



British International School Progression Policy

Student progress and attainment is assessed against the Early Learning Goals in the Foundation Stage, and then according to the Levels of the National Curriculum for England at each Key Stage up until the end of Key Stage 3. Students studying for GCSE and GCE (AS/A-Level) qualifications are assessed according to Edexcel's grading criteria for each subject.

Good learning is reinforced by good behaviour, and students are required to meet the expectations of the School's Behaviour Policies throughout each stage of their education.

The school also believes that there is a direct link between school attendance and achievement. EABIS therefore expects full attendance except in cases of genuine illness.

The School has **minimum requirements** for progression from one Key Stage to the next.

These are:

End of Foundation Stage - each child is reviewed against the Early Learning Goals

End of KS1 (Year 2): Level 2 - in core subjects English and Maths (TCA)

End of KS2 (Year 6): Level 4 - in core subjects English, Maths and Science (TCA)

End of KS3 (Year 9): Level 5(a) - in English, Maths and all subject options

which the student wishes to study in KS4

Parents will be given early warning if their child is in danger of not reaching the required Level. Students completing the Foundation Stage and KS1 will be reviewed at the time of the Easter report, and parents will be informed if there are concerns indicating that the child may not be able to progress to the next Key Stage. Parents of Year 6 students who are not on track to achieve the required Level by the end of KS2 will be warned at the start of the school year; expected progress will be reviewed by the end of January and parents informed if their child is unlikely to be able to progress to KS3.

The School will provide support to students who are having difficulties, within the resources available. In the Primary School, the Learning Support Coordinator may set up targeted support for students with mild learning difficulties either through accommodations in class or by small group booster classes (see Primary Learning Support Policy). If, after careful consideration by teachers, the Learning Support Coordinator, Deputy Head and Primary Headteacher, it is established that a child is failing to reach the Level appropriate to the next stage of learning, the child's place may be withdrawn and parents required to find another, more suitable, school.

Progression from KS3 (Year 9) to GCSE KS4 (Year 10)

By the end of Yr 9 students must be achieving at least Level 5(a) in English, Maths and the subject options which they wish to study at GCSE in order to proceed to Year 10. Experience has shown that students who have not reached Level 5(a) by the end of Year 9 are unlikely to be successful in the Higher Tier GCSE examinations which are required in Egypt for entry to universities.

A review of each student's performance takes place in February of Year 9, and if a student's ability to cope with GCSE is in doubt, parents will be counselled accordingly at that time by a member of the Senior Leadership Team, and may be advised that a place will not be available in Year 10. In borderline cases, further reviews may take place before the end of Year 9 to ascertain whether or not the student has been able to consistently raise his/her achievement to the Level required for entry to Year 10.

Once students have begun their GCSE studies, they must maintain the required level of attainment. If, by the end of Year 10, a student is likely to achieve lower than a C grade in more than two of his/her GCSE subjects, it is likely to impact on whether or not he/she can be admitted to university. In such cases, a member of the Senior Leadership Team will discuss the situation with parents and with the student, and assess whether the student will be able to progress to Year 11 or not.

Year 11 students' progression to the Sixth Form

To join the Sixth Form, students must have completed the two-year GCSE programme, gaining at least six A*-C passes. In addition to the student's academic results, his/her attendance, punctuality, behaviour and overall commitment to learning will be reviewed and taken into consideration.

Graduation requirements

To **graduate** from El Alsson the student must have completed the two-year GCSE programme and achieved at least six A*-C passes, and completed the two year GCE programme, gaining at least two A-D passes at AS-Level. In addition the student must have consistently met the schools attendance, punctuality and conduct requirements.

To **graduate with Merit** from El Alsson the student must have completed the two-year GCSE programme, and achieved at least seven A*-C passes, and completed the two year GCE programme, gaining at least two A-C passes at AS-Level and 1 A-D pass at A-Level(predicted). In addition to academic achievement the student will have taken an active role in the Leadership Programme and consistently met the school's attendance, punctuality and conduct requirements.

To **graduate with Distinction**, the student must have completed the two-year GCSE programme and achieving at least eight A*-C passes and completed the two years of the GCE programme, gaining at least 2 A-C passes at AS-Level and 3 A-C passes at A-Level (predicted). In addition to academic achievement the student will have taken an active role in the Leadership Programme and consistently met the school's attendance, punctuality and conduct requirements.