



Updated: June 2025
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Responsible SLT: Rory
McKeague, School
Director

Admission Policy

Guiding Statements

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| <ul style="list-style-type: none">• Show kindness, empathy & respect for each other• Actively work together being healthy – physically, socially & emotionally• Make a positive impact in local, regional & international relationships• Reach their full potential through active participation in the learning community• Communicate effectively, recognising English as their school community language | <ul style="list-style-type: none">• Use technology responsibly to support learning & to understand global issues• Recognise & respect others' beliefs, culture and values• Take pride in Egyptian culture, in personal identity and in the Arabic & English languages• Understand how our personal behaviour affects our values, attitudes and beliefs |
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1. Introduction and Philosophy

Cairo English School (CES) welcomes prospective students and their families to become part of our vibrant learning community. Our admission policy reflects our commitment to providing a high-quality education that promotes self-esteem, creativity, independence of thought, and academic excellence within a supportive and inclusive environment. We actively seek students and families that share in our school's vision, mission, and core values. Students admitted to CES are expected to be active contributors to our local community and the world at large.

While CES takes into consideration various criteria in admitting students, no individuals or groups of people will receive exclusive treatment or consideration at the time of admission.

2. Admission Criteria

Admission to Cairo English School is based on a holistic assessment of each applicant's readiness for our academic program, social development, and overall potential to benefit from and contribute to the school's environment. The overriding criteria for admission is an expectation that the prospective student has the ability to follow the curriculum offered by Cairo English School. While academic performance is a key factor, we also consider:

- **Age Appropriateness:** Applicants must meet the school's age requirements for their desired year group as per Ministry of Education guidelines.
- **Academic Readiness:** Demonstrated academic ability and potential to succeed in the CES curriculum, which is based on the Early Years Foundation Stage and English National Curriculum in Early Years and Key Stages 1, 2 and 3 (from FS 1 to Year 8), the IGCSE in Years 9 and 10, and the International Baccalaureate or A Level in Years 11 and 12.
- **English Language Proficiency:** The vast majority of teaching is conducted in English, and an ability in that language is a crucial factor when considering the admission of an applicant. Sufficient proficiency in English is required to access the curriculum. The support of both parents being able to speak English and, therefore, assist their child at home is an expectation. If only one parent speaks English, it must be the main caregiver regularly in contact with the child.
- **Social and Emotional Maturity:** The applicant's ability to adapt to a new school

environment, interact positively with peers and staff, and demonstrate age-appropriate behavior.

- **Previous School Records:** Review of academic reports, disciplinary records, and attendance from previous schools.
- **Assessment Results:** Performance in school-administered entrance examinations or interviews.
- **Special Educational Needs (SEN) Support:** While applicants with additional educational needs are considered, the school assesses its capacity to provide appropriate support and resources. Admission for students with identified SEN is contingent upon the school's ability to adequately meet their individual learning requirements and ensure their successful integration into the school environment. This may involve a review of psychological assessments and educational plans to determine the best fit. The school has qualified, experienced, and skilled teachers offering learning support; however, the amount and level of support is limited, and the school is unable to provide resources to students deemed to have severe learning difficulties. Being able to fully access our British Curriculum is a key factor.

3. Academic Pathways and Progression

Cairo English School offers a structured academic journey designed to prepare students for higher education and beyond. Our pathways include the National Curriculum of England and Wales for Key Stage 3, the IGCSE program for Key Stage 4, and advanced qualifications through the International Baccalaureate Diploma Programme (IBDP) and Cambridge A Level Programme for Year 11 and 12.

1. Key Stages and Core Curricula

- Years 7 & 8 (Key Stage 3): Students follow the National Curriculum of England and Wales, providing a broad and balanced educational foundation.
- Years 9 & 10 (Key Stage 4): Students undertake the IGCSE course, typically studying a minimum of 8 subjects.

2. Post-IGCSE Pathways (Years 11 & 12)

Upon completion of IGCSEs, students at CES have two distinct academic pathways available for their final years: the IB Diploma Programme and the Cambridge A Level

Programme. Both are highly challenging and require a strong academic foundation from IGCSEs.

