

Values based admissions at BISUL

1. Admission to BISUL is open to students of all nationalities, ethnicity and religion.
2. Students of all abilities and from all nationalities are encouraged to apply.
3. BISUL is a multi-cultural and multi-lingual educational community offering a dual curriculum: Cambridge International, IB Diploma Program, and the national curriculum of Poland.
4. BISUL offers the very best of an enhanced and well-rounded British education aligned to our mission of empowering all students to fulfil their potential.
5. The aim of the admissions policy is to establish whether a student will be able to access the programmes on offer at the school.
6. The overarching aim is to prepare students for higher education, lifelong learning, and a life of challenge, change and purpose guided by our vision of making a positive social impact by leading the development of international education and mission of empowering students to fulfil their human potential as responsible, open-minded global citizens through the development of high-quality academic skills and social competencies.
7. At BISUL, we firmly believe that parents/legal guardians, along with students, form an integral and valued part of our school community. Therefore, all parents are required to read the school's policies, especially those concerning Assessment, Attendance and Behaviour Management, and act in accordance with the measures outlined therein. Families wishing to join BISUL must believe and align themselves with our school's values:
 - 1) Community mindedness - We are a community of learners who support one another as well as the local, national and global community. Through active cooperation and reflection on our roles within the community, we foster a "we" rather than "me" mindset that inspires us to give back to the community.
 - 2) Respect - We act in a respectful manner to all at all times as we believe in the value of modelling respectful behaviour. We acknowledge the importance of diversity and aim to create a tolerant, inclusive environment where all can express themselves freely.

- 3) Responsibility - We stay true to our values and act with integrity when we feel that something is not right. We are responsible for one another, our community, our actions and the environment.
 - 4) Caring - We look after our physical, mental and emotional wellbeing and that of and the community around us. We are compassionate and encourage all members of our school community to engage in positive social action in the school, and wider community.
 - 5) Creativity - We acknowledge that creativity is a vital expression of learning and as a community of learners we strive to create a stimulating environment that fosters the creativity of all.
8. The school admits students whose academic, personal, social, and emotional needs can be met by the programmes and services offered.
 9. Applicants with specific educational needs requiring learning support will be admitted only if the school has the capacity to support them. Parents are obliged to share any information about their child's educational needs (and any other needs that may significantly influence their child's education) while applying for admission. An honest and open discussion about such needs is required to ascertain the level of support that the school is able to provide and any extra costs that may be associated with this provision.
 10. In the case of candidates who apply to the school well in advance, the assessment may be carried out immediately after application, however the final decision will only be made and communicated four months prior to the date of the child actually joining the school.

Admission Requirements:

1. Before admitting a student, BISUL will review all identity documentation, application information, recent reports/transcripts and examination results from current and previous schools, as well as perform a reference check with the current school if applicable. The table below outlines the different stages of the admissions process at BISUL:

Stage	Action	Who involved?
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First enquiry	This may be made in person, by email or by phone.	Any employee may be involved in this stage.
Admission meeting	Mission and vision of the school explained. The educational offer fully explained both for the section applied for and for the next stages of education. Tour of the facility. Contact form to be completed (if not already). Information pack with application form supplied.	Admissions officer, Head of Section or teacher from the section.
Application form & documents	If the parent would like to formally apply to the school, they must complete and submit Admission Documents. All the required documents are listed below.	Admissions officer
Assessment	For Nursery-year 4 appointments are made to carry out an assessment with members of the section. For year 5-13 appointments are made for the completion of GL CAT4 assessment and/or other subject assessments where deemed necessary	Supervising teacher/Class teacher
Review of application form and assessment	Application form reviewed by the relevant Head of Section and Admissions officer. Next steps may involve: <ul style="list-style-type: none"> • Further assessments where a concern is highlighted in review of the assessment data • Assessment by the school psychologist • Assessment by IB Coordinator and choice of IB subjects in the case of admission to year 12 • Submitting a motivational letter in the case of admission to year 12 • Submitting the reports form all previous years in High School. • Taster day (at the request of the parents) 	Admissions officer and relevant members of staff
Meeting with the relevant Head of Section	A meeting with the relevant Head of Section is arranged. The initial assessment feedback is presented, the child's needs and perspective performance at school are discussed.	Head of Foundation/ Head of Primary/Head of Secondary

