



Al-Rayan International School



ADMISSION POLICY

2025-2027

Core purpose

“We are a diverse community of learners that are committed to inspire, empower, and transform for a better world.”

ARIS Core Values

- Greatness in Everyone.
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

IB Mission Statement

The International Baccalaureate Organisation 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 IBO works with schools, governments, and international organisations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be correct.

IB Learner Profile

The learner profile is at the heart of all IB program models. This profile brings the aspirations of the IB Curriculum to life and supports and promotes the development of student-centred education. Each unit of inquiry has one or more focused learner profiles linked to it. All IB programmes aim to develop internationally minded people who, recognising 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.



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.



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.



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.



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 recognise our interdependence with other people and with the world in which we live.



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.



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.



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.



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.



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.

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Preamble

The ARIS Admissions Policy reflects the dynamic and expanding nature of the school. It is designed to be inclusive, ensuring equitable access to the high-quality learning environment that ARIS offers. The school attracts a diverse student body, including children from multinational families involved in business, NGOs, diplomatic missions, and other international networks.

ARIS is committed to creating a welcoming environment for all students by providing multilingual resources, open events, collaborating with organisations, and offering flexible communication and support services during the application process.

The school fosters international-mindedness from an early age, with peer diversity and a globally referenced curriculum that encourages global perspectives. This shared commitment to the school's core values drives all aspects of school life, including admissions.

Admission Process

Application Process

Parents or guardians begin the application process by visiting the ARIS website and completing the online form. The required checklist includes two years of previous school reports, interviews, and a cognitive assessment for students entering Years 3-13. The cognitive assessment is required to assess whether ARIS can meet the student's learning needs. All students entering Year 3-13 will undergo a language placement assessment. This assessment will help us determine the appropriate language and level. The final placements will be based on availability.

[Refer to the Language policy.](#)

Admissions Review

Once all documents and assessments have been reviewed, the Advancement Manager and Principal decide. Admission may be offered, declined, or placed on a waiting list. The criteria for prioritising students on the waitlist include:

- Children of GISER members
- Children of teaching and management staff
- Children of institutions with corporate contracts with ARIS
- Children with siblings already enrolled
- Children of long-term residents
- Other children, based on the application submission date

Admission to Playgroup:

- **Age Requirement:** 2 years old by 1 September of the year of enrolment.
- **Interview:** The applicant and their parents will attend an interview with the Advancement Team.
- Playgroup is part of the Early Years Foundation Stage (EYFS), which includes Pre-Nursery.

Admission to the Primary Years Programme (PYP):

- **Age Requirement:** The age requirements for admission to PYP are based on the applicant's age as of the designated cut-off date and the last class completed. Refer to the [Year/Class/Grade chart](#).
- **Interview:** The applicant and their parents will attend an interview with the Advancement Team.
- **Cognitive Assessment:** Students applying to PYP (Years 3-6) will undergo a cognitive assessment to evaluate their reasoning ability, executive function and processing speed.
- **Assessments:** Entrance assessments and school reports inform placement and highlight areas for an Individual Educational Plan (IEP) if necessary.

ARIS offers the PYP from Nursery through Year 6 (ages 3-11).

Admission to Secondary School (MYP 1-5):

- **Age Requirement:** The age requirements for admission to MYP Years 1 through 5 are based on the applicant's age as of the designated cut-off date and the last class completed. Refer to the [Year/Class/Grade chart](#).
- **Age Cut-Off:** Applicants must meet the age criteria set for each year level by the specified cut-off date.
- **Last Class Completed:** The applicant's previous educational experience will also be taken into consideration to ensure appropriate placement.

This approach ensures that students are placed in a learning environment that aligns with their developmental stage and academic background.

- **Cognitive Assessment:** Students applying to MYP 1-5 (Years 7-11) will undergo a cognitive assessment to evaluate their reasoning ability, executive function and processing speed.
- **Assessments:** The results of the entrance assessments, along with the student's school reports, will guide appropriate placement decisions and provide the school with a profile of the applicant's achievements in relevant subjects. These assessments also serve as diagnostic tools, identifying any learning anomalies and forming the basis for an Individual Educational Plan (IEP).
- **MYP Placement:** Students entering after the academic year has started may face challenges catching up in content-heavy subjects. Subject alignment is critical to appropriate placement. In some cases, substantial catch-up work may be required, or a subject might need to be dropped entirely.