2.1 The IB Diploma Programme (IBDP)

The IBDP is a robust two-year curriculum covering six core subject areas and the DP core. It aims to develop critical thinking, broaden perspectives, and acquire essential life skills.

Structure

- Six Subject Groups: Students select one subject from each of any subject groups apart from Visual Arts. The sixth subject may be selected either from the Arts subject group or from any other subject group. Three of the six subjects must be studied at Higher Level (HL), and three at Standard Level (SL). Students may choose a fourth HL subject.
 - *Subject examples offered (may vary by demand):* English Language and Literature, Business, Economics, Geography, History, Psychology, Arabic, French, French Ab initio, Biology, Chemistry, Physics, Computer Science, Application & Interpretation (AI) Mathematics, Analysis & Approaches (AA) Mathematics, Visual Arts.
- DP Core Components:
 - Extended Essay (EE): An independent, self-directed research piece culminating in a 4,000-word paper, providing practical preparation for undergraduate research and an opportunity to investigate a topic of special interest related to one of the DP subjects.
 - Theory of Knowledge (TOK): An independent course of at least 100 teaching hours evenly distributed over two years, focusing on critical thinking and inquiry into different ways of knowing and kinds of knowledge. Assessed through an oral presentation and a 1,600-word essay.
 - Creativity, Activity, Service (CAS): Not formally assessed with a grade but is a mandatory component that must be completed. CAS emphasizes the importance of life beyond scholarship, fostering lifelong learning and global-mindedness by engaging students in creative pursuits, physical activity, and community service.

Assessment and Grading (IBDP)

- Each of the six subjects is graded on a 1-7 scale, with 7 being the highest.
- TOK and the Extended Essay are graded A-E (A being highest). These two grades combine in the Diploma Points Matrix to contribute between 0 and 3 points to the total diploma score.
- CAS is not assessed but must be completed to pass the diploma.
- The overall maximum points from subject grades, TOK, and EE is 45. The minimum threshold for the award of the diploma is 24 points, provided the combined HL score is not less than 12.

2.2 The Cambridge A Level Programme

The Cambridge A Level Programme is a globally recognized qualification, historically preparing students for university in the UK. Students independently create their curriculum by selecting specialized courses.

Structure

- The A Level is completed through a staged process:
 - AS Level: Studied in Year 11 and externally examined at the end of the year. Students typically take 4 AS subjects.
 - A2 Level: Studied in Year 12 and externally examined at the end of the year. Students typically continue with 3 or 4 A2 subjects from their AS choices.
- *Subject examples offered (may vary by demand):* English, Mathematics, Biology, Chemistry, Physics, Computer Science, Business, Economics, Arabic, Psychology, History, Sociology, Geography, Art, Design & Technology (DT).

Assessment and Grading (A Level)

- The Cambridge International A Level is reported on a grade scale from A* (highest) to E (minimum required performance).
- There is no A* grade for Cambridge International AS Levels, which run from grade A to E.

2.3 IGCSE Requirements for Post-16 Pathways

To be considered for a place on the CES A Level/IBDP pathway, students are expected to achieve at least 6 or more passes at IGCSE. These passes must include the subjects

chosen to be studied at AS/IBDP, as well as English and Mathematics.

- Science Subject Selection: Students cannot choose a science subject in either the IBDP or A Level pathways unless it was registered as one of their IGCSEs in Year 10.

2.4 Progression and Support for Year 11 Selection

The school has a clear progression policy based on IGCSE performance:

- 6 or more passes: Eligible for 4 AS subjects or the full IB Diploma pathway.
- 4-5 passes: Eligible for a Blended Pathway (details provided by the school upon assessment).
- Less than 4 passes: Students may be required to repeat Year 10 to build a stronger foundation.

4. The Application Process

The admission process at Cairo English School is designed to be thorough and transparent, guiding families through the following steps. Admissions procedures are administered by the Admissions Office.

1. Inquiry and Information Gathering:

- Prospective parents are encouraged to visit the school, attend open days, or schedule an information session to learn more about our programs, facilities, and educational philosophy.
- Admission forms and relevant information packs can be obtained from the Admissions Office or downloaded from the school website.

2. Application Submission:

- Completed application forms must be submitted to the Admissions Office by the specified deadline.
- A non-refundable application fee is required at the time of submission.

