



# STUDENT PROGRESSION POLICY

Progression assessment of each student studying at ACS (International) is determined towards the end of the academic year by the academic panel in each Division led by the Division Vice Principal. Students will generally progress to the next academic level each year unless there are significant academic concerns or the minimum entry criteria have not been met e.g. for IB Diploma.

## ACADEMIC PROGRESSION

Progression is based on all academic work of the student in that academic year. A student's attitude to work is also considered.

To be fair to all current students, progression assessment is usually NOT done mid-year.

### Criteria for Student Progression

*Years 1, 2, 3 and 5*

For students in Years 1, 2, 3 and 5 progression into the next year group is based on the following criteria:

- A consistent, good academic record throughout the year. This is based on a review of Attainment, Completion of Work and Attitude to Learning grades each term and the EOY examination results
- It is expected that the majority of students will progress into the next year group.

### End of Year Examinations

The End of Year Examination results are reviewed. Students failing three or more subjects are reviewed by case conference and their full year's academic performance as well as their Completion of Work and Attitude to Learning grades are taken into consideration.

Where it is considered educationally and academically beneficial to the individual student, the student will be asked to repeat the year.

### Progression from Year 4 IGCSE into Year 5 IBDP

#### \*\*\* PANDEMIC UPDATE \*\*\*

Due to the pandemic, examination boards have had to adapt their way of assessing. In 2020 and 2021, IGCSE grades increased across the world on average by 10%-20%, and at ACS (International) they were at least 20%-30% higher than our historical averages. Due to this shift in grades the school has reviewed and revised its IGCSE progression criteria into IB for the 2022 Year 4 cohort.

See the section below for the update

The criteria for admission onto the IB Diploma Programme is based on the following:

### DSA into IBDP from Prelims

Students may gain acceptance into the IBDP programme through strong performance in their Prelim Exams. Prelim Exam standard is set by the school and not subject to fluctuations related to the pandemic. Students who meet the progression criteria are guaranteed entry into the IBDP programme regardless of their IGCSE results. In addition to this, they also get first enrolment into subjects which increases their chances of being placed into their first-choice subjects.

<i>Prepared By</i>	<i>Approved By</i>	<i>Review and Revised</i>	<i>Reviewed by</i>	<i>Next Review</i>
SLT	SLT		SLT	T3 2022

The qualification for DSA is:

- Students must achieve a minimum of 2 As, 2 Bs and 2 Cs grades in their Prelims.
- Students must achieve a minimum of a C in English/ESOL, Mathematics and at least one Science.
- Students must be able to gain entry into three Higher Level (HL) subjects (B or higher) and three Standard Level (SL) subjects (C or higher) at IB, using the IB grouping and in subjects that ACS (International) offer.
- Students' academic, attendance and behavioural records for the duration of their time at ACS (International) will also be taken into consideration.

### ***Direct School Admission (DSA) Meaning***

DSA means that the Academic Committee has met and based on the criteria above, is satisfied that the student is able to be enrolled in a valid IBDP combination of subjects the following year.

Please note that this combination of subjects may be different from the subjects the student has submitted to the school. In Term 4, The Heads of Faculty review the subject selections for DSA students and inform them of the subjects that they have met enrolment criteria for and been placed in.

### **Entry into IBDP from IGCSE**

Students who do not meet the criteria for DSA entry from their Prelim exams will need to demonstrate a strong performance in their IGCSE exams. The progression criteria from the IGCSE exams is:

- Students must achieve a **minimum of 3 As and 3 Bs** in their IGCSEs to qualify for acceptance into the IBDP. The 3 As and 3 Bs must be in a combination that leads to three Higher Level subjects, and three Standard Level subjects to be picked across all six groups.
- Entry into all HL Subjects requires either an A or A\* grade.
- Students must obtain a grade C or higher in English or English as a Second Language.
- Students' academic and behavioural records for the duration of their time at ACS (International) will also be taken into consideration.
- Acceptance onto the IBDP is also dependent on there being an appropriate subject package available for them with respect to their academic history.

*Should it be clear that IGCSE exam board grading has returned to pre-pandemic grading levels, the school reserves the right to revert back to the original progression criteria for IGCSE which is the same as the DSA criteria.*

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### **Subject Monitoring**

Students' grades are checked at the end of each term. Students who achieve a pattern of low grades (a grade of 3 or below for Attainment is considered to be a low grade) are placed on subject monitoring.

Students who fail 3 or 4 subjects are placed under a case officer who is either the House Tutor (3 failing subjects; in Senior Division, failing 2 subjects will result in monitoring by HT) or the Head of House (4 failing subjects). Students on monitoring will receive weekly targets from the teachers whose subjects they are failing. These targets are emailed home automatically to parents and the students meet once a week with their case officer.

For students who fail 5 or more subjects their case officer is the Divisional Coordinator who is responsible for the academic progress of their respective Division. Under Divisional Coordinator monitoring students will also be required to stay behind for mandatory support sessions with their subject teachers. These will be organized by the Divisional Coordinator.

## **Non-Progression**

In cases where students are not progressed, they will be provided with counselling about their options. In some cases, the school may recommend that they are retained in their current year level or in the case of Year 4 students, moved into FIB prior to IB (IB progression would not be guaranteed and they would still need to meet FIB progression criteria the following year to enter the IB programme). In some cases it may be recommended that the student seeks another institution for the continuation of their studies.

