



ADMISSIONS

Policy Time frame: Effective from: 22.08.2019
 Revised: 23.11.2020
 Review Date: 01.09.2021

Mission

In partnership we work with families to respect and promote the values which KIS advocates, so enabling resilient, compassionate and reflective individuals to lead in successfully shaping their world. KIS offers an inspirational British styled education with achievement and aspiration at its heart. With a commitment to continuous improvement we provide outstanding opportunities for students to excel at all age levels. Dedicated staff provide for diverse and creative learning through supportive and engaging teaching, encouraging our students to investigate new experiences and to fully extend existing passions and talents.

Introduction

Kajonkiet International School (KIS) aspires to be a high-achieving school in which excellence, achievement and endeavour are valued through all-round opportunity. Academic performance is placed at the core. The aim is for students to realise their full potential against internationally recognised gold standard qualifications.

The Admissions Policy will be both challenging and supportive of young people and clear in its statement of expected standards, provision for Special Educational Needs and progressions through the school. It is, therefore, self evident that The Admissions Policy must be academically rigorous, fair to all constituencies and understood by all.

The Process

Phase 1 - Enquiry

Enquiries typically take three forms; local telephone or email contacts, international telephone or email contacts and unannounced drop in visits from potential families.

On receipt of telephone enquiries the Admissions Officer will send out an Admissions Pack providing information on KIS and the process of application. They will also invite the caller to visit the school and coordinate a tour, with opportunities to meet with key academic, pastoral and administrative personnel built in.

On receipt of email enquiries The Registrar will be advised and will send out an Admissions Pack providing information on KIS and the process of application. They will also invite the caller to visit the school and coordinate a tour, with opportunities to meet with key academic, pastoral and administrative personnel built in.

On occasions where interested parties visit the school unannounced, they will be attended to by the Receptionist or the Admissions Officer in the first instance. The Registrar will conduct a tour of the school having first sought confirmation on the availability of The Principal and the Vice Principals to be introduced to the interested families.

Tours of the school on pre-planned visits may be conducted by The Principal or either of the Vice Principals.

Phase 2 - The Application

The admissions process is started when the Registrar receives a completed Application Form and Fee or when contact is made with the Registrar regarding international applicants. The application is formally acknowledged in writing by either the Registrar or the Admissions Officer within twenty four hours. At this point a file will be initiated by the Admissions Officer and a first database entry made so that the application can be recorded and tracked. All family connections to the school will be established at this point.

Phase 3 - The Assessment

Formal Assessment

Upon receipt of the completed Application Form and Fee an initial assessment will be made by The Principal (Secondary & 6th Form) and the Vice Principal (EYFS & Primary) for admissions to EYFS and Primary, with advice, as required from other school leaders. School reports, current academic performance, behavioural / disciplinary records and Special Educational Needs evaluations will be reviewed and evaluated. If Principal (Secondary & 6th Form) or the Vice Principal (EYFS & Primary) assess that the applicant has the potential to access the curriculum, to be successful and to thrive socially at Kajonkiet International School, the applicant will be invited in for assessment as soon as possible and

parents / guardians invited to meet either The Director, Principal and/or either of the Vice Principals. It is acknowledged that all formal assessments must be appropriately-pitched, harmonious with The School's Mission and Values, clear to applicants and assessors and straightforward to assess and analyse. Particular attention will be paid to levels of English; where possible and where appropriate, some assessment in the applicant's first language may be undertaken. Any reported or observed SEN concerns will also be included during this stage of the assessment process.

Testing Procedures Foundation Key Stage:

1. Interview with Vice Principal (EYFS & Primary);
2. Phase Leader observation.

Key Stage 1:

1. Interview with Vice Principal (EYFS & Primary);
2. Reading Sample / Test;
3. Phonics Assessment;
4. Written assessment in English and / or first language.

Key Stage 2:

1. Interview with Vice Principal (EYFS & Primary);
2. CAT4 Assessment;
3. Reading Assessment;
4. Written assessment in English and / or first language.

Key Stage 3:

1. Interview with The Principal and/or the Vice Principal (Secondary & 6th Form);
2. CAT4 Assessment;
3. English (First or Second Language as appropriate).

Key Stage 4:

1. Interview with The Principal and/or the Vice Principal (Secondary & 6th Form) and/or Head of Department;
2. CAT4 Assessment;
3. English (First or Second Language as appropriate);
4. Science.

Key Stage 5:

1. Interview with The Principal and/or the Vice Principal (Secondary & 6th Form) and/or Head of Department;
2. Formal evidence of Public Examination qualifications;
3. Testing for confirmation if appropriate in subject specific areas.

Marking of all tests is undertaken by a team of trained teachers overseen by Heads of Departments or Phase Leaders prior to submission to Principal and/or either of the Vice Principals for review.

Contact with Previous School

To help assess the ability of applicants to the school and to substantiate data generated by the formal testing procedure, The Registrar will make contact with the applicant's school / former school to request:

1. Recent school reports
2. Information relating to Special Educational Needs
3. Information relating to behavioural or disciplinary matters
4. Other gifts and talents

In the event of concerns emerging, The Director, Principal and/or either of the Vice Principals will make direct contact with the previous school for clarification.

Parental Meeting

If the applicant is likely to thrive at Kajonkiet International School, the parents or guardians will be invited to meet with The Director, Principal and/or either of the Vice Principals. Whilst each of these meetings will have its own unique dynamic, certain common questions relating to the school vision will be asked and answers recorded in a way that allows for analysis. Where appropriate, the Registrar or other appropriate member of the school's staff will provide a translation service.

