



Policy Title:

Access and/or Admission Policy

School Name:

Victorious Kidss Educares

Programme Applicability:

PYP | MYP | DP

Date of Approval:

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Prepared by:

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Reviewed and approved by:

Vice-President & Head of School



Welcoming every learner is not just a practice. It is a principle rooted in oneness. True access embraces diversity, honours the soul, and opens the path to lifelong learning.

IB Mission Statement

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 organisation works with schools, governments and international organisations 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 Mission Statement

Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instil 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 the 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 and inner potential, to solve real-life problems effortlessly.

Our 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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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IB Standards and Practices for Admission Policy

Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)

Leadership 4.2: The school captures and uses data that informs the operation and sustainability of the programmes (s). (0201-04-0200)

Leadership 4.3: The school captures and uses data that informs the quality of the implementation of the programme(s). (0201-04-0300)

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

- DP 1: The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)
- DP 2: The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)

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About Victorious Kidss Educares: Guiding Beliefs on Access and Admission

Victorious Kidss Educares (VKE) is an IB Continuum, co-educational day boarding 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 does not discriminate against individuals based on race, colour, sex, religion, national or ethnic origin. We welcome students from all nationalities, languages, learning needs, and cultural backgrounds to enrich the learning environment of our institution.

We believe every student deserves an opportunity to access high-quality education that nurtures their potential and talents. Our inclusive approach ensures that the admission process is guided by compassion, clarity, and professional integrity.

School Philosophy and Admission Goals

At Victorious Kidss Educares, we are building an institution where learning is deeply enriched by the spiritual heritage of Vedanta, integrated seamlessly with the inquiry-based, globally focused IB curriculum. We aim to nurture principled, balanced, and compassionate individuals who are equipped to build a more peaceful and equitable world.

Our school ethos reverberates the message of the National Emblem of India — 'सत्यमेव जयते' (Truth Alone Shall Prevail) — inspiring a culture rooted in truth, perseverance, and self-reflection. We focus on appreciation, empathy, and self-discipline, rather than reprimand, to guide student behaviour.

We believe in 'Education for Character'. This extends to our admissions approach: welcoming diverse learners, fostering inclusion, and honouring the values of honesty, dedication, and responsible citizenship.

The goal of our admission policy is to attract, enrol, and retain the broadest spectrum of students in a professional and forthright manner, while maintaining the integrity of the school, the students, and their families.

Mission and Structure of the Admission Department

The Admission Department at VKE plays a pivotal role in welcoming new families into our community. It is the first touchpoint for prospective parents and students, ensuring that the values of equity, inclusion, and international mindedness are reflected throughout the admission process.

The department consists of Admission Officers and Assistants, who:

- Provide information about the IB curriculum, school philosophy, and values

- Guide families through application procedures
- Ensure required documentation is complete and verified
- Coordinate interactions and assessments with relevant departments (including Programme Coordinators, Counsellors, and the Inclusion/Rainbow Team)

Our mission is not just to admit students, but to empower families to make informed decisions, honouring each child's uniqueness and potential. By fostering a diverse and compassionate learning community, the Admission Department helps lay the foundation for each child's journey at VKE.

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

Victorious Kidss Educare follows a clear, inclusive, and transparent admission process designed to guide families at every step. The academic year runs from June to May, and English is the primary language of instruction across all programmes.

The procedure below applies to all prospective students, with specific steps based on the programme level.

Step-by-Step Process (All Grades)

1. Enquiry Form Submission

Parents/guardians may initiate the process by visiting the school front desk (walk-in or call) to fill in the Enquiry Form with basic details of the child and parents.

2. Interaction with the Admission Officer

Parents meet the Admission Officer to understand the IB curriculum and school philosophy. Details about the school brochure, fee structure, and general expectations are shared.

3. Campus Tour (Optional)

Interested parents may opt for a school tour, scheduled Monday to Friday.

4. Meeting with the Vice-President (Head of School) (if required)

Parents seeking a deeper understanding of the school's ethos and vision may interact with the Vice-President (Head of School).

