



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.

Amity Global School-Gurgaon, Mission Statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School-Gurgaon ,Vision Statement

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

IB Learner 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.

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.

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.

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.

ADMISSION POLICY:

Amity Global School offers two international curricula, International Baccalaureate (IB) and Cambridge Assessment International Education.

- Pre-Nursery : Play way method
- Nursery to Grade 5 : IBPYP (International Baccalaureate Primary Years Programme)
- Grade 6 to Grade 8 : Cambridge lower secondary
- Grade 9 and 10 : Cambridge IGCSE (International General Certificate of Secondary Education)
- Grade 11 and 12 : IBDP (International Baccalaureate Diploma Programme).

Admissions in AGS are ongoing according to availability of seats. In the primary school we take the students according to their age and interaction with the PYP Coordinator and the Principal.

AGS is an inclusive school, we accept students with special learning needs and students who are non-native English speakers. Special support classes for special education needs (SEN) and English learning support (ELS) are provided. All admissions have to be approved by the Principal, who forwards them to the Chairperson, for final approval.

Purpose of the Policy

In alignment with the philosophy of the International Baccalaureate Organization (IB) and the Primary Years Programme (PYP), the school is committed to providing equitable access to the programme.

This policy clearly outlines:

- Admission procedures
- Language proficiency requirements
- English Language Support (ELS) identification
- Hindi language placement
- Inclusion and support structures

The purpose is to ensure **transparent, fair, and informed placement decisions** from the point of entry into the programme.

The age criterion is as follows:

Age criterion for admission :-

- Nursery - 3 plus
- KG - 4 plus
- 1st - 5 plus
- 2nd - 6 plus
- 3rd - 7 plus
- 4th - 8 plus
- 5th - 9 plus
- Cambridge: Lower secondary :11-14 yrs
- Cambridge IGCSE: 14-16 yrs
- IBDP: 16-18 yrs

Students from many countries seek admission in AGS, we are a flexible school and our age criterion could vary depending on the background of each child.

Admission in IB PYP:-

- Students who meet age requirements as per national/state regulations. (reference shared above)
- Learners who demonstrate readiness to engage in an inquiry-based learning environment.
- Show willingness (student and parents) to engage with the IB philosophy and Learner Profile attributes.
- Are able to access the curriculum with appropriate support, where required.

The school promotes inclusion and does not discriminate on the basis of race, nationality, religion, gender, or socio-economic background. Admission is granted on the understanding that families support the school's mission and the philosophy of the IB.

Admission is subject to the school's capacity to provide appropriate academic, language, and learning support.

Language of Instruction**Primary Language of Instruction**

- English is the primary language of instruction.

Second Language

- Hindi is offered as a second language.

Language placement ensures that students can meaningfully access the PYP curriculum.

Identification of English Language Support (ELS) Needs at Admission – Applicable in IB PYP, Cambridge and IBDP

To ensure informed placement and appropriate academic support from the point of entry, the school follows a structured English proficiency identification process.

English Language Proficiency Assessment

Applicants whose first language is not English, or who have studied in schools where medium of instruction was not in English are selected on the basis of the following process:-

- Review of previous school reports
- Student interaction/interview with Head of school, PYPC
- Grade-appropriate English diagnostic assessment evaluating:
 - Listening and speaking
 - Reading comprehension
 - Writing skills

Determination of Support

Based on assessment outcomes:

Students are categorized as: *Proficient *Competent *Developing

Students identified as requiring additional support are recommended for English Language Support (ELS).

Parents are formally informed of:

- The identified level of language proficiency
- Structure and frequency of ELS sessions
- Monitoring and review procedures

ELS provision ensures **access to the full PYP curriculum** and supports language development alongside classroom instruction(Translanguaging)

Assessment of Hindi (Second Language) Proficiency

To ensure appropriate placement in Hindi language groups, the school conducts:

- Age-appropriate Hindi proficiency assessment (oral and written where applicable)
- Review of previous Hindi learning records

Students are placed in differentiated Hindi groups such as:

*Proficient *Competent *Developing

This process ensures:

- Appropriate placement
- Differentiated instruction and language development

Students new to Hindi may receive foundational language support to enable successful participation in the programme.

Students with Additional Learning Needs - Applicable in IB PYP, Cambridge and IBDP

As part of the admission process:

- Psychological assessment reports or specialist evaluations (if available) are reviewed.
- The school may conduct internal observations or screening.
- A collaborative discussion with parents determines whether the school can meet the students' needs within available resources.

Reasonable adjustments and support strategies are implemented in alignment with IB inclusion principles. Admission is granted based on the school's ability to provide appropriate support structures.

ADMISSION CRITERION FOR ADMISSION FROM GRADE 6 TO GRADE 9

Students applying for admission from grade 6 to grade 9 are selected on the basis of the following process:-

- Their past report cards are reviewed.
- Students are assessed on skills in English, Mathematics and Science.
- This is followed by an interaction with the Cambridge Coordinator and Principal.
- The Cambridge coordinator guides them in subject selection.

ADMISSION CRITERION FOR ADMISSION IN IBDP

For admission into the IBDP are selected on the basis of the following process:-

- The DPC (Diploma Programme Coordinator) reviews the past report cards with specific focus on grade 10 report card.
- Students are assessed on skills in English, Mathematics and subjects they would like to opt for.
- The DPC guides the students in choosing the subjects at different levels.
- The DPC also gives an orientation to the parents and the students about the requirements of the Diploma Programme.

Transfer Students:

The school accepts students who started the IGCSE, I B D P / A level Cambridge Middle Years at other schools, only on the condition that the subjects they studied in their previous school are currently being offered by Amity Global School. However, transfer students need to submit reports and/or a letter from their previous school which confirms that he/she was pursuing a particular program.

Document requirements at the time of admission

Once the admission is agreed upon, from the school administration parents are asked to submit the following documents for verification:-

- Original transfer certificate (International students will be required to provide a letter from the principal of the last institution attended stating the Bonafide of the student along with the report of the last examination taken).
- Photocopy of the Passport (Mandatory for international students). For FRRO registration, School provide Bonafide letter.

- After the admission formalities have been completed and fees have been paid the parents/guardian will receive a welcome mail from the coordinator with details of classes and book procurement etc.
- Parents/Guardians and the student need to sign the School Code of Conduct .
- In the case of learners with diverse needs an Undertaking needs to be signed by the parents/guardian.

Policy Review Process

PLAN FOR IMPLEMENTATION AND REVIEW

The Head of School and Pedagogical Leadership Team accept the responsibility for ensuring the admission policy is put into practice. Teachers and programme coordinators will communicate admission policy to all stakeholders and the same will be published on school website. AGS Admission Policy will be reviewed every two years or earlier as needed by the pedagogical leadership team.

This Access and Admission Policy is reviewed annually by:

- School Leadership Team
- DPC, CIC, PYP Coordinator,
- Admissions Team

Recent Review Date: 26th February 2026

Next Scheduled Review: February 2027