



مدارس الفارس العالمية
Al FARIS International School



Al Faris International School Admission Policy

IB Continuum (PYP – MYP – DP)

Updated September 2025

Al Faris International School believes in the ethos of joyful learning and meaningful pedagogy grounded in the latest educational research. FIS promotes the free expression of feelings, thoughts and ideas, through verbal and nonverbal communication. It is a place where we give students tools to communicate using our unique multi-sensorial methodology and active-learning pedagogy. Diversity here is a tool in the learning process, reflected in the student and teacher profiles, the range of teaching methodologies, and the use of resources. Our approach is holistic and student-centered. We cater to individual needs and adapt to each student's background through differentiated instruction and spiral learning.

Learners who wish to enroll in the IB programme at Al Faris International School must meet the requirements outlined below.

Admissions decisions are based on the school's ability to support students within its educational framework and resources. Al Faris International School does not select students solely based on academic performance but seeks to provide equitable access to learning opportunities aligned with IB philosophy.

Admission Principles

- Admissions align with the school's mission and IB philosophy.
- The school values diversity, inclusion, and international mindedness.
- Admission decisions consider academic, social-emotional, and well-being factors.
- The school admits students for whom it can reasonably provide successful educational support

Alignment with the Inclusion & Learning Support Policy

Al Faris International School operates in alignment with its Inclusion & Learning Support Policy, which outlines the school's commitment to equitable access to learning for all students. During the admissions process, the school carefully reviews each applicant's academic, social, emotional, and learning profile to determine whether appropriate support can be provided within the framework outlined in the Inclusion Policy.



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Admission decisions for students with identified or emerging special educational needs are made in consultation with the Learning Support Team and in consideration of the school's capacity to provide appropriate support.

Required Documents

Students who moved from other schools need to provide the following documents:

- ✓ Completed FIS application form, including a picture of the applicant
- ✓ Proof (letter from Head of School, reports, etc.) that the student has successfully completed the previous year attended at the former school
- ✓ A personal statement explaining why the applicant wants to enroll
- ✓ A copy of the admission policy signed by the applicant's parent(s)/guardian(s)
- ✓ Medical documentation in the case of a medical condition that may affect learning

Admission Process

Placement Assessments

New interested learners enrolling on the school complete placement assessments of the following skills: Languages, Mathematics, and general Sciences. Those disciplines are suggested by the Ministry of Education. The purpose of these placement assessments is to evaluate the basic language, Math, and science skills of new students in alignment with the targeted grade-level expectations defined in the scope and sequence.

Afterwards, learners have an interview with the admission committee. The purpose of the interview is to evaluate new students' profiles, approaches to learning, and expectations.

Time and Venue of the Placement Assessments

Placement assessments are administered at FIS in the second half of April. Students who do not meet the expectations of an assessment in April are allowed to retake the subject(s) in June. It is also possible to make individual arrangements for students with special learning support to take their exams on a specific date.

Learners who are likely to experience delays in meeting grade-level expectations are eligible for accommodations and modifications. An interview with the parents will be held to better support their child's learning.

Learners who show low achievement in subject areas may receive accommodation plans, in consultation with the appropriate supporting committees, to improve their academic performance and meet the school's standards. However, the guardian signs a conditional acceptance to remain informed about the process.



Interview

FIS requests the student to attend an interview with the admissions office to assess their academic and social readiness. This is an opportunity for learners in grades 6 to 12 to present their educational backgrounds and explain any inconsistencies in their assessment results.

The Admission Committee

The school admission committee consists of one representative from the Administrative Department – the HOS-, the coordinator of the programme concerned, the relevant class teacher, and the school counsellor. The roles of each member are clearly defined in this policy document. Where relevant, the School Counsellor and Learning Support Team conduct a preliminary review of documentation and assessment results to determine necessary accommodations, the feasibility of IEP development, and support needs prior to final admission decisions.