In many cases, applicants will also meet with school leaders, class or subject teachers whose views will be formally recorded, analysed and taken into account in the final decision.

Interview with Applicant

All applicants to the school will be formally interviewed in English and/or their first language. As with the Parental Meeting, certain common questions will be asked and answers recorded in a way that allows for statistical analysis. Such information will be taken into account in the final decision.

The purpose of these interviews is to substantiate the data provided by the other stages in the admissions process and to allow applicants to present themselves positively in ways which may range beyond the parameters of formal testing.

Special Educational Needs

If in the course of the information gathered, the testing procedures and / or interviews it is suggested that the applicant has or may have special educational needs, then an assessment will be made by The Principal with advice taken from the Vice Principals and Inclusion and Intervention Manager as to the progression of the application. The SEN Policy will be made available to parents and options discussed.

During the course of the internal admissions process, it may become apparent that further assessment by the school's Inclusion and Intervention Manager or a professionally qualified Educational Psychologist is warranted. This will be arranged and the information provided taken into account in the final decision.

Phase 4 - The Compilation of Information

At this point, all information relating to the application will be compiled by the Registrar and a standard file presented to the Vice Principal of the appropriate phase of the school. At this point any extenuating or special circumstances pertaining to the application will be raised.

Phase 5 - The Decision

All decisions regarding admissions to the school will rest with The Principal although this responsibility may be delegated to the Vice Principals where appropriate. The formal correspondence relating to decisions on admissions will be reviewed annually by the Director.

The Registrar submits a fortnightly report to The Director and The Principal within the framework of the Business Management Group. This report includes reference to admissions of students in the preceding period. In the first report of each academic year to The Board of Directors, The Principal will provide statistical data and analysis of admissions for the previous year.

Points of Progress

The Admissions' Process is designed to be rigorous, fair and consistent in its application. However, it is acknowledged that progression through the school cannot be guaranteed automatically. Consequently, the Admissions' Policy is underwritten by a Points of Progress process which combines both formative and summative assessment in order to assess a student's suitability to proceed. Such assessments will take into account academic, social, behavioural and special educational needs reports.

The following Points of Progress are identified although it may be appropriate in some circumstances for the school to consult with parents/guardians at other points in respect to the suitability of the education at KIS for their child.

1. End of Year 6
2. End of Year 9
3. End of Year 11

These Points of Progress identify moments when clear decisions have to be made. However, in every case where there is concern, the school is obliged to make contact with parents to discuss all options well in advance of the Point of Progress. It is viewed to be good practice for the school to be working with parents whose children are causes for concern 12-24 months in advance of the appropriate Point of Progress.

In the Letter of Acceptance, The Registrar will make it clear to all parents/guardians that progress through the school is not guaranteed and that formal Points of Progress do exist .

Responsibilities

The Principal

The Principal is responsible for making the final decision regarding admissions. He is also responsible for ensuring that a culture of care prevails in the process with each step in the process being undertaken with professionalism. It is the role of The Principal to ensure that every member of staff is aware of how the Mission and Values and The Admissions Process work together.

The Vice Principals

The Vice Principals will deputise for The Principal where appropriate in the admissions' process. They will take responsibility for its operational management within their sphere of work and their advice and viewpoint will be granted considerable weighting in the final decision.

The Registrar

The Registrar is responsible to The Principal for the effective and rapid processing of applications and for ensuring that all communication, including the final decision, is carefully and sensitively handled. The Registrar and her team will ensure that all information relating to admissions is gathered and provided to The Principal in a standard and accessible format.¹ It is the responsibility of The Registrar to provide accurate and current data to The Director and The Principal relating to admissions in a form that is clear, concise and supportive. The Registrar will also provide The Director, The Principal, The Director of Business Services and the Vice Principals all feedback relating to admissions from prospective parents, previous schools and other sources.

Online Admissions Testing

As a result of COVID-19 protocols and restrictions, admissions applications seeking online testing solutions have become an identified need for some families. In response the school has determined a procedure for accommodating and facilitating such requests. Procedures in place follow the guidance outlined below.

To ensure online testing can proceed parents of prospective students must be able to satisfy and agree the following requirements and conditions.

Requirements for Online Testing

1. A computer with internet access
2. A Clock
3. A mobile device / computer with with camera and internet access (with Zoom application)

Setting up the testing environment

1. The lighting in the room must be bright enough so that your face and eyes can be seen throughout the duration of the test.
2. Your desk/workspace must be completely cleared of all books and reference materials. In addition, please clear the entire room (including walls and bookshelves) of any materials that could be considered reference materials. Any suspect items seen during the initial room scan by your proctor will be flagged unless otherwise approved by the school.

During the online test

1. To provide a valid school-issued photo ID when requested.
2. The school will scan the room with your webcam when directed.
3. To remain directly in front of your webcam for the duration of the test.
4. The applicant must not interact or communicate with anyone by any means while testing.
5. The applicant must not access other websites or applications on the computer while testing.
6. An additional device must be on zoom application with the invigilator of our school at all times.
7. The applicant must not intentionally disable the internet connection while testing.

Violation of any these conditions will be flagged during the test by the online admissions invigilator, and the applicant:

- may fail their test,
- may not be eligible for a refund, and,
- may be banned from re-taking the test.

Online provision will be made in accordance with established age related assessments as standard to this policy.

¹ Appendix A

The Registrar's Checklist

- Application Form
- Test Results
- Previous School
 - School Report
 - SEN
 - Behaviour / Disciplinary
- Requirement for further contact with Previous School
- Parental Meeting data
- Comments from school leaders / teachers
- Special Educational Needs report

Other information:



THE ADMISSIONS PROCESS