Admissions decision	The completed application form and all documents are given to the Head of School for final review and approval.	Head of School
Preparation of contract and onboarding	The final stage is the preparation of contract, payment of the registration fee and beginning the onboarding process.	Administration

2. Upon presenting the documentation, applicants must also participate in academic assessments used to determine the students' readiness to attend school, access learning opportunities and ability to integrate with students already studying at BISUL. All candidates must attend the test or any other assessment without any third parties (including parents or guardians) present.
3. Admission to the school and to particular classes are authorised by the Head of School only.
4. BISUL adheres to the 1st September entrance date for each academic year and class based on UK placement standards which aligns student learning outcomes with progress tests based on developmental age of the child. Any deviation from this can only be made by the agreement of the Head of School and only when there is documented evidence that placement according to the UK age ranges would be detrimental to the education of the child.
5. Polish school certificate (świadcstwo) takes precedence over the UK placement standard requirements with the exception of admission to IGCSE 2 (Year 11) and IB DP 2 (Year 13)
6. Due to the nature of the two-year IGCSE and IB Diploma Programme, BISUL does not accept admission of students in Y11 (IGCSE 2) and Y13 (IB DP 2).
7. All students enrolled in the school must be able to access the curriculum through the medium of English and attend English as the first language class. The EAL programme will be provided at an additional cost if deemed necessary and feasible and will be a requirement for students whose English does not meet the standard admission level. In these cases, participation in EAL classes is a condition of the child being admitted to school and will remain compulsory until the child has reached the level of English sufficient to cope in the English as the first language class.
8. Depending on the feasibility, the school may agree to provide individualised language preparation at an additional cost for candidates that do not meet the required language

levels. This decision will be taken by the Head of School in consultation with the relevant Head of Section.

Admission Documents

In addition to a completed admission application, the following documents must be obtained before assessments take place:

1. The Application Form
2. Previous School Report and Examination results, if applicable
3. Copy of a passport of a child/birth certificate
4. Bank confirmation of the Application Fee payment
5. Fee System Sheet
6. GDPR statement
7. Student Conduct Evaluation form from the previous school

Admission Register

The admission register must:

- 1) register a student on the first day that we expect them to attend;
- 2) record the following information for each student:
 - a) student's full name;
 - b) gender;
 - c) birthdate;
 - d) name and address of parents or other legal guardians;
 - e) the name of the person who has custody of the child;
 - f) emergency contact numbers;
 - g) admission date;
 - h) name and address of the last school attended;

Ages at Entry:

All children will be placed in the year group according to their age, academic ability, maturity as outlined below:

Age before 1 st Sept	UK Stage	Year	Assessments	Cambridge/IB	Polish Stage	Kl.	Assessments
3-4	Early Years	Nursery			Przedszkole	M	
4-5		Reception				S	
5-6	Key Stage 1	1	Phonics check			S	Informacja o gotowości szkolnej
6-7		2			Pierwszy etap	1	
7-8	Key Stage 2	3				2	
8-9		4				3	
9-10		5			Drugi etap	4	
10-11		6		Primary Checkpoint		5	
11-12	Key Stage 3	7	Written and Oral English Test			6	
12-13		8	The same			7	
13-14		9	The same	Lower Secondary Checkpoint		8	Egzamin ósmoklasisty
14-15	Key Stage 4	10	The same	IGCSE Year 1	Trzeci etap	LO 1	
15-16		11	GCSEs	IGCSE Year 2		LO 2	
16-17	Post-16	12		IB DP 1		LO 3	
17-18		13	IBDP	IB IB DP 2		LO 4	Matura

The British education system and Cambridge curriculum operates on the premise that students thrive best in their correct class age groups. Differentiated teaching caters for differences in needs and abilities; the most able children are challenged, while children needing support or more time are cared for and encouraged to fulfil their potential. At BISUL, we believe that it is important for children to be with peers at a similar

stage in social maturity, and experience and educational research tells us that changes made early on may have negative consequences later. For these reasons, we adhere to the policy of keeping children within their correct age band.

