EL ALTILLO INTERNATIONAL SCHOOL

iSP International Schools Partnership

ACCESS POLICY AND DESCRIPTION OF THE ADMISSIONS PROCESS

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1. INTRODUCTION

To be admitted to El Altillo International School, the student must submit the duly completed application form, copies of final grades for the last two academic years, and a medical certificate, together with any other documentation of interest to the School, such as conservatory records, elite-athlete certification, information on allergies, etc.

The Director of Admissions arranges assessments and an interview with the Counsellor and Coordinator.

The results of the assessments, particularly the language assessments, together with the interview with the student and parents and a review of the student's academic record, form the basis for admission.

The School Leadership and Coordination team decide whether to admit the student and inform the family so that the enrolment process can continue.

If the student comes from a foreign education system, they are enrolled according to their date of birth.

Enrolment will not be renewed for students who have had disciplinary problems during the school year. The decision will be made by the School Leadership, which will inform the parents at the end of the year.

2. ADMISSION TO COMPULSORY SECONDARY EDUCATION AND THE MYP

The School establishes its Admissions Policy with the aim of educating caring, informed and knowledge-seeking young people who can help create a better and more peaceful world through intercultural understanding and respect.

Accordingly, the admissions process is governed by transparency, equity and consistency with the School's educational mission and with IB standards and practices.

The School welcomes students of any nationality, culture, language, religion or socioeconomic background, provided their families share the values embodied in its philosophy, vision and mission, as well as its educational approach.

Admission is also subject to the availability of places and fulfilment of the academic and administrative requirements established by the School and applicable regulations.

At the secondary level, the School offers the IB Middle Years Programme (MYP). Accordingly, all students enrolled in secondary education are required to participate in the MYP; there are no alternative pathways at this level. Admission to secondary education entails the families' express acceptance of the MYP curriculum, teaching approach and assessment system, as well as the academic and educational commitments the programme involves.

The secondary admissions process therefore includes a holistic assessment of the student's profile, which may involve reviewing academic records and reports from the previous school, assessing proficiency in the languages of instruction, and conducting a personal interview, which may include an academic guidance assessment.

These procedures are intended to provide guidance rather than to select students. Their purpose is to ensure that the student can successfully integrate into the curriculum at this level and benefit fully from the School's educational experience.

The School also recognises the diversity of students' learning styles and educational needs. Taking into account its organisational capacity and available resources, it will assess its ability to provide appropriate educational support within the MYP framework. Nevertheless, the School reserves the right to refuse an application when it considers that it cannot guarantee appropriate educational support or that admission would be incompatible with its educational mission.

Admission entails the families' acceptance of the School's ethos and the institutional policies of the IB and the School, including those concerning assessment, inclusion, behaviour, language of instruction, responsible use of technology, and participation in academic and extracurricular activities. It also entails an active commitment to cooperation between the family and the School.

The final admissions decision rests with the School, which may establish priority criteria if places are limited. The School also reserves the right to review and update this Admissions Policy periodically to ensure its alignment with the IB mission, the needs of the school community and applicable regulations.

3. ADMISSION TO THE DIPLOMA PROGRAMME

2.1. COMMUNICATION AND DISSEMINATION OF THE PROGRAMME TO STUDENTS AND FAMILIES

Organised by the School's Careers Guidance Department, fourth-year secondary students participate over several weeks in a guidance process designed to identify their preferences for further study in light of their skills, abilities and interests, and to help guide them towards upper secondary education.

This document should be considered one more tool for evaluating the upper secondary and university studies that our students wish to pursue.

Once the results are available, in February, the Upper Secondary Coordinator meets with the fourth-year ESO groups to discuss their questions about upper secondary education and future university studies. Students' initial questions about the Diploma Programme are also addressed at this meeting.

A formal presentation of the School's upper secondary programmes is then held for fourth-year secondary students. At this session, the DP Coordinator explains:

-The School's dual upper secondary model: Students may choose the Spanish national upper secondary programme (LOMLOE) or combine it with the International Baccalaureate Diploma Programme, thereby securing two pathways to university admission.

-The attributes of the IB learner profile: Students should strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers (courageous), balanced and reflective. These are attributes of internationally minded people.

-The structure of the Diploma Programme across six subject groups and the subjects offered by the School.

-Information about the DP core, comprising Theory of Knowledge, CAS and the Extended Essay.

-The requirements for obtaining the DP certificate.

-An explanation of access to Spanish and overseas universities through the two programmes.

To ensure that families receive clear, accurate and comprehensive information about upper secondary education, particularly the International Baccalaureate (IB) Diploma Programme, the School holds an information meeting after the student session to present the programme's features, demands and opportunities. The School then holds an Upper Secondary Fair, where students and teachers actively explain the academic, teaching and educational aspects of this stage, as well as what it is really like to study the International Baccalaureate. This process reflects the School's commitment to transparent and responsible guidance, enabling families and students to make informed decisions suited to each student's academic and personal profile.

3.2. CHOOSING THE UPPER SECONDARY EDUCATION PATHWAY

Once the information sessions have concluded, the DP Coordinator sends all fourth-year secondary students a Google form asking which upper secondary pathway they have chosen.

El Altillo International School offers three upper secondary pathways:

- Science and Technology. Focused on disciplines such as Engineering, Physics and Mathematics…

- Health Sciences. Intended for healthcare-related degrees such as Nursing and Medicine.

- Humanities and Social Sciences. Geared towards Law, Business Management, Business Administration and Management…

Within each pathway, students may choose the Spanish national upper secondary programme (LOMCE) or the International Baccalaureate (IB plus LOMCE).

These results provide initial information about students' interests.

3.3. SELECTION AND ADMISSION OF STUDENTS TO THE DIPLOMA PROGRAMME

For students who have completed the fourth year of ESO at the School and are interested in joining the programme, the following will be considered and assessed:

- Grades from the third and fourth years of ESO.

- A teacher assessment of whether students demonstrate most of the following competencies:

- Communicates fluently, orally and in writing, in Spanish and English.
- Is organised and takes responsibility for their work. Demonstrates effective time-management skills.
- Demonstrates writing and scientific research skills.

- Is honest and shows empathy and concern for others and their surroundings.

- Understands and has internalised the rules of academic integrity.

- Can work effectively as part of a team.

- Is inquisitive and thinks critically.

- Demonstrates international-mindedness and intercultural understanding

- Takes an active approach to learning and sees difficulties as opportunities for improvement.
- Understands the effort required by the DP and is willing to undertake it.

- A commitment by the student to remain in the DP for the two years. Only in justified cases will a committee comprising the Principal, Deputy Principal and DP Coordinator consider allowing a student to leave the DP. To do so, the student must:

a) Submit a written request to leave the programme to the Coordinator.

b) Obtain validation for the subjects the student has not taken during the programme year.

In certain circumstances, the Coordination team may recommend that a Diploma student withdraw from the programme if the teaching staff consider that the student may have difficulty pursuing the two upper secondary programmes simultaneously.

Students who did not complete the fourth year of ESO at the School and wish to enter the DP must:

- Submit their grades from the third and fourth years of ESO.

- Take English and Spanish proficiency assessments.

- Attend a personal interview, first individually and then with their parents, with the School Counsellor and DP Coordinator. These interviews will assess whether the student is suited to the DP.

4. REVIEW AND DISSEMINATION OF THE DOCUMENT

This policy is reviewed annually. It was last reviewed in October 2020. The following are responsible for its review and dissemination.

-School Leadership

-Secondary and Upper Secondary Coordination teams (MYP and Diploma Coordinators).

-Director of Admissions.

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