3. Required Documents:

Applicants must submit the following original and photocopy documents to the Admissions Office:

- Completed and signed application form.

- 4 recent colour passport photographs of the applicant.
- 1 recent colour passport size photograph of each parent.
- An original Birth Certificate (Egyptian Nationals only).
- Copy of the parents' ID/Passports.
- Academic end of year reports:
 - (FS1 Applications) Nursery report.
 - (FS2 – Year 8 Applications) Last 2 years and this year’s current term report.
 - (Year 9 – Year 12 Applications) Last 3 years and this year’s current term report.
 - ALL REPORTS MUST BE PRESENTED IN ENGLISH (officially translated).
- CES Health and Vaccination Form, to be signed and stamped by the applicant's Doctor.
- Certificate or confirmation letter that applicant has exemplar conduct.
- Certificate or confirmation letter that the applicant has excellent attendance.
- Media Permission Form: A signed media permission form indicating parental consent for the child's photograph or video to be used on the school's official social media platforms, website, and promotional materials. This ensures that parents are fully aware and agree to the school's use of their child's image for communication and marketing purposes.

5. Assessment and Interview:

- Once all of the above documentation has been submitted to the school in full, applicants will be contacted by the school and will be given a day and time for their assessment. This assessment will take place in the Admissions Office and will be to undertake tests in both Mathematics and English. Tests are conducted which assess Non-Verbal Reasoning skills (NVR), Literacy and Numeracy. A group assessment is also carried out for all admissions from FS through to Year 6.
- An interview with the applicant and parents/guardians may be conducted by the Head of Section, Admissions Officer, or other relevant school personnel. This allows the school to gain a deeper understanding of the student's personality, interests, and family expectations.

4. Review and Decision:

- The Admissions Committee reviews all submitted applications, assessment results, and interview feedback.

- The admissions recommendation from the Admissions Office will be sent to the Head of School who is responsible for the final decision on all applications for admission as well as grade-level placement. All admissions decisions from the Head of School are considered final. Though inquiries regarding final admissions decisions may be sent to the Admissions Coordinator, CES will only provide limited information regarding the criteria used for admissions and/or grade-level placement decisions.
- Decisions are made based on the applicant's suitability for the school, the availability of places in the desired year group, and the school's ability to meet the student's needs.

6. Offer of Admission and Enrollment:

- Successful applicants will receive an official Offer of Admission.
- Notification of acceptance, and in order to reserve a place, the first installment must be paid to secure the place offered is confirmed. To accept the offer, parents/guardians must complete the enrollment process within the stipulated timeframe, which includes payment of the registration fee and first tuition installment.
- **Declaration Form:** As part of the enrollment process, parents/guardians are required to sign a comprehensive Declaration Form. This form outlines essential commitments and agreements between the parents and the school, including but not limited to:
 - Adherence to all school rules and regulations by both student and parents.
 - Acceptance of school administration decisions.
 - Commitment to timely payment of school fees.
 - Ensuring the student adheres to the school uniform policy.
 - Responsibility for informing the school of any changes to the student's health condition.
 - Granting permission for the school to take necessary emergency medical actions (first aid, medication, hospital transfer) with timely parental notification.
 - Responsibility for written notification of student absences.
 - Permission for student participation in curriculum-related trips with parental notification.
 - Acknowledgement of the registered email as an official communication

channel and responsibility for updating contact information.

- Agreement to the school's internet use policy, allowing student internet usage within the school network under school supervision, with the school reserving the right to monitor and remove inappropriate content.
- Granting the school the right to use students' photos and high-quality artwork for publication on the school's website and other official platforms.

This form ensures mutual understanding and agreement on key operational and relational aspects of the student's enrollment at CES.