5. Scheduling of Interaction/Assessment

Based on the child's age and the programme applied for, the Admission Officer will schedule a date for the student's interaction or assessment.

- * Please note that assessments are scheduled only after the purchase of the admission form, which is priced at ₹1050.

Programme-Specific Process

Early Years & Primary Years Programme (Nursery to PYP 5)

- **Nursery & Junior KG:**

Informal interaction with the child (and parents, if needed) determines readiness.

Focus areas: social behaviour, verbal skills, motor development.

- **Senior KG to PYP 1-5:**

Students undergo an age-appropriate diagnostic interaction/assessment in:

- English
- Hindi/French (from PYP 2 onwards)
- Mathematics

This is not used as a selection criterion but to determine the support required for transition. Students with special needs may be referred to the Inclusion (Rainbow) Team for follow-up.

Parents may also be consulted regarding their commitment to support English language development for ESL students.

Middle Years Programme (MYP 1-5)

Students applying to MYP are expected to undergo an entrance assessment in:

- English
- Mathematics
- Science
- Hindi

The assessment helps gauge the student's readiness and suitability for the MYP curriculum. The results are reviewed by the Programme Coordinator and Principal before admission is finalised.

Diploma Programme (DP 1-2)

- The school welcomes students from diverse educational backgrounds and curricula. All candidates seeking admission to the Diploma Programme (DP) are required to undergo an entrance assessment to help the school understand the students' capabilities and ensure readiness for the academic rigour of the DP.
- The assessment includes:

- English
 - Mathematics
 - Logical Reasoning
 - Psychometric test
 - Assessments can be scheduled on the same day as the enquiry, typically between 9:30 a.m. and 12:00 p.m.
 - Following the assessment:
 - The results are analysed by the academic team and forwarded to the Principal for final review.
 - The Admission Department contacts parents within two working days to communicate the outcome and the next steps.
 - The student is then invited for a personal interview with the DP Coordinator and the Career Counsellor. This meeting:
 - Helps determine the student's suitability not just for academic subjects but also for CAS, Theory of Knowledge (TOK), and the Extended Essay.
 - Supports the student in making informed subject selections aligned with their aptitude, interests, and early insights into college and career aspirations.
 - To confirm admission, parents are required to block the seat by paying the:
 - Admission Fee
 - Caution Money
 - Confirmation Amount
- * **These amounts are non-refundable.**

Final Steps (All Grades)

6. Meeting with Programme Coordinator and/or Homeroom Teacher (if required)

To help families understand grade-level expectations, curriculum pathways, and student support mechanisms

7. Submission of Documents & Payment of Fees

Parents meet the Accounts Department to:

- Submit the required admission documents
- Complete the payment of fees
- Address any additional formalities or clarifications. An online payment option is also available on the school website for added convenience.

Required Documents for Admission (All Grades)

All applicants must submit the following documents to complete the admission process:

- Birth Certificate
- Duly filled Admission Form
- Passport-size Photograph of the Student
- Academic Report Card of the most recently completed academic year
- School Leaving Certificate (applicable for Grades 1 and above)
- Medical Certificate / General Health Report

- SEN documentation or therapist reports (if applicable)

For Indian Nationals:

- Copy of Aadhar Card of the student
- Copy of Aadhar Card of both parents

For Foreign Nationals / Expatriates:

- Copy of Passport (student and both parents)
- Copy of a valid Visa
- Copy of Residential Permit

Additional Requirement (MYP/DP External Applicants Only):

One Teacher Recommendation Letter addressing:

- Behaviour
- Motivation
- Attendance
- Self-discipline

* All documents must be submitted in English. Admission decisions will not be finalised without complete documentation.

