



VICTORIOUS KIDSS EDUCARES

The School With A Difference

An IB World School

ACCESS AND/OR **ADMISSIONS POLICY**



CONTENT

1. IB Mission and VKE Vision & Mission
2. School admission Philosophy
3. Mission and Structure of the Admission Department
4. Admission procedure
 - a. Early Years Foundation Programme (Play Groups & Nursery)
 - b. Primary Years Programme
 - c. Middle Years and Diploma Programme
5. Assessment Days
6. Admission Age
7. Students with Special Educational Needs
8. Admission Committee and Decision-Making Process
9. General rules during admission
10. Connection to other policies and review
11. Bibliography

VICTORIOUS KIDSS EDUCARES

Victorious Kidss Educare is an international co-educational day school for children aged six (6) weeks onwards. Our motto is to couple IB education with Vedantic philosophy to nurture and strengthen the intellectual, emotional, physical and social development of a child. In line with the school's motto – 'Every child matters', the school is open for all students irrespective of their previous educational experience. The school believes in the principle of equal opportunity of education for every student regardless of religion or gender to develop a child's potential. It also focuses on methods of discipline that builds a sense of self-worth and responsibility in each student. Admission to VKE is open to students of all nationalities. This policy outlines the principles, procedures, and criteria that guide the admission process. By adhering to this policy, we aim to ensure a fair, transparent, and inclusive admission process that aligns with our school's values and educational objectives.

IB Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

VKE Vision and Mission:

Vision

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.

Mission

Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instill in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect diversity of religion, culture and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover self-worth, inner potential and solve real-life problems effortlessly.

Mission and Structure of Admission Department:

Our Admission Department is dedicated to fostering a diverse, inclusive, and equitable learning community. The process is accomplished in a professional and forthright manner while maintaining the integrity of the school, the students and their families. We strive to educate them about our school and IB philosophy. The admission department comprises admission officers and an assistant.

We believe every student deserves an opportunity to access a high-quality education that nurtures their potential and talents. Our mission is to inform and admit students from diverse backgrounds to VKE. By actively promoting equity and inclusion, we aim to create an environment where students from various backgrounds can learn, grow, and thrive together, enriching the fabric of our school community.

Admission is dependent on:

- Meeting all admission procedures and requirements.
- Meeting all financial obligations.
- Vacancy in appropriate classes and programmes.

When possible, priority placement will be given to qualifying siblings of current students. Prospective students who have English as a foreign language, Special Educational Needs or other issues are also considered on an individual basis (Refer to admission procedure).

Admission procedure

The academic year at Victorious Kidss Educares runs from June to May. The language of instruction is English. Parents or guardians follow the step-by-step procedure outlined below:

Step 1: Parents meet the Admission Officer after filling in an Inquiry form that requires furnishing of basic details of the child and parents. Parents or guardians of prospective students must certify that, at the time of admission, all information pertinent to the application has been disclosed. Any omission of information relevant to the student's admission e.g., a requirement for Special Educational Support or a medical condition may result in cancellation of the acceptance or expulsion from the school. During the interview with the Admission Officer, parents are given a broad overview of the curriculum and the School and IB philosophy. They are also familiarized with the appropriate fee structure and the School Brochure. Accordingly, a suitable date for assessment is fixed.

Step 2: On the scheduled day the parents purchase the school admission form and fill out the relevant academic, social and physical details of the student. The student is assessed by the Team leader in written as well as oral form. Students with specific needs get to interact with school counsellors.

Step 3: Parents and child meet the appropriate Programme Coordinator to get further information about the programme.

Step 4: The assessment papers /feedback are sent to the concerned programme coordinator for his/her approval.

Step 5: The admission Officer collates detailed comments of the teacher /teachers if the child was assessed for a higher/lower grade. The result is intimated to the parents. In the event of the parent being unsatisfied with the grade assigned, they are invited for a meeting with the President /Principal.

Step 6: Application form (with passport photos) to be filled out by the parent or legal guardian. A copy of the birth certificate, general health report and academic reports of the previous academic year should also be attached. Medical records and SEN recommendations, if any, must also be attached.

