of the time, some learners may be shy when they are in class. But when they are with their friends under the supervision of the teachers, some grasp the information better.

For the case of weak learners, we identify them while teaching and doing tests. We pay special attention to topics where they do not comprehend, and they are able to improve their performance.

More so, we regularly offer learners assessment tests to gauge where they stand. Then, based on the previous PLE past papers, we know how questions are set and how we can interpret those questions.

In the case of spellings, when you are introducing the topic, we identify the new words and encourage the learners to master them. We do this by giving them spelling exercises and encouraging them to make corrections for the mistakes they have made.

Sometimes, a child might know the answer, but the wrong English fails them. So, we usually work with the English language teachers so that the pupils can learn to express themselves. We do weekly quizzes and debates.

At times, when we are setting exams, we focus on the areas learners have not studied. This forces the younger ones to do research.



PENEHA TAYINEBWOBA, ST TIMOTHY PRIMARY SCHOOL, IBANDA

Maths

The mathematics subject is more practical than theoretical. Most of my lessons are learner-centred. Learners get to calculate numbers on their own, and this helps them to easily grasp what the teacher has been teaching them.

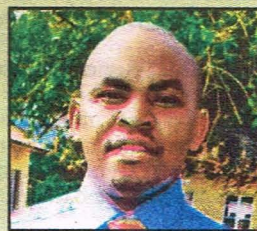
We also always do a reflection on every topic to make sure that every pupil has understood it well. We set examinations based on the topics we have covered that week. Relatedly, we allow children to set their own questions and answer them.

Most of the learners tend to have a negative attitude towards this subject.

They think that mathematics is very difficult, but we endeavour to help them have a positive attitude towards it. We tell them that mathematics is very easy, and so they should think so. Therefore, our children grow to love the subject and therefore, work very hard to pass it.

We did that by explaining to them that mathematics is a key subject, and when you fail it, you can't have a bright future.

For the case of weak learners, we give them remedial lessons after classes so that they can understand.



GERALD KINNEENA, KINNEENA FOUNDATION PS, KYOTERA

SST

I am the head of department for SST, teaching the Primary Seven class.

This good performance is the work of several teachers I head in the department, the hard work of pupils, support from the administration, and the co-operation of parents.

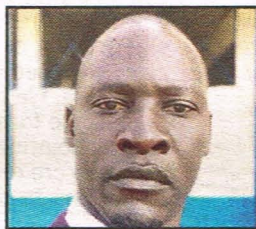
When teachers are paid on time, they can teach learners efficiently and can carry out their duties without fear.

Besides that, other than teachers leading, we do our best to encourage students to study on their own and come up with some of the things needed in class.

The learner approach makes the pupils have a keen interest in what they are studying, and hence makes it difficult to forget.

Conversely, we are also always updating our teaching references and see what has been added so that we keep our learners up to date with what is trading.

On the side of weak learners, we give them extra work based on the topic they are finding difficult, for instance, if it is map interpretation, we do that.



MICHAEL KUCHANA, KAPCHORWA MODERN BOARDING PS, KAPCHORWA

SST

I'm the head of department of social studies at the school, and also in charge of the Primary Seven class.

While other schools are known to purchase exams from examination bureaus, we don't.

We set our exams emphasising on fields that learners find challenging. We also make use of Pass PLE of *Bukedde* newspaper. These help our learners to comprehend concepts better.

My colleague, Moses Wambele, and I assign different activities based on competence to different learners in groups. We encourage them to research.

First, we allow the learners to discuss their ideas first. After that, the teacher clarifies and complements their findings.



MUKASA GONZAGA, ST FRANCES EDUCATION SERVICES, MUKONO

Maths

I start preparing learners as early as Primary Four so that by the time they reach Primary Five, Six and Seven they have already mastered most of the content. Consistent practice is key, but most importantly, learners must love the subject. I keep reminding them that mathematics is not hard.

Group work is very important. I group learners according to their abilities and give them work that matches their level of understanding. Practice should be done daily.

I strongly discourage intimidating learners through caning because once you cane a child, they begin to hate both the subject and the teacher. Teachers should instead use the right textbooks that follow the curriculum guidelines so learners can also study on their own.



PIUS KIKOMEKO, ST JUDE JUNIOR SCHOOL, BUKOTO, MASAKA

SST

We owe this great performance to God.

Whenever we enter class, we make it a point to start our lessons with a word of prayer or a worship song.

Faith is very important for the children since some panic and lack confidence to take the exams.

When they put God in their mindset, they get stronger and thus do better. Prayers help them to be determined and have faith, and all things will go well.

More to that, the children have ample time for revision after finishing the syllabus early. These included past papers of various years, which give a test of what they should expect in exams.

We also try as much as possible to be friends with the children. When you do that, you eliminate the fear, and the pupils find it easier to ask you when things are not going well. In the long run, the children make it by getting help with every topic they find hard.



ALEX SATURDAY, KAYOMBA MEMORIAL PS, KYANKWANZI

Maths

Continuous revision is the best way to handle mathematics. Teaching should involve repetition and regular assessment so that learners clearly understand what they are doing.

I also relate mathematics to real-life experiences so that learners can see its relevance in their everyday lives. When learners understand how mathematics applies to life, it becomes easier and more interesting for them.

To learners who fear mathematics, I always tell them that it is just like any other subject and should not be feared. In most cases, the fear comes from how the subject is taught or handled.

I encourage my learners to keep practicing and to enjoy the subject. I show them that mathematics is possible, and once they believe that, their performance improves.



MARTIN OLOWO, ST PHILOMENA PRIMARY SCHOOL, MASAKA CITY

Maths

I have been a mathematics teacher for 10 years. We often encourage our pupils to get involved in co-curricular activities such as sports, music, dance and drama. These help them refresh their minds and can concentrate on the mathematical subjects.

More to that, we endeavour to ensure that we complete the syllabus early enough to embark on rigorous revision. This includes continuous teaching and assessment of learners. We guide them as they carry out different activities and tests in class.

For the case of weak learners, we offer them more numbers that they can calculate to make sure that they catch up with others. This really works for them because you find some of these pupils catch up with the brighter ones and compete with them.

