



**We don't Teach
We Educate**



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



CAMBRIDGE
International Education
Cambridge International School

Admission 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 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.

IB LEARNER'S PROFILE

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 difference 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.

Cambridge Assessment International Education

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Cambridge Learner Attributes

Confident: in working with information and ideas – their own and those of others.

Responsible: for themselves, responsive to and respectful of others.

Reflective: as learners, developing their ability to learn.

Innovative: and equipped for new and future challenges.

Engaged: intellectually and socially, ready to make a difference.

2007

We don't Teach
We Educate

MISSION STATEMENT OF FIRSTSTEPS SCHOOL

FirstSteps School believes in providing a stimulating value-based learning environment based on mutual understanding and respect to develop caring, responsible and lifelong learners. We promote international-mindedness in our school community to nurture global citizens fulfilling our mission **INDIA FOR WORLD.**

- I** Inculcate universal brotherhood and values,
- N** Nurture innocence, uniqueness and creativity,
- D** Develop concern for environment in particular and the Planet Earth in general
- I** Imbibe entrepreneurial skills & international mindedness.
- A** Acquire habit of inquiry.

- F** Foster international education system,
- O** Open mind for the development of intellect, self-esteem, self- confidence and critical learning,
- R** Respect one-self and others,

- W** Welcome the change and develop it with a positive attitude and vision.
- O** Organise self-discipline
- R** Right environment to develop inquisitiveness for learning and to dissipate learning beyond the classroom.
- L** Learners for life time and leaders of tomorrow.
- D** Develop the virtue of understanding others' perspective.

**We don't Teach
We Educate**

Index

S.no.	Content	Page- No
A	Introduction	2
B	School Philosophy	2
C	Objectives	3
D	Programmes offered	3
E	Student teacher ratio	3
F	Admission Process	4
G	Admission Committee	6
H	Review and implementation of Admission Policy	7
I	Link with other school policies	7
J	Bibliography	8

**We don't Teach
We Educate**



School Admission Policy

A. Introduction

FirstSteps School is a boutique school, and offers education from preschool to Grade X to a cross-cultural mix of students. FirstSteps School- is intrinsically a space that has been well thought of both in its philosophy and methodology to engage, energize, enlighten and empower the students as lifelong learners and leaders of tomorrow. Research has shown that interactive learning plays a crucial role in the development of intellect, self-esteem and self-confidence of the students. Keeping these findings in mind, FirstSteps has developed its curriculum, designed its facilities and resources, and trained the facilitators. The school's mission is to nurture young minds in partnership with the parent community to recognize that education is a social endeavour benefiting all its members individually and collectively.

B. School Philosophy

In Evaluating the Prospect of Education Reforms, Ertas (2000;14) asserts, "the most important aspect of education is not the imparting of specific knowledge but rather the learning of how to find knowledge when it is needed, how to assimilate that knowledge, how to integrate that knowledge and how to synthesize new ideas and solve problems."

As a learning community, FirstSteps recognises that the student agency and self-efficacy are fundamental to learning. The students are provided enriching opportunities to develop interrelated skills and associated sub-skills to become self-regulated learners, who are well-versed about asking good questions, set effective goals and pursue their aspirations with the determination to achieve them. The Approaches to Learning are grounded in the belief that learning how to learn is fundamental to a student's education.

We support student agency and foster self-efficacy by allowing students to take initiative, express interests and thoughts, make choices and set their learning goals. Students have a voice, choice and ownership for their learning. They are actively engaged, monitor and adjust their learning as needed. Our approach towards learning and teaching methodology ensures that students are being exposed to a holistic education experience in an active and dynamic learning environment, giving them the opportunity to identify and realize their potential, and to achieve excellence in life. Our admission policy reflects our commitment to fostering international mindedness, welcoming students from diverse cultural, linguistic, and national backgrounds."

We believe that every student differs in their individual learning styles, and each

student possesses a unique combination of multiple intelligences. Our integrated teaching methodology nurtures a stimulating learning environment to encourage students to learn at higher levels.

C. Objectives:

1. To provide every student with a fair chance to get admission to the school.
2. To have a just and transparent policy for all parents.
3. To make the admission process easy for parents and students.
4. To ensure that the school maintains a progressive graph without compromising on quality education.

D. Programmes offered:

The pre-primary (Early years) and primary section (Grade 1-Grade 5) of FirstSteps school is an authorized school for PYP (Primary years programme) of International Baccalaureate organization which focuses on the development of the child as an enquirer, both in the class room and the world outside

The Secondary Section of FSS is an authorized school for Cambridge Lower Secondary and Upper Secondary Qualifications of Cambridge curriculum offering Cambridge pathway from 11-16 years. The school also offers the International General Certificate of Secondary Education (Cambridge IGCSE) at the end of Grade X. FirstSteps School offers Centre for regular and private candidature of Cambridge IGCSE, AS and A Level Assessments.

E. Student teacher ratio:

Our school maintains a balanced student-teacher ratio to ensure personalized attention and support for every student. We currently uphold a ratio of 47 teachers for 561 students [**12:1**], allowing our educators to closely monitor each student's academic progress, foster meaningful interactions, and tailor instruction to individual learning needs.