7. Internal Admissions Procedures

To ensure a fair, consistent, and efficient admissions process, Cairo English School follows a set of internal procedures:

- **Application Processing and Verification:** Upon receipt, all application forms and supporting documents are meticulously checked for completeness and authenticity by the Admissions Office. Any discrepancies or missing information will be promptly communicated to the applicants.
- **Assessment Scheduling:** The Admissions Office is responsible for scheduling all required entrance assessments and interviews in coordination with the relevant academic departments and school leadership. Efforts are made to accommodate family schedules where possible.
- **Confidentiality and Data Protection:** All applicant information, including personal data, academic records, and assessment results, is treated with the utmost confidentiality and stored securely in compliance with data protection regulations. Access to this information is restricted to authorized personnel only.
- **Admissions Committee Review:** For each application, the Admissions Committee, comprising key school leaders and academic staff, conducts a thorough review of all submitted materials, assessment outcomes, and interview notes. Decisions are made collaboratively, focusing on the applicant's best fit with the school's ethos and academic program.
- **Communication Protocols:** The Admissions Office is the primary point of contact for all admissions-related inquiries and communications. All official correspondence, including offers of admission, waitlist notifications, and rejections, are issued in writing and managed systematically.
- **Waitlist Management:** If a particular year group has more applicants than

places available, a waiting list will be made of students who are not able to be placed immediately. Students who satisfy the entry criteria will be allocated places, or placed on the waiting list, on a first come, first served basis. Preference though will be given to candidates who have siblings at the school as long as they meet the above admissions criteria. In the case where no places are available for offer, students that have been accepted and have been successful will remain on the waiting list in order of their application date. This date is decided as the date of the first instalment.

- **Enrollment Finalization:** Once an offer is accepted, the Admissions Office coordinates with the Finance Department to ensure the timely processing of fees and with relevant school departments (e.g., academic, pastoral, IT) to prepare for the student's smooth integration into the school.
- **Annual Review:** The Admissions Policy and its internal procedures are reviewed annually by the school leadership to ensure they remain current, effective, and aligned with school objectives and Ministry of Education guidelines.

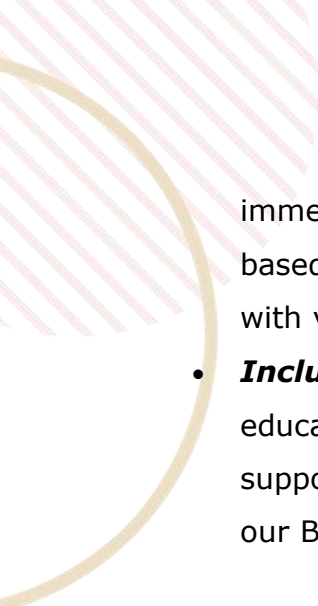
8. School Structure

The school has six classes in each year group. There are a maximum of 20 students in each Foundation Stage class (FS1 and FS2) and a maximum of 26 students in every other class throughout the school from Year 1 upwards.

9. Policy Interdependencies

The CES Admissions Policy is closely linked with other protocols that drive the school. These links include:

- **Academic Honesty:** Once admitted, students and families are expected to engage in and support academically honest practices. This policy explains our commitment to academic honesty, what constitutes academic misconduct, and the practices and procedures in place.
- **Assessment Policy:** Assessment data is critical in informing instructional practices, tailored curriculum opportunities, and curricular growth and development in the school. This policy explains how students will be assessed during and after admission and how assessment data will inform other practices in the school.
- **Language Expectations:** At the heart of CES's mission is a commitment to



immersive instruction of the English language. This policy outlines our language-based philosophies as well as the practices we have in place to support students with varying levels of language proficiency.

- ***Inclusion Policy:*** While CES does not discriminate on the basis of an additional educational need, we are only able to admit students whom we are able to fully support. This policy clarifies how we ensure all admitted students can fully access our British Curriculum.

10. Important Notes

- ***Re-enrollment for Current Students:*** Current students are required to complete the re-enrollment process by a specified deadline each academic year to secure their place for the upcoming year. This typically involves updating student information, confirming intent to return, and settling any outstanding fees. The school will communicate re-enrollment procedures and deadlines well in advance.
- ***Withdrawal:*** Parents planning to withdraw their child from the school must provide formal written notice by the specified deadline, as outlined in the school's fee policy, to ensure proper academic and financial closure.
- ***Non-Discrimination Policy:*** Cairo English School adheres to a non-discriminatory admission policy, welcoming applicants from all backgrounds without regard to race, religion, nationality, or gender, provided they meet the school's admission criteria.