Academic Assessments

1. Children applying for Nursery, Reception and Year 1 are not required to have any prior knowledge of English. However, an assessment of their skills is carried out that will look at their language ability, fine motor skills, social skills and level of independence.
2. Students applying for places in Year 2 and above in the Primary section must have an age-appropriate level of spoken and written English. They will be required to sit an English language assessment. They must also have an age-appropriate understanding of numeracy and literacy.
3. From Year 5, students complete the CAT4 assessment and an oral interview and written assessment in English.
4. Students applying for places in the Secondary section (Years 7-11) must have an age-appropriate level of spoken and written English. Upon presenting the relevant documentation specified previously, they will be required to sit an English language assessment, the CAT4 assessment, and attend an interview in English at the time of admission. Additional assessments may be conducted where deemed necessary. An academic school reference and the most recent school reports must be submitted.
5. English criteria for lower secondary:
 - 1) Year 7 & 8 – B2 for First Language; Year 9 – B2 for all students*

**By the end of Y8, it is recommended that all students will meet the required language levels. * All language levels referred to herein correspond to the Common European Framework of Reference for Languages (CEFR).*
6. English recommendation for upper secondary: Year 10 & 12 – B2 Level.
7. The school reserves the right not to accept students who do not meet the recommended levels specified above.
8. Due to the nature of the two-year IGCSE and IB Diploma Programme, BISUL does not accept students in Y11 (IGCSE 2) and Y13 (IB DP 2).
9. Students Behaviour Grade – Minimum Dobre/Good on the school report + Student Conduct Evaluation Form to be completed by the students' previous school.
10. Initial grade placement is tentative, and the school may advise a change of grade after the students' abilities have been thoroughly observed. Any change of grade would normally take place within the first two months after the student's entry into the school. The same applies to course-levels within programs.

11. Grade placement is not based solely on the age of the student, but rather on their academic ability and maturity. When considering placement of a student, the educational stage, not the age of the student is the determining factor.
12. Students applying for places in the IB Diploma Programme (Years 12-13) must meet all conditions specified below (as also mentioned in the Handbook for IB candidates provided at the time of admission). Upon presenting the required documentation, candidates will sit the CAT4 and/or other assessments where necessary designed to assess if they have the level that will allow them to participate in the IB Diploma Programme curriculum. Upon meeting the specified requirements, places will be offered depending on availability within the subjects that candidates wish to study.
13. Candidates applying to the IGCSE programme and IB Diploma Programmes in Y10 & Y12 respectively must meet the requirements specified below:
 - 1) BISUL Candidates:
All BISUL candidates are required to achieve a minimum score of 'C' in all subjects in order to be enrolled for the IGCSE programme;
 - 2) For External Candidates:
 - a) Candidates coming from the British, Canadian, American or international systems:
A minimum final attainment score of B in all subjects to be studied in the in the IGCSE programme.
 - b) Candidates coming from the Polish educational system: A minimum final attainment score of 4 in all subjects to be studied in the IGCSE programme.
 - 3) Admissions testing:
 - a) External candidates will sit the CAT4 assessment designed to assess if they have the level that will allow them to participate in the IGCSE courses.
 - b) External candidates may be asked to sit exams specific to the subject areas
14. As mentioned above, while applying for admission, parents are obliged to provide their consent for the Admission Officer to contact the child's previous school in order to acquire Student's Conduct Evaluation.
15. Candidates applying to the IB Diploma Programmes in Y12 respectively must meet the requirements specified below:
 - 1) Academic attainment: Good command of English language at a minimum level of B2.
 - a) For BISUL Candidates:
 - Students currently enrolled at BISUL are accepted into the Diploma Programme based on all-round Year 11 and IGCSE exam results.