Academic Requirements:

Grade X from an Indian Board / IGCSE	<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 in the 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
Internal MYP students	<p>A minimum final grade level of 3 in each of the following subject groups: Language & literature, Language acquisition, Individuals & Societies, Science and Mathematics (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 students • Mandatory In-house entrance test (Placement test) • One-to-one Career Counselling • Document verification

	<ul style="list-style-type: none"> • Seat confirmation
External MYP Students	<p>A minimum final grade level of 3 in each of the following subject groups: Language & literature, language acquisition, individuals & societies, science and Mathematics (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 an 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

Academic integrity

All candidates must attend the orientation on academic integrity practices followed by the school and must sign an Academic Integrity contract indicating their commitment to VKE's policy of academic integrity (Refer to Appendix 2)

International Mindedness and IB Learner Profile

Candidates for admission to VKE must demonstrate that they are students who embrace and embody the IB Learner Profile attributes. We expect applicants to be balanced, reflective, inquiring, caring, knowledgeable, principled, good communicators and thinkers, and to have an openness to learn new things. They should be willing to become global citizens.

Roadmap for admission to Diploma Programme

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

The 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 standard level and some at higher level. Each student chooses three subjects at higher level and three at 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 standardised with the same rigour as all IB coursework.

Subject Groups	Options
Language A: Language and literature	1) English: SL and HL 2) French SL and HL 3) Spanish SL and HL
Language B	1) French Ab initio, SL and HL 2) Spanish Ab initio, SL and HL 3) Hindi B SL and HL * Note: Students may study the same language studied in their previous grade or may choose another language offered under this group.
Individuals and societies	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	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	1) Analysis and approaches SL and HL
	2) Applications and interpretations SL and HL
Arts	1) Music SL and HL
	2) Visual arts SL and HL
	3) Theatre SL and HL

DP Core:

The core requirements of the 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 in which students 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. The TOK course examines how we know what we claim to know. TOK is assessed through an exhibition of TOK Commentaries and a 1,600-word 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 schoolteacher, to guide him/her throughout the whole process of researching and writing the extended essay. This process concludes with a viva with their supervisor.

Creativity, Activity, Service, in which students complete a project related to those three concepts. CAS is a mandatory core component of the IBDP. It enables students to enhance their personal and interpersonal engagement by learning through experience and also provides an opportunity for collaboration.

The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

Creativity – arts, and other experiences that involve creative thinking.

Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

Service – an unpaid and voluntary exchange that has a learning benefit for the student.

The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving and decision making.
- CAS encourages students to undertake new challenges, initiate activities,
- Work collaboratively in a group,
- Show perseverance and commitment towards a goal,
- Engage with issues of global importance,
- Consider ethical implications and develop new skills.

IB Diploma and Bilingual Diploma

- In Diploma Year 1, all students are enrolled for the 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, a further decision is taken whether the child can go for the IB Course option. Students must have chosen 3 subjects at SL and 3 subjects at HL for the IB Diploma
- The school also offers a bilingual diploma. Completion of two languages selected from the studies in the language and literature subject group, with the award of a grade 3 or higher in both languages, is required to receive a Bilingual Diploma.

Recognition by the IB

The International Baccalaureate's Diploma programme is globally recognised by all universities. Educational institutions around the world may have specific admission requirements and guidelines for IB students. Association of Indian Universities (AIU) also recognises the IBDP. (See Appendix 1)

Assessment Days:

Monday to Friday, from 9:30 a.m. to 12:30 p.m., are the designated days and times for assessments, and the results are disclosed two days later. On request, assessment days may be rescheduled.

Admission Age:

The following table shows the grade and the age of the academic year:

Grade	Age	Month
Play Group 1	6 Weeks – 1 Year	As of 1 st July, of the academic year
Play Group 2	1-2 Years	As of 1 st July, of the academic year
Play Group 3	2-3 Years	As of 1 st July, of the academic year
Nursery	3-4 Years	As of 1 st July, of the academic year