Without the above documents, no decision on admission will be taken. Once the school is in possession of all of the above, the process is as follows: Parents proceed with payment of fees and meet the Programme Coordinator and the Homeroom teacher for further details.

a. Early Years Foundation Programme (Play Groups & Nursery): An informal interaction with the child along with the parents if needed will determine the admission.

b. Primary Years Programme: Students seeking admission for Junior KG and Senior KG need to go through an interaction that checks their numeracy, literacy, fine and gross motor skills. This is used as an indicator to determine the level of assistance that the student will require to settle into the class. It in no way is a decision factor for admission.

Students seeking admission for PYP 1 to 5 need to take a brief assessment in English, Hindi/ French (SL applies PYP 2 onwards)and Mathematics to determine the level of the student. This assessment is one of the tools and not the only one to make decisions about the level of the student. We maintain an inclusive admission approach considering diverse linguistic and cultural backgrounds. The interaction/ assessment helps us determine if additional language support or grade placement adjustments are required. We also look at parental commitment to support a child's English language development in the case of ESL students and overall support as a learning community.

c. Middle Years and Diploma Programme:

Recognition by the IB

The International Baccalaureate's Diploma programme is globally recognized by all universities. Educational institutions around the world may have specific admission requirements and guidelines for IB students. The Association of Indian Universities (AIU) also recognizes the IBDP.

Documents for Submission

Before a student may be admitted, all of the following Documents must be submitted

- Birth certificate
- Progress card of the most recently completed academic year
- School Leaving Certificate
- Passport / Aadhar card of the child
- Passports / Aadhar card of the parents
- Student medical certificate
- One teacher recommendation addressing behaviour, attendance, motivation and self-discipline. (For external students)

Academic Requirements

<p>Grade X from an Indian Board / IGCSE/ Or any other equivalent board from overseas</p>	<ul style="list-style-type: none">● All candidates who have done their Grade X from Indian or foreign curricula must show evidence that they have completed Grade 10 level in a previous school.● One teacher recommendation addressing behaviour, attendance, motivation and self-discipline.● Entrance test and Interview.● One to one Career Counselling● Document verification● Seat Confirmation● Students with special requests or access arrangements will be granted admission into the IBDP/Course after the interview with the parents and student
<p>Internal MYP students (VKE)</p>	<p>A minimum final grade level of 3 in each of the following subject groups: Language & literature, Language acquisition, Individuals & societies, Science and Maths (an average score will apply if a student is enrolled in multiple subjects within a subject group).</p> <ul style="list-style-type: none">● Completion of ‘Personal Project’ and ‘Service as action’ requirements (MYP students only).● Disciplinary cases / suspended students will be considered on a case-by-case basis● Students with special requests or access arrangements will be granted admission into the IBDP/Course after the interview with the parents and student● In house entrance test mandatory (Placement test)● One to one Career Counselling● Document verification● Seat confirmation
<p>External MYP Students</p>	<p>A minimum final grade level of 3 in each of the following subject groups: Language & literature, language acquisition, individuals & societies, science and maths (an average score will apply if a student is enrolled in multiple subjects within a subject group)</p> <ul style="list-style-type: none">● Completion of personal project and service as action requirements● One teacher recommendation addressing behaviour, attendance, motivation and self-discipline.● Followed by entrance and Interview.● One to one Career Counselling● Document verification● Seat Confirmation● Students with special requests or access arrangements will be granted admission into the IBDP/Course after the interview with the parents and student

Without the above requirements, no decision on admission will be taken. After all the above steps are completed, the student will attend an interview with the DP coordinator and Career Counsellor. The primary purpose of the interview is to consider the applicant's potential to succeed not only in their individual subjects but also in the core components of CAS, Theory of Knowledge and Extended Essay. Also, to understand the various aspects of the program and make subject choices based on their aptitude, their interests and an initial review of their college and career preferences. To block a seat, the Admission Fee, Caution Money and the Confirmation amount, which is non-refundable, must be paid.

Roadmap for admission to Diploma Programme

Before students can make a choice about the Diploma Programme, an orientation session is held for all students and parents. They are informed about the requirements and expectations of the programme.

