



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

Policy Last Updated

Policy last reviewed and updated September 2022.

Policy Sharing

The school's language policy is shared and discussed with all faculty during staff orientation week and referred to regularly throughout the school year. The policy is shared with families on entrance to the school, after updates, and is accessible via the school's website at any time.

Policy update scheduled for September 2024.

The International School in Genoa

Via Romana della Castagna 11a | 16148 Genova | Italy | **tel.** +39.010.386.528 | **fax.** +39.010.398.700

www.isgenoa.it | **admission office** info@isgenoa.it | **accounting dept** business@isgenoa.it | **secretary** secretary@isgenoa.it

codice fiscale 80032730105 | **partita iva** 03766040103 | **iscrizione numero ordine** 566 Regione Liguria

Associazione riconosciuta Decreto Dir N.2577/2007 Regione Liguria



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ADMISSIONS POLICY

ISG Mission Statement

We are a community of adaptable learners who inspire a love of learning that extends beyond the walls of the school.

The following principles are the foundations upon which our school is built:

Respect

We foster respect for self, others and the environment, which is based on compassion, inclusivity and a celebration of diversity. We embrace the interconnectedness of our world, while maintaining a sense of individual identity.

Responsibility

We develop creative problem solvers who have the capacity to enact positive change, and who feel empowered to take action in their immediate and global environment.

Reaching for Excellence

We nurture the confidence, imagination and resilience that form the pathways to individual success.

Respect, Responsibility and Reaching for Excellence

Overview

We understand how important it is choosing the best school for your child's future. We will be happy to support you in the decision process by offering the possibility to visit the school, learning more about the academic program and sharing the sense of community and support of our school.

Our school provides students with a complete International educational program in the English language, from Reception (Age 2) through Grade 12 (Age 18) leading to the achievement of the International Baccalaureate Diploma and/or the ISG High School Diploma. The Early Childhood and Elementary schools follow the International Baccalaureate Primary Years Programme (PYP), an inquiry-based program emphasizing students taking an active part in their learning, while the Middle Years (Grade 6 to 10) follows the International Baccalaureate Middle Years Programme (MYP).

Our aim is to develop all individuals to their full creative, intellectual, moral, and physical potential. The International Baccalaureate curriculum provides the ideal framework in which to promote the concepts, skills, and attitudes that foster this evolution and understanding. The language and culture of the local Italian community offer rich resources to complement and support our philosophy of bilingualism.

ISG attracts children from both local and international communities. The student population is currently comprised of over 40 different nationalities. The majority of students join us at the beginning of the academic year, but we are able to admit children throughout the year, space permitting.

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Admissions Process

Admission to The International School in Genoa is based upon available space and upon the ability of the school to offer a programme suitable for the applicants' educational needs. There is no discrimination on the basis of gender identity, religion, race, color, creed, and ethnic or national origin.

ISG enrolls children from age 2 to 18 (Pre-School through Grade 12). Students are assigned to classes primarily on the basis of age. However, factors such as previous records, assessment of academic performance, level of written and spoken English, and physical and emotional development may also be considered. In the case of a standard application, where there are no recognised or suspected Learning Support or EAL requirements, an enrolment decision can be made by the Head of Admissions. In the case of a recognised or suspected Learning Support requirement, the student's file must be forwarded to the Learning Support Coordinator for review.

On the request of the Learning Support or EAL Coordinator an Admissions Committee Meeting can be called to jointly evaluate a student's suitability for enrolment. The committee will consist of the Divisional Principal, Head of Admissions and Learning Support/EAL Coordinator (as appropriate).

The communication of a final admissions decision is made by the Admissions Department. No direct contact with a prospective student or parent can be taken by a staff member outside of the Admissions Department without the knowledge and agreement of the Head of the Admissions Department.

The School reserves the right to postpone admission if a class is full. In this case, the applicant is placed on a waiting list. The applicants are then accepted in order of date of application. If a student is denied enrolment to ISG, the file will be passed to the School Director for final approval ahead of the communication of the decision being made to the applicant.

In general, the Admissions Process will follow the steps outlined below:

Step 1: Visit to the school

If it is possible to do so, you are invited to visit the school and learn more about the educational programme offered at ISG. At this point your child will be placed on a waiting list. Arrangements will be made for language assessments (and Maths if applying to the High School) and an interview for all students applying from Grade 1 and up.

Step 2: Admission documents – Assessments – Interviews

All students must complete the Admissions Form, including general information about the candidate.

The following are the additional requirements for each section of the school:

Early Childhood Admissions (Reception to KG)

Children who have reached the age of two by December 31, can be admitted into the Reception class. From ages of two to five years old, ISG will apply open admission to all candidates. No previous knowledge of English is required.

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Elementary School Admissions (Grade 1 to Grade 5)

Factors such as native language development, social and emotional development, previous school progress reports, teacher observation, and parent comments may be used to determine placement in ISG. Grade placement may be reviewed by the administration in consultation with the professional staff of ISG and the parents, within four weeks following enrollment, and at other times as deemed appropriate.

Middle School Admissions (Grade 6 to Grade 8)

Students need to submit report cards from the previous three school years. ISG will conduct an assessment to determine the level of written and spoken English. The results of any previously taken standardized testing (MAP, IOWA, WrAP, ERB etc.) should also be submitted to the school. Students who require additional support with their English language skills will be enrolled in a modified programme with EAL support.

High School Admissions (Grade 9 to 12)

Students need to submit report cards and transcripts (where available) from the previous three school years. ISG will also carry out assessments of written and spoken English, as well as Mathematics. Students entering the school in Grade 9 must be able to demonstrate at least an intermediate level of proficiency in English (Level B1/B2, Common European Framework of Reference for Languages) and students entering in Grade 10 or above must be able to demonstrate at least an advanced level of proficiency in English (Level C1/C2, Common European Framework of Reference for Languages). Students with English levels below this may still be admitted to ISG, but will be expected to undertake at an additional cost, an intensive English language course in order to reach the required level of language proficiency.

Students entering in the Grade 11 or 12 are required to meet with the IB Diploma Coordinator regarding course selection, in order to ensure that the candidate's needs can be met.

Step 3: Submit required documents

All applicants must submit the following documents:

- Photocopies of school records or transcripts for the previous 3 school years, when available.
- Any standardised test results (MAP, IOWA, WrAP, ERB, etc.) that have been completed by the student.
- Documentation identifying specific learning needs, including Individual Education Plans (IEPs) if they exist.
- The student's Portfolio, when available.
- For Middle & High School candidates, a confidential letter of recommendation from the student's current school (School Counsellor/Homeroom advisor/Classroom Teacher). It is required to use the ISG recommendation form.
- Completed ISG assessment in English (Middle & High School only)
- Completed assessment for Mathematics placement (High School only)

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Step 4: Enrolment

Consequent to completion of any required assessments and interview, your child will be offered a place in our school. In order to accept our offer, the family must submit the following Administrative documents:

- The Registration Form
- The ID document (or passport) of the student
- The ID document (or passport) of the parents
- The sign-up sheet to request Secondary School courses (Secondary School students only)
- Students should also provide a health certificate indicating dates of vaccinations
- The receipt from the payment of the Admissions Fees. Only when these fees have been paid, the school will reserve a place for the applicant.

Please note that all new students must order and purchase the Physical Education Uniform from the School Secretary.

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Common European Framework of Reference for Languages Self-assessment grid



	A1 Basic User	A2 Basic User	B1 Independent	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Writing	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Listening	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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