## **BRIDGING LANGUAGE PROGRESSION POLICY**

The Bridging programme is a one year course designed especially for our international students who need to develop their academic English skills and transition to an international school setting. Our mission is to provide a stimulating and engaging learning environment where students can develop their thinking and communication skills as well as creative and social skills.

Under dedicated teacher supervision students will:

- Learn the same math and science content as all students in the same year group
- Follow a full academic timetable
- Learn to communicate in a variety of social and academic situation
- Perfect their academic writing skills
- Develop critical thinking skills
- Learn to manage their time independently and hone their research skills
- Learn to share the school's core values
- Become internationally minded individual who value multilingualism, intercultural understanding and global engagement

At the end of the year-long bridging programme students will join the school's mainstream. Students should be given to opportunity to progress to the class best suited for their needs. For this reason, standardized procedures are in place to assess, vet and evaluate students.

### **Year 1 Bridging: A one Year course class preparing overseas and international students for entry in the mainstream.**

Possible outcomes at the end of the year:

1. *Repeat:* D or lower in English. Several fails in other core subjects such as Maths and Science.
2. *Progress to Mainstream: B or higher in English.* Pass most other subjects.
3. *Exceptionally: Progress to PRE-IGCSE:* C or lower in English. Pass most other subjects.

### **Year 2 Bridging (Pre-IG): A one Year course class preparing overseas and international students for entry in the mainstream (IGCSE)**

Possible outcomes at the end of the year:

1. *Repeat:* D or lower in English. Several fails in other core subjects such as Maths and Science.
2. *Progress to Mainstream (IGCSE ESL):* C or higher in English. Pass most other subjects.
3. *Progress to Mainstream (IGCSE First Language English or IGCSE ESL):* A/A\* with conditions for First Language English (see below)

For students wishing to apply to first language English and English Literature:

*Timeline:*

- a) Information about requirements and preparation shared with Pre-IGCSE students in Term 1.

- b) Information shared with students, guardian and parents during Term 3 parent teacher meeting (PTM) and IGCSE subject information session.
- c) Final review of the students application after the end-of-year examinations.

*Procedure:*

1. Review students report. It is expected that students achievement grades will be mostly 6/7 throughout the year.
2. Collect English teacher feedback about the students language ability. Teachers may find the IB publication *Language and Learning on the IB programme* (2014) helpful (especially pp21-27). Students eligible for First language English should display solid Cognitive Academic Language Proficiency as well as some evidence of critical literacy skills.
3. Obtain an A/A\* on the EoY examination.
4. Interview with the Head of English or Assistant Head of English.
5. Final recommendation passed on to the DC and VP.

**Year 4 Bridging (FIB): A one year course class preparing students for IBDP**

For students in FIB, progression into the IBDP is based on the following criteria:

- Students must achieve a minimum of 2 As, 2 Bs and 2 Cs grades in the End of Year Examinations.
- Students must achieve a minimum of a C in English, Mathematics and at least one Science.
- Students must be able to gain entry into three Higher Level (HL) subjects (B or higher) and three Standard Level (SL) subjects (C or higher) at IB, using the IB grouping and in subjects that ACS (International) offer.
- Students' academic, attendance and behavioural records for the duration of their time at ACS (International) will also be taken into consideration.

**Year 4 Bridging (Pre-IB): A one Year course class preparing overseas and international students for Entry in the mainstream (IBDP)**

Most students will take English B HL

1. *Repeat:* D or lower in English. Several fails in other core subjects such as Maths and Science.
2. *Progress to Mainstream (IB English B HL):* C or higher in English. Pass most other subjects.
3. *Progress to Mainstream ( IB Language A ): A/A\* with conditions (see below).*

For students wishing to apply to first language English and English Literature:

Timeline:

- a) Information about requirements and preparation shared with Pre-IB students in Term 1.
- b) Information shared with students, guardian and parents during Term 3 parent teacher meeting (PTM) and IB Subject Info session.
- c) Final review of the students application after the end-of-year examinations.

For students wishing to apply for English A:

1. Information about requirements and preparation in Term 1.
2. Follow up with English teacher throughout the year.
3. It is expected that students achievement grades will be mostly 6/7 throughout the year.
4. Obtain an A or higher on EoY English paper.
5. Interview with VP/DC/ IB coordinator should clearly state that student wishes to apply to Language A English. Interviewer should issue a short recommendation/opinion.

6. Interview should assess: critical thinking skills, interpretation skills and speaking abilities. Mother-tongue skills, educational history and future higher education plans should also be taken into account.
7. Final assessment rubric passed on the VP/IB coordinator for verdict.

### **References**

- [Language and learning in IB programmes](#) (IBO updated 2014)
- [Learning in a language other than mother tongue in IB programmes](#) (IBO 2008)
- [Guidelines for developing a school language policy](#) (IBO 2008)
- ACS (International) [Intercultural Learning Policy](#)
- ACS (International) [Admission Policy](#)
- ACS (International) [Standard procedure for language subject allocation](#) (mother-tongue)
- School Supported Self-Taught handbook