Following information is disseminated:

- Prior learning that is required
- Challenging nature of the programme
- Subjects offered
- Career scope
- CORE requirements [EE, TOK & CAS]
- Outline of syllabus and assessment
- Skills and attitudes that need to be developed
- Time management skills that need to be developed
- Academic Integrity
- College Counselling

Language of Instruction

English is the Language of Instruction in all grades (except during second language lessons). The general medium of instruction and working language in the IB Diploma Programme is English. Students seeking admission to the school must demonstrate sufficient competency in written and spoken English.

The DP Curriculum

Choosing subjects

Students study six subjects concurrently. These include two languages, one subject from individuals and societies, one science, one mathematics subject, and one subject from the arts or another subject from the other groups. There are also interdisciplinary subjects such as environmental systems and societies, available to students. These options allow students to satisfy the requirements for two groups of subjects by studying one subject, thus allowing them to select another subject from any group to make up a total of six. Students choose some subjects at the standard level and some at a higher level. Each student chooses three subjects at higher level and three at the standard level. Both SL and HL courses are meant to span the two years of the DP. SL courses are recommended to have at least 150 hours of instructional time, and HL courses are recommended to have at least 240 instructional hours. In most cases, both SL and HL

courses consist of the same educational aims, core syllabus and curriculum and assessment models. HL courses typically also include a range of additional elements designed to allow students to explore areas of interest within the subject in more depth. The assessment criteria are equally demanding for both levels, and SL exams are marked and standardized with the same rigour as all IB coursework.

Subject Groups	Options
Language A: Language and literature	<ol style="list-style-type: none"> 1) English: SL and HL 2) French SL and HL 3) Spanish SL and HL
Language B	<ol style="list-style-type: none"> 1) French Ab initio, SL and HL 2) Spanish Ab initio, SL and HL 3) Hindi B SL and HL <p>Note: Students may study the same language studied in their previous grade or may choose another language offered under this group.</p>
Individuals and societies	<ol style="list-style-type: none"> 1) Business Management SL and HL 2) Economics SL and HL 3) Psychology SL and HL 4) Philosophy SL and HL 5) Global Politics SL and HL 6) History SL and HL 7) Digital Society SL and HL 8) Geography SL and HL 9) Environmental systems and societies SL
Sciences	<ol style="list-style-type: none"> 1) Biology SL and HL 2) Physics SL and HL 3) Chemistry SL and HL 4) Computer science SL and HL 5) Design technology SL and HL 6) Environmental systems and societies SL 7) Sports, Exercise and Health Science SL and HL
Mathematics	<ol style="list-style-type: none"> 1) Analysis and approaches SL and HL 2) Applications and interpretations SL and HL
Arts	<ol style="list-style-type: none"> 1) Music SL and HL 2) Visual arts SL and HL 3) Theatre SL and HL

DP Core:

The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts. They encourage reflection on multicultural perspectives and experiential learning beyond the traditional classroom.

Theory of Knowledge allows students to reflect on the nature of knowledge and on how we know what we claim to know. Theory of knowledge (TOK) challenges students to question the base of knowledge – to reflect critically on how they know what they believe to be facts or truth. TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. TOK course examines how we know what we claim to know. TOK is assessed through an exhibition of TOK Commentaries and a 1,600 words essay. TOK encourages students to become thinkers, inquirers and open-minded individuals appreciating global diversity.

The extended essay is an independently written research- essay consisting of 4,000 words, which is mandatory for all students. The extended essay provides students with an opportunity to explore a topic of their preference. It helps students develop their research, communication, analytical and evaluative skills. Each student has a mentor, a school teacher, to guide him/her throughout the whole process of researching and writing the extended essay. This process concludes with a viva with their supervisor.

In Diploma Year 1, all students are enrolled for full IB Diploma. In Diploma Year 2, based on the child's academic performance, and in consultation with the parents, teachers, Career counsellor and the DP Coordinator, student is guided whether they must continue with the IB Diploma or convert to IB Course. Students must have chosen 3 subjects at SL and 3 subjects at HL in addition to the DP core components for the IB Diploma.