The ARIS faculty is committed to addressing these challenges in the best interests of the student.

MYP Certification Requirements

To earn the IB MYP Certification, students must fulfil the program's requirements, which include:

- Completing coursework in all eight subject groups.
- Participating in the Personal Project.
- Completing on-screen assessments or ePortfolios in designated subjects.
- Meeting the school's expectations for service as action, which involves engagement in community activities aligned with the MYP framework.

Certification is awarded based on the student's ability to meet the IB's criteria for holistic learning, critical thinking, and global-mindedness, as outlined in the program standards and practices.

Admission to Secondary School (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is designed for students aged 16 to 19 years.

- **Age Requirement:** The age requirements for admission to IBDP Years 12 and 13 are based on the applicant's age as of the designated cut-off date and the last class completed. Refer to the [Year/Class/Grade chart](#).
- **Age Cut-Off:** Applicants must meet the age criteria set for each year level by the specified cut-off date. The age requirements are strictly enforced, and students must be within the designated age range (16 to 19 years) on the specified cut-off date in the exam year. Therefore, students need to complete the program and take their exams before they reach the age of 20.
- **Last Class Completed:** The applicant's previous educational experience will also be taken into consideration to ensure appropriate placement.

This approach ensures that students are placed in a learning

environment that aligns with their developmental stage and academic background.

- **Cognitive Assessment:** Students applying to IBDP (Years 12-13) will undergo a cognitive assessment to evaluate their reasoning ability, executive function and processing speed.
- **Assessments:** Entrance assessments and school reports inform placement and highlight areas for an Individual Educational Plan (IEP) if necessary.
- **IBDP Late Entry:** Students entering after the academic year has started may face challenges catching up in content-heavy subjects. Subject alignment is critical to appropriate placement.
- **IBDP Orientation:** ARIS offers an orientation for MYP-5 students transitioning into the IBDP to understand the core principles of each program.
- **Online Learning:** Students can access Higher and Standard Level subjects not offered by ARIS through Pamoja's online learning platform at an additional fee.

IBDP Requirements

- Core Components: Creativity, Action, Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE), plus three Higher Level (HL) and three Standard Level (SL) subjects.

Requirements for Entry to the IB Diploma Programme for ARIS Students coming from the MYP Programme

- A minimum of 38 points in total must be achieved from the MYP courses.
- Students must attain at least a grade 4 in all MYP subjects for Standard Level (IBDP-SL) and a minimum of grade 5 in all MYP subjects for Higher Level (IBDP-HL). **For Physics and Extended Mathematics, a grade of 6 is required;** however, a grade of 7 in Standard Mathematics will be considered for Mathematics AASL. All new students seeking admission into the IB Diploma Programme who wish to take Mathematics: Applications and Interpretation (AI) HL or Mathematics: at the beginning of the academic year. Analysis and Approaches (AA) SL/HL will be required to sit an internal mathematics assessment at the beginning of the academic year. This placement assessment is designed to

determine subject readiness based on the student's prior mathematical background and curriculum exposure. The results will inform appropriate subject selection and ensure alignment with the rigour and expectations of each DP mathematics course.

- Any grade lower than 4 with a specific valid reason will be addressed case-by-case.
- Failure to submit the MYP personal project will result in ineligibility to be a full Career Programme (CP) or Diploma Programme (DP) candidate.

Entry Requirements to the IBDP for Outside Students Coming from Any Other Programme

- A minimum of C or above in 5 subjects (or 65%).
- A minimum of B or above in any Higher Level DP subjects (or 75%).
- Lower scores (65% and below) with a specific valid reason will be evaluated case-by-case.
- Students who do not have a prior background/sufficient subject-specific knowledge in science subjects such as Chemistry, Biology and Physics, cannot take these subjects at the DP level.