Junior KG	4-5 Years	As of 1 st July, of the academic year
Senior KG	5-6 Years	As of 1 st July, of the academic year
PYP 1	6-7 Years	As of 1 st July, of the academic year
PYP 2	7-8 Years	As of 1 st July, of the academic year
PYP 3	8 -9 Years	As of 1 st July, of the academic year
PYP 4	9-10 Years	As of 1 st July, of the academic year
PYP 5	10-11 Years	As of 1 st July, of the academic year
MYP 1	11-12 Years	As of 1 st July, of the academic year
MYP 2	12-13 Years	As of 1 st July, of the academic year
MYP 3	13-14 Years	As of 1 st July, of the academic year
MYP 4	14-15 Years	As of 1 st July, of the academic year
MYP 5	15- 16 Years	As of 1 st July, of the academic year
DP 1 & DP 2	16-18 Years	As of 1 st July, of the academic year

* Subject to change as per the government mandate

Students with Special Educational Needs

VKE is committed to providing 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. 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. Parents or legal guardians must 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 are submitted, the Principal will decide on admission in such cases.

The 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 realises 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 the Principal, the Admission Officer, the PYP Coordinator and Counsellors. If appropriate, additional members of staff will also be consulted. Any individual, irrespective of caste, gender, creed or religion, will be given admission if the following 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. If 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 prior intimation about the time they will 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.

Links to other School Policies:

Assessment Policy:

At VKE, to seek admission, any individual, irrespective of the caste, gender, creed or religion, will have to appear for the admission test/ entrance exam and qualify, as per the procedure of the school. The admission committee is comprised of the Principal, Admissions Officer, Programme Coordinator and Academic Counsellors. When appropriate, additional members of Staff will also be consulted. Students will be required to take the placement test (for the languages offered under the 'language and literature' course and 'language acquisition' course at VKE) and fill out the language portrait form for appropriate language and phase selection.

Inclusion Policy:

It is our mission to build a diverse community of young learners, parents, educators, and staff. Hence, at VKE, we do not discriminate on the basis of race, ethnicity, religion, nationality, or gender in the administration of our admissions. Parents are responsible for providing the school with the required medical, psychological documents at the time of admission. Only after a collaborative meeting with all parties can it be decided whether the school can cater to the needs of the students. If it is observed that the school cannot cater to the student's needs, then he/ she is referred to another institute or a special school where his/ her needs will be catered to well.

Language Policy:

While giving admission, the student's ability to speak, read and write English is assessed, and accordingly, the language development programme for the child is planned. Applicants will be required to take the placement test (for the languages offered under the 'language and literature' course and 'language acquisition' course at VKE) and fill the language portrait form that indicates their proficiency in their mother tongue, English and other languages. Ongoing assessment of students' academic and language accomplishments and needs is conducted. Samples of students' work to document linguistic and academic growth in language are collected.

Academic Integrity Policy:

At the time of admission, students and parents are made aware of the importance of academic integrity and its consequences. Students sign an academic integrity form (see Appendix 2) during admission to the school, which abides by the norms set by the school.

- * All these are to be read in conjunction with the respective policies.
- * At VKE, the written curriculum is planned and developed in collaboration to integrate all the school policies and IB philosophy.

Admission Policy as a Working Document

The Admissions Policy is to be considered a working document that is reviewed and revised every year in conjunction with the school's IB self-study review cycle.

Communicating the Admission Policy

The Admission Policy is communicated to the school community at the start of each academic year. It is shared through the school's platform- the School Website and Toddle.

Policy Review Cycle

All Policies in Victorious Kidss Educares are reviewed every year. The Steering Committee, which includes the Principals, Programme Coordinators, Admission Officer, Parent Representatives, and Administrators, share and discuss the progress of the implementation of the policy. The needs of the school and past experiences are discussed in detail. The latest relevant IB publications and developments are taken into consideration. The school policies are then reviewed, and changes/modifications are proposed. These changes and modifications are discussed with all the teachers, staff and parents (if applicable). Their inputs are taken into consideration, and the policies are concluded and sent to the Vice-President (Head of School) for approval. After the approval from the Vice-President (Head of School), the policy is finalised.

Bibliography

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