- Students who wish to take a subject at the Higher Level (HL) must achieve a minimum grade of B in their internal reports provided by BISUL at the end of year 11.
 - Students who wish to take a subject at the Standard Level (SL) must achieve a minimum grade of C in their internal reports provided by BISUL at the end of year 11.
 - BISUL students who do not meet these criteria will be accepted if they meet the IGCSE requirements in the Cambridge IGCSE examinations and achieve a minimum grade of C for Standard Level subjects and a minimum grade of B for Higher Level subjects.
 - BISUL students who do not meet the Cambridge IGCSE requirements or the internal grade thresholds set by BISUL have the option of conditional admission. The decision is made by the head of school on a case-by-case basis. In this case, at the end of both the first semester and the academic year (in DP1), an assessment will be conducted to determine whether the student is meeting the minimum diploma requirements. These requirements are based on the minimum conditions for obtaining a full diploma adjusted according to the time that has passed. If the student does not meet these requirements by the end of DP1, they will lose the right to regular examination registration, and the school administration will individually determine the extent of this registration based on their results and potential additional tests may be required. In extreme cases, the student may not be registered for examinations at all, or in a better scenario, they may be registered as a course candidate rather than a diploma candidate, meaning they will be registered for only some subjects. Consequently, they will not be eligible for the full diploma and will instead receive certificates for the subjects they successfully pass.
- b) Candidates coming from schools where the language of instruction is English:
- A minimum final attainment score of B in all subjects to be studied in the Diploma Programme at the Higher Level and a minimum final attainment score of C in all subjects to be studied in the Diploma Programme at the Standard Level.
- c) Candidates coming from the Polish educational system:
- A minimum final attainment score of 4 in all subjects to be studied in the Diploma Programme at the Higher Level and minimum final attainment score of 3 in all subjects to be studied in the Diploma Programme at the Standard Level.
- d) Academic achievements must be confirmed with copies of school transcripts (reports) from the last academic year(s) or certificates.
- 2) Admissions testing:
- a) External candidates will sit the CAT4 assessment designed to assess if they have the level that will allow them to participate in the IB DP;

b) External candidates may be asked to sit exams specific to the subject areas they wish to study, depending on their individual situation.

3) Motivation letter:

Upon admission, all the candidates will be asked to submit a motivation letter explaining the reasons why they would be a perfect candidate for BISUL's IB DP and outlining how the Diploma Programme is going to be beneficial to them.

4) Interview:

The external candidates will be interviewed to determine their level of commitment and ability to take personal responsibility for their learning, as well as their level of oral English fluency. The primary purpose of the interview is to consider their potential to succeed not only in the individual subjects, but also in the core components of CAS, Theory of Knowledge and the Extended Essay.

5) BISUL candidates may also be subject to the requirements outlined in points 2 and 4, at the discretion of the IB DP Coordinator.

The criteria outlined above do not, on their own, determine the candidate's eligibility. Individual circumstances and student interest are also taken into account. BISUL's Inclusion (SEN) and Language Policies outline our philosophy on making the Diploma Programme as accessible as possible. If you fail to meet the above academic requirements in one or more subjects it may be required to take subject tests administered on campus. You will be required to pass these examinations before admission can be confirmed. In all admissions cases, the head of school makes the final decision.

Admission Process

This document outlines the stages in the admissions process and is supported by the application form. The aim of creating this document is so that duties are understood by all parties concerned. The process is expected to lead to data driven admissions decisions and better induction of students and parents.

Taster days

As part of the admissions process it may be agreed that the students applying during the school year have the possibility to attend one taster day in order to see what the school is like.

Notification about this will be posted by the admissions officer and the form tutor of the class will be informed. It is expected that the form tutor will manage the process of this day, check in with the child during the day, and be available to report back to the parent about how the day went. Taster days should be seen as a trial period, and do not guarantee admission to the school.

Onboarding Check List

This process is intended to make sure that students and parents understand all the information that they need to about our community and that they settle into school life as smoothly as possible.

Stage	Tasks	Who involved?
Preliminary	Email sent to all staff regarding new student along with assessment data.	Admissions Officer
	Email sent to parents with timetable and list of materials needed	Front Desk
Practical (with parent)	Signing of contract and paying of fee	Front Desk
	Forms completed by parent in the school office: <ul style="list-style-type: none">• School lunches• Trip permission• Pick up permission	Front Desk

	Access to platforms: <ul style="list-style-type: none"> • Office 365 • Engage 	IT Department
Pastoral	First day of school student and parent met in the school office	Front Desk, Head of School and Form Tutor
	Student taken by the form tutor and introduced to the class (possibly assigned someone to introduce him/her to the school)	Form Tutor