

International School of London

Awards & Qualifications Policy 2026-2027

Date reviewed:
August 2026

To be reviewed:
August 2027

Section 1: Beliefs and Principles

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world.

At the International School of London, we believe in:

Empowering students to maximise their learning opportunities and to fulfil their potential.
Actively integrating cultural diversity in the curriculum.
Creating inclusive, vibrant and innovative learning communities.
Offering a diverse and extensive international programme that supports personal, social and professional growth.

Teaching and Learning Philosophy Statement

At ISL we believe that each child has their own unique identity and understanding of the world. Our aim is to build on their unique experiences through dialogue and questioning to foster curiosity and deeper thinking. At ISL excellence in teaching and learning is defined by the degree to which we nurture learner passion and encourage active engagement with real world problems through thinking, reflection and social and environmental activism. We believe purposeful play fosters curiosity, and curiosity fosters creative thinking. We believe the young are as capable of bringing about meaningful change as adults.

Section 2: Scope of the policy

The purpose of this policy is to define the framework for programmes of study offered in the Secondary School and the conditions for award of qualifications that learners may achieve.

Section 3: Compliance matrix

Statutory Framework:

The Education (Independent Schools Standards) Regulations 2014 (revised January 2015)

At the time of writing, the draft version of the OFSTED inspection framework evaluates The quality of education' in terms of "The quality of education 138. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including disadvantaged pupils, the most able pupils and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of

what is taught with a specific plan of what pupils need to know in total, and in each subject.
139. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (intent). They will also consider the way that the curriculum selected by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (implementation). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (impact)."

- Non-association independent schools handbook for inspection (OFSTED, May 2019) p. 32

Programme Framework:

International Baccalaureate Standards and Practices

Assessment at the school reflects IB assessment philosophy.

- International Baccalaureate Programme Standards and Practices (IBO, 2014)

Accreditation Framework - Council of International Schools
The Main Guide to School Evaluation and Accreditation 9th Edition

Policy

1. **Externally and internally regulated awards.**

1.1 Definitions

Externally regulated awards are qualifications granted by an external regulatory body, such as the International Baccalaureate Organisation (IBO).

Internally regulated awards are qualifications granted by the school, using agreed internal criteria.

1.2 Secondary school awards and qualifications

In grades 9-12, the secondary school prepares learners for the following **internally regulated awards:**

ISL High School Diploma

ISL Advanced High School Diploma

The conditions of award for the High School Diplomas are given in the annexe to this policy.

In grades 9-10, the secondary school prepares learners for the following **externally validated award on the core component of the IB Middle Years Programme**:

IB MYP Personal Project

These provide qualifications that are regulated by Ofqual at level 2 in the National Qualifications Framework. [1]

The ISL IB Diploma College prepares learners for the following **externally regulated awards:**[2]

International Baccalaureate (IB) Diploma

International Baccalaureate (IB) Diploma Subjects

Ofqual regulates these qualifications in the UK at level 3 in the National Qualifications Framework

2. Programmes of study

Definitions

A *programme of study* refers to all the organised learning activities that form part of the learner's organised curriculum

A *course of study* refers to individual curriculum subjects

A *component of study* refers to an individual assessed part of a course of study

2.1 Admission to the Secondary School in grades 6 to 8 is usually agreed on the basis of a full programme of study as determined by the framework of the IB Middle Years Programme (IB-MYP). In exceptional circumstances, the Secondary Principal and MYP Coordinator may agree a reduced course of study that meets the relevant provisions of the UK Education Act 2002 and in accordance with the learner's individual needs.

2.2 Admission to the Secondary School from grade 9 is agreed in accordance with the award conditions of the ISL High School Diploma and the relevant provisions of the UK Education Act 2002 as a minimum, with the usual expectation that learners will also meet all requirements of the IB-MYP. The requirements for a course of study for the IB-MYP are determined by the IBO in the *General Regulations – IB Middle Years Programme*

[1] See https://www.gov.uk/what-different-qualification-levels-mean for information

[2] The college may also be an accredited centre for other externally regulated assessments such as Cambridge Assessments Admissions Tests and College Board SAT. These are benchmarking assessments that confer no final award and as such fall outside the remit of this policy.

2.2.1 Any exceptional personalisation of programmes of study such that the student may not access the full requirements of the IB-MYP must be agreed by the Secondary School Principal or the Head of School

2.3 Admission to the ISL IB Diploma College is usually agreed for preparation for the full IB Diploma. The requirements for a course of study for the IB Diploma are as determined by the IBO in the *General Regulations – IB Diploma Programme*.

2.3.1 Any exceptional personalisation of programmes of study such that the student may not access the full requirements of the IB Diploma must be agreed by the IB Diploma Programme Coordinator with the Secondary School Principal or Head of School.

2.4 The minimum programme of study for the purposes of full-time attendance at the IB Diploma College is determined by the requirements of the High School Diploma as detailed in the *Conditions of Award for the ISL High School Diploma* (annex) and will be a function of credit awarded for prior study in the High School (14-18) phase, at ISL or elsewhere.

2.5 In the IB Diploma College, credit for the High School Diploma is awarded for completion of all components of individual IB Diploma Subjects and a CAS portfolio.

Annex

Conditions of award for the ISL High School Diploma and Advanced High School Diploma

ISL HIGH SCHOOL DIPLOMA

To receive the High School Diploma the learner must complete a minimum of 24 credits distributed as follows over a period of four years from Grade 8 or its equivalent at another school through to Grade 11 or from Grade 9 or its equivalent at another school through to Grade 12. A minimum of two years must be completed at the International School of London. In the case of a learner with a disability which precludes Physical Education, this requirement * may be waived.

Subject	Minimum credits required per subject area
English	3
Other Language	3
Mathematics	3
Science	3
Social Studies**	3
Physical Education*	1
C.A.S. (Grades 11/12 only)	1
Electives and other including: Art Music Computing Personal Project (Grade 10 only) Theory of Knowledge (Grades 11/12 only) Extended Essay (Grades 11/12 only)	2
Minimum total required	24

Credit is awarded on satisfactory completion of a year's course. A course consists of between 120 mins to 260 mins a week. To earn credit a learner must attain a minimum average of grade 3 in Grades 8 to 11 or grade 3 in Grades 11 and 12. An average

class attendance of 90% or more is required for a credit to be awarded unless a medical certificate is provided and accepted in justification of a recurrent condition. Half or quarter credits may be achieved where a learner completes a semester of a credit bearing course. **Where a learner is following a programme of English as a Second Language the Social Studies requirement may be reduced or waived.

If a learner obtains a public examination grade higher than the average for the year grade in a particular subject then the examination grade will replace the year grade as the final grade for that subject. Where this is not the case, an extra half credit will be awarded to learners who achieve grade 4 or above at IB Higher or Standard Level. Credits or credit equivalent may be brought from previous schools for a maximum of two years.

THE ADVANCED ISL HIGH SCHOOL DIPLOMA

The Advanced Diploma is awarded to learners who achieve 14 credits during the two years of the IB Diploma (Grades 11 and 12) at ISL, with an average 90% attendance over the two years of the course. Courses are those of the International Baccalaureate (IB). Standard Level courses earn one credit per year. Higher Level courses earn 1 ½ credits per year. Theory of Knowledge, Extended Essay and CAS may count as ½ credit per year. Credits are awarded if the average grade is 3 or above or, if the IB examination result is 3 or above.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.