

The purpose of this document is to provide information about the nature, the function, and the use of Admissions at MGIS.



مدارس جلوبال العالمية الحديثة
Modern Global International Schools

MGIS ADMISSIONS POLICY



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 organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

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

MGIS MISSION STATEMENT

Transforming educational communities by fostering academic excellence, positive character, and appreciation of cultures.

MGIS VISION STATEMENT

To be globally recognized as a pioneer in the advancement of comprehensive educational systems for critical language-oriented academies.

1- Philosophy

At MGIS, our Admissions Policy is deeply rooted in the ethos of the IB philosophy, promoting inclusive, equitable, and student-centred education in line with the IB PYP Philosophy. We embrace diversity and welcome applicants from all backgrounds, without prejudice or bias based on race, color, faith, gender, or national origin. Our commitment to fairness ensures that all applicants are treated equitably under the same regulations. Furthermore, we are committed to meeting students' needs by supporting their personal and academic growth and development.

Our admission process is ongoing throughout the year to accommodate the needs of prospective students. We endeavor to meet the requirements of all applicants unless there are compelling reasons to believe that admission would not serve the best interests of either the applicant or the school community. The ultimate admissions decision is made collaboratively by the School Head and the PYP Coordinator. Admission practices support access to the programme and reflect the school's commitment to international-mindedness and learner diversity.

2- Admission into MGIS is Based On:

- Alignment of age with the grade level being sought.
- Availability of space, which is influenced by the number of accepted students.
- The learner's ability to access and engage with the PYP programme, with appropriate support where needed.
- The submission of the admission form, which is accessible through the Admissions/Registration Department and the school website.
- Provision of all necessary documents for thorough review.
- The school's capacity to support applicants with special learning needs, which mandates official reporting of individual cases; failure to comply may result in registration cancellation.
- Assessment information is used to inform support and placement, not as a barrier to admission.

3- Admission and the Learner Profile:

The admission process reflects and prompts attributes of the IB learner Profile.

- **Principled:** Our admissions process prioritizes applicants who we believe can excel academically and emotionally within our school community. Decisions are made with the well-being of both current and prospective students in mind.
- **Balanced:** We commit to considering applicants from all segments of our community, ensuring fairness and inclusivity in our selection process.

- **Open-Minded:** Regardless of nationality, race, color, or religion, all applicants will be given equal consideration in our admissions evaluations.
- **Caring:** Every applicant is treated with compassion and respect. We strive to provide clear and timely communication, maintain safe and conducive testing environments, and offer constructive feedback throughout the admissions process.

4- Connections to other IB Policies

- **Admissions and Language**

Upon applying to MGIS, students undergo English and Arabic language assessments. For admission to grades 1 to 6, students must exhibit age-appropriate English proficiency and literacy skills. All teachers are responsible for supporting language development across the curriculum.

- **Admissions and Inclusion**

At MGIS, we are committed to promoting equitable access and inclusive education in line with the PYP philosophy. The admissions process seeks to ensure a diverse learning community that reflects a range of abilities, backgrounds, and identities. Families are encouraged to share relevant information about their child's learning needs to support appropriate planning. Admission decisions consider the school's capacity to provide the necessary support, ensuring that all admitted learners can access and participate meaningfully in the programme. Ongoing support is provided through differentiation and structured systems to meet individual learner needs.

- **Admissions and Academic Integrity**

In instances where students are unable to physically attend school for entrance assessments, we will request a comprehensive report from their previous school. Additionally, a Zoom virtual interview will be scheduled. Parents are expected to provide accurate and complete information, including contact details of previous schools when required.

- **Admissions and Assessment**

Admissions assessments at MGIS are designed to provide insight into learners' strengths, prior knowledge, and areas for development, supporting effective placement and planning. Assessment information is used to inform teaching and learning, rather than as a barrier to admission. Kindergarten learners are assessed through developmentally appropriate, observation-based approaches, while applicants for Grades 1–6 complete placement assessments in English and Arabic. These assessments support the identification of learning needs and enable teachers to provide targeted support within the PYP framework, ensuring all learners are able to engage with the programme successfully.

5- Policy Review

Annually, the PYP Admissions Policy undergoes a comprehensive review process involving teaching staff, administrators, and the PYP coordinator during professional development sessions before the commencement of the school year. Feedback and contributions from all stakeholders inform the

refinement of the policy, ensuring it aligns optimally with the evolving needs of our school community. The Admissions Policy is accessible on our school website.

Policy prepared by: School Policies Committee and Teaching, Learning, Assessment & Data Analysis Committee

Date of Last Review: February 2026

Policy reviewed by: School Leadership & Improvement Team (SLT)

Policy Approved by: Director of Operations

6- References

- *IBO. (2018): From Principles into Practice.*
- *IBO Programme Standards and Practices 2014*
- *IBO-PYP Transition Guide (2018)*
- *IBO Policies Checklist*
- www.ibo.org