

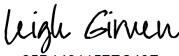


IB Diploma Programme Entry and Promotion Policy

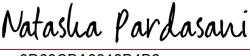
Policy Details

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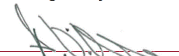
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1. Purpose

The IB Diploma Programme (IBDP) Entry and Promotion Policy at Taaleem Holdings P.J.S.C. (hereafter referred to as “Taaleem” or “Company”) aims to guide students toward pathways that enhance their potential for success. This policy outlines the minimum entry requirements for the three pathways offered at Taaleem schools: IB Diploma Programme (DP), IB Career-related Programme (CP), and IB Courses. It also outlines the minimum requirements for promotion from Grade 11 to Grade 12 to ensure students are well-positioned for success.

2. Overview

At Taaleem, we recognise that each student is an individual with unique strengths, aspirations, and areas for growth. Consequently, we emphasise personalised guidance starting in Grade 9 to help students choose suitable subjects and pathways aligned with their learning needs. Key review points will occur throughout this process, allowing for adjustments based on student development and success until final registration. To ensure that every student has the capacity to complete their chosen pathway, specific academic requirements must be met for admission into the Grade 11 programmes and registration for Grade 12 examinations.

3. Curriculum Structure & Pathways

Taaleem offers a range of academic pathways to accommodate the diverse strengths, interests, and future aspirations of its students. Pathways may include:

- A. **International Baccalaureate Diploma Programme (IBDP)**
 - A rigorous qualification requiring high academic ability across various disciplines.
- B. **International Baccalaureate Career-related Programme (IBCP)**
 - CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study such as BTEC.
- C. **IB Courses**
 - Offers certification in individual DP courses without full DP requirements.
- D. **Alternative Pathway**
 - Children already following a modified curriculum may study an alternative pathway suited to their individual needs such as a standalone BTEC or ASDAN course.

4. Guidance – Beginning in Grade 9

Beginning in Grade 9, Taaleem aims to provide a robust and supportive guidance framework to help students prepare for the selection of their pathways in the Post-16 Programme. This could include:

- **Personalised Counselling Sessions:** Each student will meet with a dedicated academic counsellor to discuss their interests, strengths, and career aspirations. These sessions will help students understand the differences between the IBDP, IBCP, and IB Courses.
- **Skill Assessment and Development:** Beyond Grade 9, students will engage in assessments designed to identify their academic strengths and areas for improvement. This feedback will inform their course selections for Grade 10.
- **Parent Workshops:** Regular workshops will be conducted for parents to provide insights into the IB programmes and assist families in supporting their children's decisions regarding pathways.
- **Open Day/Evenings:** Informational sessions will be held to introduce the various subjects offered at the DP level, highlighting the importance of aligning subject choices with future aspirations and career goals.
- **Peer Mentorship:** Opportunities for mentorship from Grade 11/12 students who can share their experiences and provide insights into the various pathways.

5. Minimum Entry Requirements

Entry into the IBDP will be determined by G10 MYP5 end of year report card grades or MYP eAssessment grades (if applicable).

Note: The MYP comprises of seven subjects plus the Personal Project, each with a possible score of 7 – therefore the total mark is out of a possible 56.

A. International Baccalaureate Diploma Programme (IBDP)

To enter the IBDP, students must:

- Score a minimum of 40 points across the eight MYP subject groups, including the Personal Project OR 27 points in the six subjects they wish to study in the IBDP.
- Achieve a minimum MYP grade of 4 in three subjects intended for the DP Standard Level.
- Achieve a minimum MYP grade of 5 in three subjects intended for the DP Higher Level.
- Achieve a minimum MYP grade of 4 for the Personal Project.
- Maintain good standing concerning behaviour, punctuality, and attendance.

Individual subject requirements:

- For Higher Level Mathematics, Physics, and Chemistry, a minimum MYP grade of 6 is required.

Note: If only Combined Science grades are available, schools will allow entry into Chemistry/Physics/Biology if separate science MYP Criterion A scores meet the above requirements.

- For Computer Science, a minimum MYP Mathematics grade of 6 is required.

B. International Baccalaureate Career-related Programme (IBCP)

To enter the IBCP, students must:

- Score a minimum of 28 points across their eight MYP subject groups, including the Personal Project.
- Achieve a minimum MYP grade of 4 in any subject intended for the DP Standard Level.
- Achieve a minimum MYP grade of 3 for the Personal Project.
- Successfully complete all school requirements related to Service as Action.
- Maintain good standing concerning meeting deadlines during MYP, behaviour, punctuality, and attendance.