- School also offers bilingual diploma. Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages is required in order to receive Bilingual Diploma.
- A student will obtain an irregular diploma if he chooses to study three subjects from the same subject group and none from two groups: arts and another group of his choice. (To understand this option better the students and parents should seek clarity during the interview process.)

Assessment Days: Monday to Friday, starting 9.30 a.m. – 12.30 p.m. are the designated days and time of assessments and the results are disclosed after two days. On request, assessment days may be rescheduled.

Admission Age: The following table shows the grade and the age as of the 1st of June of the academic year:

Grade	Age	Month
Play Group I	6 Weeks – 1 Year	As of 1 st June of the academic year
Play Group II	1-2 Years	As of 1 st June of the academic year
Nursery	2-3 Years	As of 1 st June of the academic year
Junior KG	3-4 Years	As of 1 st June of the academic year
Senior KG	4-5 Years	As of 1 st June of the academic year
PYP-I	5-6 Years	As of 1 st June of the academic year
PYP-II	6-7 Years	As of 1 st June of the academic year
PYP-III	7-8 Years	As of 1 st June of the academic year
PYP-IV	8 -9 Years	As of 1 st June of the academic year
PYP-V	9-10 Years	As of 1 st June of the academic year
MYP-I	10-11 Years	As of 1 st June of the academic year
MYP-II	11-12 Years	As of 1 st June of the academic year
MYP-III	12-13 Years	As of 1 st June of the academic year
MYP-IV	13-14 Years	As of 1 st June of the academic year
MYP-V	14-15 Years	As of 1 st June of the academic year
DP – 1 & DP-2	15-18 Years	As of 1 st June of the academic year

Students with Special Educational Needs

VKE is committed to provide inclusive holistic and quality education to all the candidates. Special academic provisions are provided by the school (only on proper documentation). VKE supports the policy of IB regarding students with learning support requirements and access arrangements for assessments. It further aims to develop an inclusive environment that is friendly, welcoming, healthy and protective. The number of SEN students per class is restricted. In order to accommodate the needs of the applicants, the school can cater adequately with reasonable adjustments based on the available resources and the IB's policy for the same. The school counsellors will consider each case individually. It is necessary for parents or legal guardians to provide the school with complete details regarding past SEN records so that the school can ensure that the student's learning needs are met. The final decision about such admissions will be taken considering the IB protocol of the examination mentioned in the Handbook of Procedures of the Diploma Programme, the available resources in the school and the ability to cater to the needs of specific students.

Once all information and supporting documentation is submitted, the Principal will make a decision on admission in such cases.

Following are the key steps for the enrolment of SEN students at VKE:

- An initial talk with the parents of children, having special educational needs is conducted by the school authorities when they contact for admission.
- The details of information regarding any learning concern are requested on the admission form. The concerns need to be well supported by Medical Certificates and reports given by certified Medical Practitioners. This information is processed by the Admission Officer and forwarded to the school Psychologist and Counsellor, for their follow-up actions.
- Interviews/ interactions are conducted with potential students and families for enrolment for the following academic year. The school psychologist attends interviews with students with special learning needs. Due consideration is given to the prior knowledge of the students who come for admission. Based on the resources available at VKE, discussions among inclusion department counsellors and coordinators are held to find the school's capacity to be able to cater to these specific needs. If the school realizes it to be a very difficult case, he/she is referred to special schools for their best development.
- Students identified at risk during the academic year by teachers are added to the list of students with potential difficulties and are helped with Learning support.

Admission Committee and Decision-Making Process for PYP

The admission committee comprises of the Principal, Admission officer, PYP Coordinator and Counsellors. When appropriate, additional members of staff will also be consulted. Any individual irrespective of caste, gender, creed or religion will be given admission if the below-mentioned points are achieved.

- **Application review and initial screening:** The admission team reviews all submitted applications, ensuring they are complete and accurate. The team also checks the applications based on predetermined criteria, such as age, previous school records and any other relevant factors.
- **Assessment:** The admission team arranges for assessments, interactions, or observations to evaluate the applicant's readiness for the PYP. This includes academic assessments, interaction with parents and students, or simple observation to gauge the child's abilities and skills.
- **School's capacity and resources:** The school's capacity and available resources are considered to ensure that admitted students can be effectively accommodated within the respective programme.