Admission decisions involving additional learning needs are made collaboratively between:

- Administrative Leadership
- Programme Coordinator
- School Counsellor
- Learning Support Team
- Relevant teachers

Admission decisions are made in the student's best interest, while considering the school's capacity to provide appropriate academic, social, and well-being support.

Administrative Officer

Ensures that children applying for admission meet the basic eligibility criteria listed in this document.

Programme Coordinator

Conducts an introductory session along with the class teacher. They ensure that parents understand the school's pedagogy and align with the school's philosophy.

School Counselor

The school counsellor participates in the interaction session to assess the child seeking admission for any learning support.

Scope of Learning Support

FIS is committed to inclusive education and provides support within a mainstream learning environment through:

- Differentiated classroom instruction
- Targeted small-group intervention
- Individual Learning Plans (ILPs)
- In-class accommodations and assessment adjustments
- Learning Support Team collaboration
- Counselling and wellbeing support

The school may not be able to accommodate students requiring:

- Full-time one-to-one shadow teachers (unless externally provided and approved)
- Highly specialized therapeutic or medical interventions
- Intensive behavioral support beyond the school's professional capacity

In such cases, the school will engage in transparent discussions with parents to determine the most appropriate educational placement.

The admissions process considers student transition points between PYP, MYP, and DP to ensure continuity of learning and appropriate programme placement.

Eligibility Criteria

Admission is subject to seat availability and the school's capacity to meet student needs. The school accepts children after conducting the placement admission assessment and meeting the grade-level expectations. Interviews (where applicable) are development and exploratory rather than selective. This is to ensure that the child is spared a sense of inadequacy, or worse, "failure," if the school is unable to offer admission due to reasons beyond the parent or the child.

The school has a set of recommended eligibility criteria for screening admission applications, which are listed here.

- Understanding the school philosophy
FIS practices a unique, inclusive, and holistic pedagogy and is recognized as a pioneer of experiential learning. It is essential for the best learning experience for a child admitted to FIS that parents understand and agree to it. Therefore, parents are required to sign a declaration to this effect upon admission.
- Age
Admission to a grade is granted based on a child's calendar year of birth. To be admitted to a particular grade, the applicant must have been born in the stipulated year for that grade.



- **Siblings**
Siblings of students currently studying at FIS are given first preference for admission, provided they fulfil the other eligibility criteria (up to the school academic level)
- **Diversity**
FIS adopts a strong multicultural class atmosphere that enhances learning and builds tolerance, a value needed in today's global atmosphere. We encourage children from diverse backgrounds, including nationality, social status, religion, and culture. It allows the child to form meaningful social peer relations and, equally importantly, enriches the class by helping children understand and appreciate differences, and internalize and emulate compassion towards one another. We are convinced that this is in the best interests of each member of the community and will help develop them into compassionate and internationally minded human beings. This concept is developed by applying the attributes of the IB learner profile, embedded in lesson plans and in varied inquiry- and concept-based activities conducted at school.

Communication and Parent Partnership

FIS values transparent and proactive communication with parents regarding learning support arrangements.

When a student requires additional support:

- A meeting with parents is scheduled prior to final admission confirmation.
- The scope of support, expectations, and review timelines are clearly explained.
- Where applicable, a Conditional Admission Agreement may be signed outlining agreed interventions.
- Ongoing progress meetings are scheduled to review the effectiveness of support.

Parents are expected to provide all relevant documentation (educational reports, psychological evaluations, therapy reports) to ensure appropriate planning.

Choice of the Programme

PYP (K – Grade 5)

Students enrolled by their guardians from PreK to Grade 5 should be aware that the Primary Years Programme (PYP) is inclusive and mandatory for all students at these levels.

PYP learners are required to conduct an exhibition at the end of the final year of the Primary Years Programme as a culminating learning experience.



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MYP (Grades 6 – 10)

Students enrolled in Grades 6 to 10 participate in the Middle Years Programme (MYP), which is inclusive for all students at these levels.

For students seeking a formal qualification at the end of the programme, the IB offers eAssessments in Year 5 that lead to IB MYP course results and the IB MYP Certificate. At FIS, students can either obtain IB MYP course results or the IB MYP Certificate.