Diploma Award Criteria

To qualify for the IB Diploma, all assessment components for each of the six subjects, along with the additional Diploma requirements, must be completed, except under specific conditions stated below. The IB Diploma will be granted to a candidate if the following criteria are met:

- CAS requirements have been fulfilled.
- The candidate's total points are 24 or more.
- No "N" was awarded for Theory of Knowledge, the Extended Essay, or any contributing subject.
- No grade E is awarded for Theory of Knowledge and/or the Extended Essay.
- No grade 1 is awarded in any subject or level.
- The candidate has no more than two grade 2s (Higher Level or Standard Level).
- The candidate has no more than three grade 3s or below (Higher Level or Standard Level).

- The candidate has achieved 12 points or more in Higher Level subjects (for those registered for four Higher Level subjects, the three highest grades will count).
- The candidate has attained 9 points or more in Standard Level subjects (those registered for two Standard Level subjects must gain at least 5 points).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Candidates are allowed to retake examinations to improve their grades in November and subsequent May sessions to satisfy the requirements for the IB Diploma, and these sessions do not need to be consecutive. However, when the subject syllabus is updated, students will face significant challenges with content and assessment modifications.⁴ Therefore, it is not advisable for them to retake the examination under such circumstances.

Upon admission, all students are enrolled to pursue the full IB Diploma Programme. However, if a student encounters difficulties in maintaining the minimum required grade of 4 across all six subjects and core components, the school may recommend a transition to the IB Diploma Courses pathway.

This decision will be made collaboratively, involving discussions with parents, students, teachers, and coordinators, ensuring it aligns with the students' strengths, goals, and well-being while upholding the academic rigour and integrity of the program.

Admission to Secondary School (IBCP)

The International Baccalaureate Career-related Programme (IBCP) is designed for students aged 16 to 19.

- **Age Requirement:** The age requirements for admission to IBCP Years 12 and 13 are based on the applicant's age as of the designated cut-off date and the last class completed. Refer to the [Year/Class/Grade chart](#).
- **Age Cut-Off:** Applicants must meet the age criteria set for each year level by the specified cut-off date. The age requirements are strictly enforced, and students must be within the designated age range (16

to 19 years) on the specified cut-off date in the exam year. Therefore, students need to complete the program and take their exams before they reach the age of 20.

- **Last Class Completed:** The applicant's previous educational experience will also be taken into consideration to ensure appropriate placement.

This approach ensures that students are placed in a learning environment that aligns with their developmental stage and academic background.

- Cognitive Assessment: Students applying to IBCP (Years 12-13) will undergo a cognitive assessment to evaluate their reasoning ability, executive function and processing speed.
- Assessments: Entrance assessments and school reports inform placement and highlight areas for an Individual Educational Plan (IEP) if necessary.
- IBCP Late Entry: Students entering after the academic year has started may face challenges catching up in content-heavy subjects. Subject alignment is critical to appropriate placement.
- IBCP Orientation: ARIS offers an orientation for MYP-5 students transitioning into the IBCP to understand the core principles of each program.
- Online Learning: Students can access Higher and Standard Level subjects not offered by ARIS through Pamoja's online learning platform at an additional fee.

IBCP Requirements

- Core Components: Includes Personal and Professional Skills (internally assessed), Language and Cultural Studies (internally assessed), Reflective Project (externally assessed), and Community Engagement.
- Subject Requirements: Minimum of three DP subjects at SL, career-related studies, and related assessments.

Requirements for Entry to the IB Career-related Programme for ARIS Students Coming from the MYP Programme

- A minimum grade of 5 in three MYP subjects for Higher Level

(IBCP-HL) **except Math AA HL and Physics HL**, where the minimum grade requirement is 6.

- A minimum of 20 points from the MYP courses.
- A minimum of grade 4 in all MYP subjects for Standard Level (IBCP-SL). Placement in SL Mathematics and SL Language & Literature is contingent on achieving at least grade 4 in the respective MYP courses.
- Any score lower than 4 with a specific valid reason will be addressed case-by-case.
- Failure to submit the MYP personal project will result in ineligibility to be a full Career Programme (CP) or Diploma Programme (DP) candidate.

Entry Requirements to the IBCP for Outside Students Coming from Any Other Programme

- A minimum of C (or 65%) in 4 subjects.
- A minimum of B (or 75%) in any Higher Level CP subjects.
- Any lower scores with specific valid reasons will be evaluated case-by-case.

