



---

Embassy International School, ul. Edmunda Biernackiego 10, 30-043 Kraków, Poland  
phone: +48 786 947 320, email: [office@embassyschool.pl](mailto:office@embassyschool.pl), [www.embassyschool.pl](http://www.embassyschool.pl)

## **Admissions and Progression Policy**

Embassy International School is a private school and reserves the right to select which pupils may attend. The purpose of this policy is to describe the philosophy and process supporting admissions.

The school has an equality and diversity policy and does not discriminate based on any protected characteristics, as defined by the appropriate policies.

The school has a vision, core values and mission statement describing how we function and what we expect.

Admission is based on meetings with families (parents and children), discussion of educational values to ensure that our vision has been understood and that families joining the school community understand what this means and support this. This process may involve face to face meetings, guided tours, sometimes a trial day for the children (during which the school assesses whether the child understands and supports our vision), written exercises concerning specific subjects or questions surrounding what the school stands for.

Children will not be refused entry to school based on previous schools' programme alignments or indeed errors. A corrective programme may be necessary, but a child will not be penalised by the Embassy International School for matters beyond the child's control.

Non-compatibility or non-alignment of educational values and vision between families and school is a reason for declining application for admission to the school.

Where exam programmes are involved a language test will be required. If a child cannot display the required level of English they will not be admitted to a public examination programme, but an alternative proposal may be made if they are in alignment with the school's values and vision.

Likewise, for public examination programmes a minimum level of previous attainment is required in certain subjects and/or related subjects. Prospective candidates should discuss this with school at time of initial enquiry. Candidates will either not be permitted to enrol for certain subjects or a corrective programme will be agreed where the main responsibility will lie with the child and family for raising attainment.

Subject options for public examination programmes are closed to internal candidates for planning purposes by the end of the May in the year preceding the start of the course. This concerns entry to years 10, 12 and 13. Year 11 admissions (half way through GCSE exams) depends on individual consideration. There is a minimum number of candidates required to run certain non-strategic subjects. Subjects must be chosen or requested before May. The school cannot guarantee to consider requests for external candidates after this date.

Admission to a particular class is based on age at 1<sup>st</sup> September in the year of entry. International education programmes vary in their approach to admissions dates and in this case the system a child is coming from or going into are taken into consideration in class placement. A child may be placed in a lower age group based on previous results and school/language history. Placements in higher age groups are extremely rare and not encouraged as the school runs highly individualised programmes of learning. Such requests must include extensive evidence of achievement very substantially beyond age expected achievements and evidence that

such a placement would not lead to deviation or compromise of a child's social development. Any such placement will be monitored carefully and the school reserves the right to reverse such a decision unilaterally.

In the case of children coming from the Polish system (MEN) and continuing in the Polish system, they will be placed in a class **strictly** according to their position in the Polish system. This will be that Year 1 corresponds to MEN 0, Year 2 to MEN I, Year 3 to MEN II and so on until the end of MEN VIII. In the situation of a child being in more than one system their position in the Polish system will take precedence over any other system, for the purposes of class placement. This matter is **non-negotiable** and is essential in the interests of proper organisation of timetables and serves the best interest of the children.

Admissions mid-year in Early Years:

Children will not be admitted to school under the age of three years. There are four start dates for children in Early Years - September (normal start of year), after October mid-term break, after Winter Break, after Spring Break

Places cannot be reserved for Early Years with mid-year start dates as priority will be given to children who are three years old at the start of September. Admissions with mid-year start dates in Early Years will be allocated on a first come first served basis according to availability of places at the start date one before the desired start date. For example, a Spring Break start date will be offered only if there are places in the Early Years after Winter Break.

Specific learning differences are not a reason for non-admission to school and the school will not and does not discriminate against children with specific learning differences. However, non-disclosure of known issues is contrary to the spirit of school/home cooperation and does not enable the school to select an appropriate course of adaptation or further action and establish teaching and behaviour management strategies; the school reserves the right to discontinue a child's participation in school if known issues are not reported at time of admission. This is for the benefit of the child and all members of the school community. The school has an extensive and highly trained and experienced team in supporting special needs of many types and engages fully with the variety of needs identified and known.

Specific learning differences are nothing to be ashamed of, are often temporary and in most cases can be worked with or around. Non-disclosure of known issues can cause (needless) harm and (unnecessary) distress to the child concerned and also seriously disrupt group dynamics, thus harming others. When specific learning differences are declared upon entry a programme of monitoring and engaging with these needs will be agreed upon, and a review schedule put in place.

### **Progression from year to year, admission to exam classes**

Progression through classes in school is a matter of great responsibility and the school cannot allow a child to move to a higher scholastic level if doing so is significantly mis-aligned to their current scholastic accomplishments and broader educational needs. In particular a child cannot be allowed to start an exam programme if they are clearly not ready to do so. Likewise, difficulties with English language may be a reason for a child to not proceed to the next class.

If a child has an end of year attainment grade of 2 in two or more subjects, they will not be permitted to proceed to the next year. If there are no places in the year group they would repeat, they may lose their place in the school. If a child has a 3 for attainment in four or more subjects they will be permitted to progress as a *qualified progression*.

Where a child proceeds to the next year with a qualified progression (2 for attainment in one subject, English language difficulties), a written corrective plan with dates will be made and must be complied with.

No child will be permitted to continue in school if they have a situation of qualified progression two years in a row.

If a child is clearly struggling and has a double programme, then the school will recommend that they drop one programme. In the case of children with local MEN alternatives, this will mean leaving school for a local school in order to focus on their national curriculum obligations.

In some cases pupils may have come to school with historical weaknesses, or syllabus misalignments from previous schools which mean that they could reasonably progress to GCSE with a reduced programme of fewer subjects. In this case an Individual Education Plan will be devised with the Support and Development team, monitored by the Form Tutor, to ensure that each pupil has the best possible chance of success. Such adjustments will be noted in writing and must be signed by the parents. This situation is most likely to arise in regard to languages.

Pupils will only be admitted in the middle of an exam programme (to year 11 or year 13) after a rigorous checking of prior learning and subject to an IEP and written commitment to take adaptive or corrective measures and deadlines for establishing results. In many cases, where the examination board is other than the board EIS uses or the programmes are different it may be required to start an exam programme again from the beginning. Exams, as stated in the exam presentation policy, is a serious matter and the school is not obliged to present pupils if this does not seem to be in their best educational interests.

Exceptions to this policy will only be made in very compelling circumstances and with well documented reasons and evidence. Such requests will be considered by a committee involving both Heads, a school psychologist and at least one teacher.

### **Subject Selection Profile at A levels and Entrance Tests**

A levels are rigorous exams, designed to provide evidence for universities for their selection procedures. Most subjects require a certain level of earlier learning and attainment. GCSE exams are designed to prepare candidates for A levels, and a minimum level of pass from GCSE is required for different subjects. iGCSEs are not recognised as adequate evidence of readiness for A levels and **entrance tests** will be required wherever we cannot establish reliably that a candidate is adequately prepared with the prerequisite learning in the given subject. Such candidates may be offered a three year programme.

Lindsay Davidson, Head of School

Revised May 2020

Next revision July 2021