Admission Committee and Decision-making Process for MYP and DP

The admission committee comprises the Principal, Admission Officers, DP Coordinator and Career Counsellor. When appropriate, additional members of staff will also be consulted. Any individual irrespective of caste, gender creed or religion will be given admission if all requirements are met.

General rules during admission

- **Wait Pools:** When the number of eligible applicants exceeds the availability of spaces for a particular grade in an academic year, parent admission applications for their students may be placed in a wait pool subject to availability. Students with siblings already studying at Victorious Kidss Educares are prioritised within the wait pool. When placing an application in a wait pool, we try to provide the candidate with a realistic assessment of the chances and possible timing for admittance.
- **School Tour:** We encourage parents considering enrolment in VKE to visit the campus while school is in session in order to tour our facilities and experience the school atmosphere first-hand. During the visit, parents will have a chance to meet with the relevant school Head of school/ Programme Coordinator. School tours are scheduled between 9:30 am to 12:00 p.m. (Monday – Friday). However, these need to be scheduled via an appointment through our front desk. We request the visitors to take a school tour, on the above-mentioned days and time. In case the visitors are from overseas/outstation then they need to give the school a prior intimation about the time they would arrive at the campus. In these special cases, we try to do our best to accommodate the visitors by giving them special permission to take a campus tour.

Connection to other policies

- Language policy: At VKE language of instruction is English and students need to study an additional language other than English. We are an inclusive school and accept students with different linguistic and cultural backgrounds. (additional information on this is included in the language policy)
- Academic Integrity: Once students are admitted to VKE, they abide by, and engage in supporting academic integrity. (Academic integrity, misconduct and practices at VKE are mentioned in the academic integrity policy)
- Inclusion policy: Students admitted to VKE with special educational needs will receive additional support. (Details of SEN support and IEP are explained in the inclusion policy)
- Assessment policy: The policy explains how student assessment will be conducted during and after admission. The data will inform the learning and teaching practices and student support required.

Policy review

This document is a working document that will be reviewed from time to time. Management, the Pedagogical leadership team, teachers and the admission department are involved in reviewing the policy. **Recent review date: June 2023**

Bibliography

- “Academic Integrity Policy.” Sso.ibo.org, Mar. 2023, resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf. Accessed 14 June 2023.
- Access and Inclusion Policy. IBO, Nov. 2022, resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en. Accessed 3 May 2023.
- “Creativity, Activity, Service Guide.” Sso.ibo.org, Mar. 2015, resources.ibo.org/data/d_0_casxx_gui_1503_2_e.pdf. Accessed 14 June 2023.
- “Diploma Programme Assessment Procedures 2023.” Sso.ibo.org, IBO, May 2023, resources.ibo.org/data/dp-assessment-procedures-2023_d7c39805-5e93-4b70-aece-7be96ea3b7d9/dp-assessment-procedures-2023-en_e7458a96-1c53-43fa-9113-84213a38ef6e.pdf. Accessed 10 June 2023.
- “Diploma Programme: From Principles into Practice.” Sso.ibo.org, IBO, Apr. 2015, resources.ibo.org/data/d_0_dpyyy_mon_1504_1_e.pdf. Accessed 9 June 2023.
- “Extended Essay Guide.” Xmltwo.ibo.org, May 2023, xmltwo.ibo.org/publications/DP/Group0/d_0_eeyyy_gui_1602_1/files/Guide_Extended_essay_en.pdf. Accessed 14 June 2023.
- “Programme Standards and Practices.” Sso.ibo.org, Apr. 2022, resources.ibo.org/data/programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09/programme-standards-and-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf. Accessed 14 June 2023.
- “Theory of Knowledge Guide.” Sso.ibo.org, Feb. 2020, resources.ibo.org/data/theory-of-knowledge-guide_c65f888e-5f47-47b5-8eec-79edfca5e86e/theory-of-knowledge-guide-en_3a8f2926-8de1-48e5-9268-19cb6f6ed9a9.pdf. Accessed 2 June 2023.