Note: Permission to take more than two DP subjects will only be granted with special approval by the Principal and will be considered on an individual basis.

C. IB Courses Programme

For entry into the IB Courses Programme:

- Students will be assessed on a case-by-case basis.
- Students must maintain good standing concerning behaviour, punctuality, and attendance.
- Additional requirements may be determined by the school.

Entry from a non MYP curriculum school

- Students entering Grade 11 from a UK curriculum school will be considered using the following conversions from GCSE grades: GCSE 5 = MYP 4; GCSE 6 = MYP 5; GCSE 7 = MYP 6
- Students entering from other curricular will be considered on an individual case by case basis.

Note: All such decisions will be made by the relevant academic and admissions teams with final approvals by the Principal.

6. Assessing and Grading

While each school may establish its own timelines for student and parent consultations, the following practices are consistently implemented across Taaleem schools:

- **Grade 10 Course Agreements:** Final course agreements are established based on prerequisites for each course.
- **Monitoring and Reporting:** Grade 11 progress is monitored through regular academic reports and student-parent meetings, which include predicted grades and performance discussions.
- **Final Registration for IBDP exams:** Students meeting course requirements will be finalised for registration in Grade 12.

Taaleem schools aim to offer a structured feedback loop, ensuring regular check-ins

with students and parents to foster a collaborative approach to student success.

7. Progression from Grade 11 to Grade 12

To be admitted to Grade 12 or progress from Grade 11 to Grade 12, students must meet the following criteria, based on their enrolled programme:

IBDP:

- Attain at least 12 points in Higher Level (HL) subjects.
- Attain at least 9 points in Standard Level (SL) subjects.
- Receive a grade of at least 2 in all subjects.
- Have no more than two grade 2s awarded (SL or HL).
- Have no more than three grade 3s or below awarded (SL or HL).
- Make satisfactory progress towards achieving a minimum of a D in Theory of Knowledge (TOK) and the Extended Essay (EE).
- Complete the Creativity, Activity, Service (CAS) portfolio satisfactorily.

IBDP Courses:

- Receive a grade of at least 2 in all DP subjects.
- Have no more than two grade 2s awarded (SL or HL).
- Have no more than three grade 3s or below awarded (SL or HL).
- Make satisfactory progress and complete the Creativity, Activity, Service (CAS) portfolio satisfactorily.

IBCP:

- Achieve a minimum of a Pass in each of the BTEC assignments submitted within Grade 11.
- Receive a grade of at least 2 in each DP subject.
- Make satisfactory progress within the four elements of the CP Core.

Programme Amendments:

Students who do not meet the minimum criteria to progress between Grade 11 and Grade 12, for their specific programme, will meet with the Programme Coordinator to agree on final deadlines for demonstrating the required levels of attainment. If students are unable to meet these expectations by the agreed deadlines, they will be required to amend their programme and/or individual courses.

Possible amendments may include:

- Moving from the full DP to DP Courses.
- Reducing the number of DP subjects studied.
- Changing subjects from Higher Level to Standard Level.
- Moving from CP to BTEC + 1 DP course.
- Moving to BTEC only.
- Reducing the size of the BTEC qualification from Diploma to Certificate or Award.

Once amendments have been made, schools will enter students into IBDP examinations accordingly. Where prior discussions on performance have taken place with parents,

parental agreement will be formally captured to ensure they are fully aware of and aligned with the academic expectations and any resulting amendments to the student's programme.

8. Course and Programme Changes

Students can make course or programme changes, subject to approval by coordinators and availability, up until the following dates:

- Course change deadline: October half term of Grade 11
- Programme change deadline (DP to CP): End of term 1 of Grade 11

9. Application Process

Schools may ask students, particularly new students, to complete the following as consideration for entry to one of the G11 curriculum pathways:

A. Submission of documents:

- Students must submit their final Grade 10 report card or MYP eAssessment Certificate, personal statement, and any additional supporting documents as required.

B. Interviews:

- Selected candidates may be invited for an interview with the academic counselling team to further discuss their suitability for the programme.

Notification

Admission decisions will be communicated to students and parents, detailing the next steps for enrolment in the IBDP as per the school's Admissions Policy.

10. Appeals Process

Students who do not meet the entry criteria for a particular programme or subject may raise their concerns with the school. Each school will have an internal process in place to review such appeals or cases on an individual basis, ensuring fairness and transparency.

Where further escalation is required, the matter may be referred to the Director of Education for final review and resolution.

Version Control

Version No.	Date	Details of Changes
1	May 2025	New Policy

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