



Britannica International School Shanghai

Admissions Policy

Updated September 2024

Basic Guiding Principles

At Britannica International School, Shanghai, admission is open to students from all religious and ethnic backgrounds and to all nationalities aged between 18 months and 18 years. The criteria on which their applications will be considered are the following:

The student is eligible by the school's licencing regulations to join the school.

There is a reasonable prospect that the applicant will benefit from the learning programmes on offer.

There is adequate information from parents and previous schools to support an informed decision.

Prospective parents and students understand and accept the school's philosophy and expectations in terms of curriculum and community life.

With the exception of those coming from Anglophone countries, the school will support its commitment to international education by maintaining a balance between nationalities and language groups within its student body.

As part of the admissions procedure, applicants to the school are strongly encouraged to make a visit to the school, both to permit an interview to take place and to enable the family to familiarise themselves with the school, its philosophy, its facilities and its senior staff members. Under exceptional circumstances (distance, time-constraints and calibre of candidate) the school may consider a candidate for admission without interview.

The visit is organised by the Admissions Office and wherever possible the student and parents will meet with the Principal or Head of Secondary, Head of Primary or Head of EYFS or their representative in their absence.

An assessment of the suitability of the candidate will be made on the grounds of the student's capacity to cope not only with the full curricular and co-curricular expectations, but also with the social and behavioural requirements of life at Britannica International School, Shanghai.

Successful candidates will need to show a commitment to embrace fully Britannica's Guiding Statements.

Entry Age requirements

Students are normally admitted into the appropriate year group according to the National Curriculum for England, with the cut-off birthdate being the 31st August for each year group.

The school will offer some flexibility on entrance year group for students born in the Autumn Term, depending on maturity of the student and the educational system that they may need to return to after exiting Britannica.

Students aged over 18 years of age may be admitted to the Sixth Form provided that they will benefit from the level of study provided.

Entry Assessment requirements

For students entering Pre-Nursery, Nursery and Reception, an informal observation will be carried out on the prospective child. Consideration will be given to their perceived cognitive, emotional and social maturity to effectively integrate and access the teaching within that year group. Observation of any former school reports will be made. Students may be invited for a 'trial day' if further observation is required.

For students entering Years 1 to Year 9, an NVR paper assessment is carried out to determine if the student is cognitively able enough to access the curriculum. For Primary entry students this is supported by a Goodenough Drawing Assessment that also gives an indication of the student's mental age, compared to their chronological age. Provided a student achieves a standardised score above 100 on the NVR paper this should indicate that the student can access the curriculum and is suitable for admission to the school. For a student who achieves a standardised score of below 100 on the NVR paper, more evidence may be needed to support an admission. This may be received through observation of previous school reports or the student attending a 'trial day'.

For students entering Years 10 and 11, an NVR paper assessment is carried out to determine if the student is cognitively able enough to access the curriculum and attempt IGCSE examinations. An assessment in English and Mathematics is also carried out to determine the student's potential at IGCSE in these two core subjects and the level of support that may be needed and if that can be provided. Admission into Year 10 and 11 is made on the assessment of a student's ability to access IGCSE subjects in Key Stage 4 and if they were to remain with us until the end of Sixth Form, access A level subjects at Key Stage 5.

For students entering Year 12 or 13, evidence of success in externally accredited examinations or assessments post 16+ will be required, to determine potential success at A Level. The equivalent achievement of 5 Grade A* to C at IGCSE is required to gain access into the Sixth Form.

At all points of entry for non-native students, an evaluation of the school's ability to provide adequate levels of English language support will be made. Students will be accepted with all levels of English language ability, provided the school feels confident that an appropriate level of support can be provided within school to ensure that the student will eventually access the curriculum at an acceptable level. This will be dependent on class size, the current cohort of students in the year group, the year group timetable and the availability of specialist EAL teachers at the point of entry. Scores in entrance examinations will always be fully discussed with parents, including any observations made during the interview and the assessment process that may indicate any challenges that the student may have in settling into the school and accessing the curriculum that may impact on their success. If an offer of a place is made in such circumstances, then it will be explained how these challenges will be supported by the school and should be supported by the parents or external agents.

The final decision on all student admissions to the school, are made by the Principal.