Additional Requirements to Earn the IB Career-related Programme

- Students must take a career-related course, such as BTEC Level 3 / SCAD (25 credits), and satisfy both the school and the awarding body (Edexcel/Pearson or SCAD). SCAD incurs an additional tuition fee, and students must maintain a minimum GPA of 3.5; otherwise, they may be required to retake the course.
- Complete a Service Learning Experience.
- Complete Personal and Professional Skills.
- Complete a Reflective Project and obtain grades A-D.
- Complete a Language Development Portfolio based on a language development course or course extension.
- Enrol in a minimum of 2 DP subjects (SL) with examinations.

Examinations are administered after 2 years of study under strictly controlled conditions.

We offer scheduled one-on-one consultations with academic advisors and counsellors to support parents and students in navigating their

educational pathways. These consultations provide an opportunity for families to ask specific questions and discuss personalised options tailored to individual interests and academic strengths.

University and Career Guidance Policy

The ARIS University and Career Guidance Counselling Program is a comprehensive and developmental initiative designed to assist students in making informed educational and occupational choices. This program aims to provide systematic support to ensure students' academic, career, personal, and social development and achievement. Our counsellors act as professional advocates, offering proactive and preventative support to help maximise each student's potential.

Programs and interventions are delivered collaboratively with school staff, families, and community members, facilitating seamless transitions for each student's next steps.

The ultimate goal of our programs is to ensure that every ARIS student transitions smoothly to the next level of education with a clear sense of direction regarding career paths and subject choices. We aim for students to graduate with the personal, academic, and career-related skills and knowledge necessary to make responsible decisions and positively contribute to society.

Services Offered

The University and Career Guidance Department serves as a "one-stop shop" for students, providing the following services:

- University and career selection processes
- Applications for admissions and scholarships
- Accommodation advice
- Visa counseling
- External examinations (ACT/SAT/IELTS/TOEFL)
- Pre-departure briefings
- Exchange programs
- Internships
- University tours

- Guest speakers and lectures

We utilise BridgeU, a leading university and career guidance platform tailored for global secondary schools. BridgeU offers credible college and career guidance software that partners with institutions to provide students with essential college planning and career assessment tools.

The BridgeU platform grants access to extensive resources, including worldwide college and scholarship research, career assessments, and personality tests. It connects students' high school activities to their future career aspirations. Additionally, BridgeU provides ongoing support to counsellors, allowing them to track individual student progress and collaborate with families while generating comprehensive reports on the student population.

Admission to the Enhancement and Enrichment Programme

All students who require support under English as a Second Language (ESL), Special Educational Needs (SEN), Individual Education Plan (IEP), or Individual Language Plan (ILP) will be placed in the Enhancement and Enrichment Programme. Eligibility for these services is determined by our capacity to provide the necessary support and the applicant's potential to benefit from the available resources.

The school will make the final decision regarding grade placement based on the comprehensive information gathered throughout the application process. ARIS reserves the right to deny admission or re-enrollment to any applicant if it is determined that such action would not be in the best interest of the applicant or the school. Additionally, admission may be postponed if a class is full, in which case the applicant will be placed on a waiting list. Qualified applicants will be accepted in the order of their application date, subject to the aforementioned priorities.

The Head of School will make the final decision regarding grade placement based on all relevant information collected during the application process.

Final Authority & Discretion

ARIS reserves the right, at its sole discretion, to admit, conditionally admit, defer, waitlist, decline or reenroll any applicant. Each decision is made with careful consideration of programme fit, available capacity and resources, safeguarding and conduct, the accuracy and completeness of submitted information, and the school's ability to meet the learner's needs. All admissions decisions are final and not subject to appeal.

Re-Enrollment & Continuity of Placement

ARIS is committed to an inclusive learning environment. Continued enrollment depends on the student's ability to benefit from our programme. Re-enrollment may not be offered if:

- The student's needs go beyond the resources available at ARIS, or
- An external assessment recommends EEP support, and parents/guardians choose not to pursue it.

In such cases, ARIS will partner with families to explore appropriate alternative pathways to ensure the learner's continued success.

ARIS is committed to continuous improvement through reflection and periodic policy reviews. The admissions policy is reviewed annually, typically in June, to ensure alignment with the International Baccalaureate's principles and practices.