2007

**We don't Teach
We Educate**

Inclusion

We at FirstSteps School believe in equal opportunities and follow the 'First Come, First Serve' policy. We have an inclusive admission policy which recognizes that all students are capable of learning, and each learner can reach their full potential and achieve success. The facilitators and support staff strive to meet the varied educational needs of all the students by utilising a range of learning and teaching approaches. The school leadership strives to provide resources and make necessary arrangements which allow every student to be challenged academically, infusing positive self-esteem, developing respect and concern for others and becoming lifelong learners. We welcome children with additional educational needs subjective to the availability of appropriate arrangements both - physical and human resources.

The school also expects full transparency from the parent with regards to the medical/psychological records of the child (where applicable), so that necessary support can be provided. The school reserves the right to cancel any enrolment if found that false information and documentation have been provided.

Admission to EWS Category (Economically Weaker Section)

There is a reservation of 25% of seats at the entry level for economically weaker sections of the society under the RTE Act as per directions of the Education Department of Chandigarh Administration. In accordance with educational regulations and long-term academic continuity, students admitted under this category are enrolled in the CBSE curriculum. The school campus is utilized for two separate timings as morning sections (IB PYP, Cambridge Lower and Senior Secondary Curriculum) and afternoon sections (CBSE Curriculum). This supports a smooth academic progression for all students, and this placement helps EWS students adapt to the CBSE framework from the beginning, ensuring better preparedness for senior classes, once they shift to the local curriculum after Grade 8.

F. Admission Process:

- Prospective students and their families should direct enquiries to the Office of Admissions/Contact Numbers mentioned on the school website. The contact persons are (Head of Junior Wing/Admission counselor, PYP Coordinator/CIE Exams Officer).
- Applicants should then submit a completed application form and a school transcript (reports) from the last academic session in the form of Google form on the school website.
- The school will then schedule a formal interaction with the Head of Junior Wing/ Admission counselor.

- Applicants seeking admission to Primary/Secondary wing will attempt an age appropriate diagnostic assessment covering the literacy and numeracy skills of the student as per the expected grade level.
- The designated persons will provide students and their families with detailed information about the school learning Programme.
- Adequate student-teacher ratio is maintained for an effective teaching-learning process.
- Admission once sought can be cancelled but admission fee once paid will not be refunded.
- Misconduct: Admission can be cancelled at any time of the year if found in violation of school rules & regulations.

Age - Eligibility:

As per the school policy and the requirements of the International Curriculum, a student has to be of the following chronological age on or before **30th June**

Grade	Eligibility Age
Pre School	3-4 yrs
PKG	4-5 yrs
KG	5-6 yrs
I	6-7 yrs
II	7-8 yrs
III	8-9 yrs
IV	9-10 yrs
V	10-11 yrs
VI	11-12 yrs
VII	12-13 yrs
VIII	13-14 yrs
IX	14-15 yrs
X	15-16 yrs

Documents Required:

Following are the documents required under the General Category:

1. Birth Certificate and Adhaar card (optional) from a competent authority.
2. Residence Proof and ID of both parents/guardians.
3. 4 recent coloured passport-sized photographs of the child/student and two stamp-sized photographs.
4. 2 passport size photographs of each of the parents.
5. For students coming from other schools:
 - Transfer Certificate
 - Progress Report card of the class last attended.
 - PEN (Permanent Education Number)
6. Medical Certificate in case of any concerns.

G. ADMISSION COMMITTEE

Admission Policy Steering Committee:

Team	Members
Senior Leadership Team	Chairperson CEO HOS
Academic Programme Heads and Coordinators	Head of Junior Wing/ Admission Counsellor PYP Coordinator Head of Cambridge CIE Exams Officer

The policy is framed, reviewed and implemented in compliance with the following IB standards and practices

- *The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)*
- *The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)*
- *The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)*
- *The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)*
- *The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)*
- *The school secures access to an IB education for the broadest possible range of students. (0301-01)*
- *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)*
- *The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)*
- *The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)*
- *The school articulates and demonstrates the PYP to include all students,*

regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)

- *The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)*

The above practices have a direct relevance in developing and reviewing the policy, however focus will be laid on all other programmes standards and practices requirements through the programme implementation at the various stages

H. Review and Implementation of Admission Policy:

- It has been created using IB/Cambridge support materials, local school data and input from stakeholders in the school's learning community. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the students, staff, coordinators, and administrative members.
- The admission policy review committee will comprise of Chairperson, CEO, Head of the school, Head of Cambridge, Head of Junior Wing, PYP-C, CIE Exams Officer, grade facilitators and subject specialist. The committee will review the current document, revise as needed, and plan how to communicate current practice to staff and parent community.
- The admission policy has been revised in June 2024 and will be reviewed after a period of three years i.e., June 2027.

I. Link with other school policies

The Admission policy in a school system plays a vital role and has its implication on the overall functioning. It links clearly with other policies of the school in order to establish a positive school culture. As part of the admission process, parents are apprised about the medium of instruction (e.g., English) and the language clubs offered from Grade 3 onwards. Our inclusion policy works in tandem with the Admission Policy to ensure that admissions are non-discriminatory and open to students from all backgrounds. Provisions are in place for students with diverse learning needs, including physical, emotional, and academic support. At the time of admission the child's language proficiency, mathematical aptitude and scientific reasoning are assessed and methods used to evaluate a student's learning and progress are shared with the parents.

J. Bibliography

1. <https://resources.ibo.org/ib/psp/Standards-and-Practices>
2. Assessment policy templates from the internet.
3. <https://www.cambridgeinternational.org/>