Students with special educational or physical needs

The school is prepared to consider applications from students with special educational or physical needs under the following circumstances:

- 1) The nature of the special educational needs is clearly established prior to admission.
- 2) The scope of the special needs does not exceed the competencies and provisions available within the school, or through agencies known to the school with which it can work.
- 3) The student is capable of integrating into a normal class setting without disrupting or distracting the learning of other students.

Acceptance and Waiting Lists

The school will usually communicate the outcome of an application within a few days of completion. Parents will be required to confirm the placement with submission of a refundable deposit and registration fee. Failure to confirm the placement may result in the applicant's place being forfeited. Children who have successfully completed the application procedure, but are unable to join the school due to limited availability, will be offered a place on the waiting list with priority given to:

- 1) Siblings of current students
- 2) Returning students
- 3) Sister school children
- 4) Staff children
- 5) Native 1st Language English speakers
- 6) All others priority based upon completion of admission process.

Payment of Fees:

Tuition and other fees must be paid in full before the first day of each new term or a student's place in the school may be forfeited.

Timing of Registrations

Students may register for entry to the school and be offered a place in the school up to a year prior to their joining, provided that the full admissions process has been completed, including any assessment and observation of the student by the school.

Mid-year enrolments can be accepted at any time during the academic year.

On receipt of the registration fee and the enrolment deposit the student is guaranteed a place in the school within an agreed year group.

Responsibilities for Admissions Processes

The Director of Admissions and Marketing is directly responsible for managing the Admissions process of all students to the school under the line management of the School Principal. He/she is assisted by the Admissions Officers. Together, they are the Admissions Team.

The Admissions Team is responsible for communication and managing parents in the admissions process up to the day of arrival of the new student into the school. After arrival of the student, the process of ongoing communication with the parents will be transferred to the academic team and the Principal's PA.

At transfer stage, from Admissions to the Principal's PA, the Admissions Department will have ensured that all relevant student information has been added to isams, including family contact details, medical history and any previous assessment data. To aid a smooth transition of the student into the school and to ensure that the class teacher is fully informed of all relevant data related to the child, the Admissions team will complete a pro-forma that contains this information and will send this to the relevant Head of Phase at least two working days before a child commences at the school. The Head of Phase is then responsible to disseminating this to all relevant teachers.

The Principal has responsibility for allocating the Form Group and Year Group for the student and the Admissions Team have responsibility for allocating the student's House, based on data within the House List, held on the main server. Siblings will be placed in the same House.

Special procedures for Registrations into Pre-Nursery, Nursery and Reception

EYFS Induction Information

August Enrolment in Early Years

At the start of the new academic year, Early Years Students will follow the Induction Day/week programme agreed and executed by the Class Teachers and Key Stage Coordinator. Information of the Induction Programme is sent to parents by school's Admissions team and/or Principal's PA.

Mid-Year Enrolment in Early Years

In mid-year enrolment, induction day(s) programme is adjusted to each EYFS year group.

Pre-Nursery:

1st day at school Drop-off at 9 am. The teacher will meet the student at the classroom door and assist the new student to settle in the classroom. Parents are not allowed to enter the classroom with the child. Pick-up after lunch at 12:15 pm.

2nd and 3rd day at school

The drop-off between 8:20 and 8:40 am. The teacher will meet the student at the classroom door and assist the new student to settle in the classroom. Parents are not allowed to enter the classroom with the child. Pick-up after lunch at 12:15 pm.

4th day and onwards A child starts to follow normal classroom routine being dropped off between 8:20 and 8:40 am and picked up at 3 pm.

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Nursery:

1st day at school Drop-off at 9 am. The teacher will meet the student at the classroom door and assist the new student to settle in the classroom. Parents are not allowed to enter the classroom with the child. Pick-up after lunch at 12:15 pm.

2nd day and onwards A child starts to follow normal classroom routine being dropped off between 8:20 and 8:40 am and picked up at 3 pm (except for students taking the school bus).

Reception:

Students follow the normal class schedule from the first day at school being dropped off between 8:20 and 8:40 am and picked up at 3 pm (except for students taking the school bus)

Any exceptions to the above should be discussed and agreed upon with the Class Teacher.