In order to achieve these qualifications, students must complete eAssessments, which consist of the following three strategies:

- **ePortfolios:** carefully defined coursework in language acquisition, arts, design, and physical and health education. These are marked internally by FIS teachers and then submitted to the IB for moderation.
- **On-screen examinations:** conducted in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning, and scheduled annually according to the IB assessment calendar.
- **Personal Project:** a student-centered extended project through which students consolidate their learning throughout the programme. All MYP Year 5 students must complete the Personal Project and participate in the Personal Project Exhibition.

MYP students must obtain the minimum passing grade in each of the eight subject groups and the Personal Project in Year 5 (Grade 10).

Transition to Grade 11 – Programme Pathways

At the end of Grade 10, students transition into the pathway that best aligns with their academic strengths, learning preferences, and post-secondary aspirations. Pathways may include the IB Diploma Programme or the American Diploma Programme, with placement decisions made collaboratively between the school, students, and parents to ensure appropriate programme selection and continuity of learning.

Regardless of the pathway chosen, all students are supported in developing the attributes of the IB Learner Profile and approaches-to-learning skills as part of the school's overall educational philosophy.

IB Diploma Programme (DP) – Grades 11 & 12

Having considered placement assessments and academic readiness, FIS will recommend an appropriate pathway for students enrolling in the IB Diploma Programme.

- Students may be admitted to the full Diploma Programme or advised to follow an IB Certificate pathway tailored to their needs and abilities.
- A good command of the English language is essential for success at the Diploma level; therefore, students must demonstrate sufficient English proficiency.

- Students requiring additional language development may be provided with targeted language support where feasible to facilitate access to the programme.
- A diagnostic language assessment is conducted prior to admission to guide placement into Language A or Language B courses, alongside teacher recommendations and parent input.

DP Subject Choices

Students accepted into the full Diploma Programme or Certificate pathway are requested to indicate subject preferences by completing the IBDP Course Selection Form. While FIS aims to meet student choices, final subject allocation depends on timetabling and staffing availability.

COURSE SELECTION AT FIS			
SUBJECT GROUP	SUBJECTS OFFERED AT FIS	LEVEL	
GROUP 1: Studies in Language & Literature	English A Language & Literature	SL	HL
	Arabic B	SL	HL
GROUP 2: Language Acquisition	Arabic ab initio	SL	
	French ab initio	SL	
GROUP 3: Individuals & Societies	Business	SL	HL
	Economics on Pamoja*	SL	HL
	Psychology on Pamoja*	SL	HL
GROUP 4: Sciences	Biology	SL	HL
	Chemistry	SL	HL
	Physics	SL	HL
	Computer Science	SL	HL
GROUP 5: Mathematics	Mathematics Analysis & Approaches	SL	HL
	Mathematics Applications & Interpretations on Pamoja*	SL	HL
GROUP 6: The Arts	Film on Pamoja*	SL	



Core Components

Students wishing to join the DP must agree to complete the core components and submit them according to the required timelines.

The three compulsory core components for full Diploma students are:

- Creativity, Activity, Service (CAS)
- Theory of Knowledge (TOK)
- Extended Essay (EE)

American Diploma Programme (Grades 11 & 12)

Students who do not continue with the IB Diploma Programme may follow the American Diploma pathway offered by the school. This pathway is designed to meet diverse academic needs and post-secondary goals while maintaining high standards of academic integrity and learning.

Placement in the American Diploma programme is determined through consultation with students, parents, and school leadership to ensure the most appropriate educational pathway for student success.

Policy Review

This policy is reviewed annually by the Pedagogical Leadership Team and IB Coordinators to ensure alignment with IB Standards and Practices and evolving school needs.

Contract

Parents are required to read and sign the admission policy as stated above. By signing the document, parents indicate that they accept the terms and conditions for their child to be considered for admission to the suitable IB Programme at FIS.

Student: _____

Parent: _____

Date: _____

Signature: _____