



## **MEF INTERNATIONAL SCHOOL CLASS PLACEMENT PROCEDURE**

### **STATEMENT OF AIM**

MEF International School is dedicated to welcoming students into an educational community that provides a rich tapestry of international academic experiences. Our environment nurtures social skills development and offers comprehensive emotional support within a framework of safety, respect, and responsibility. We are committed to equipping our students with the tools necessary for global citizenship and personal growth.

### **RATIONALE**

Optimal learning occurs when students engage with peers in their own age group, which facilitates age-appropriate social and emotional development. Since grade level expectations and entry criteria vary internationally, a student's previous grade may not accurately reflect their educational needs. Therefore, at MEF International School, we prioritize the educational, social, and emotional well-being of our students when multiple classes exist at the same grade level, ensuring a tailored learning experience.

### **PROCEDURES**

Students are placed in the grade appropriate to their age, according to MEF IS criteria, irrespective of the previous grades they may have attended prior to coming to MEF IS. If there is a request from parents for a change from this agreement, either during the admission process or after admission, this will be referred to the relevant Principal.

#### **Within Grade Level Class Placement**

1. All class groupings will be made by the administration team, with input from the appropriate faculty members.
2. Placements will be made to benefit each individual student's needs, however, the priority is to gain balance in each class.
3. Class lists and all placements will be made final and released before or on the first student day of the new school year.
4. Input provided by families about their child/ren will be taken into consideration, however families are asked to support and trust in the staff's educational judgment. Decisions made by the administration team are final.

## **Primary School**

Our objective in developing class lists is to foster a learning environment that supports the academic, linguistic, social-emotional, and cultural development of every student. The criteria for placement are multifaceted and interrelated, designed to create a harmonious and effective classroom dynamic. Here are the refined criteria:

- **Gender Balance:** We strive for a balanced representation of genders, acknowledging a spectrum that includes non-binary and gender-fluid identities.
- **Social-Emotional Wellbeing:** Instead of friendship groupings, we prioritize the overall social-emotional wellbeing of students. This includes considering students' ability to form positive relationships, their sense of comfort and inclusion in the school environment, and their resilience in adapting to new challenges.
- **Language Diversity:** We consider students' mother tongues and other languages spoken to promote a multilingual environment where students can both share and strengthen their language skills.
- **Cultural and Nationalities Balance:** Our goal is to celebrate and leverage the rich tapestry of cultures represented in our student body, ensuring that a variety of nationalities are reflected within each class.
- **English Language Learning (ELL) Needs:** Students with ELL needs are thoughtfully placed to ensure they receive appropriate language support while also integrating with native speakers for a balanced language learning experience.
- **Academic Strengths and Learning Support:** We assess and place students according to their academic strengths and areas where they may require additional support, aiming for an environment where all students can thrive and challenge themselves.
- **Behavioral Considerations:** Students' personalities and behavioral tendencies are considered to optimize the learning experience for the individual and the group.
- **Class Size Management:** We adhere to a clear class size policy that aligns with educational best practices, adjusting throughout the year for students joining or transitioning from ELL programs.
- **Modern Foreign Languages:** Students not in ELL will choose from available Modern Foreign Languages. Those fluent in one language are encouraged to expand their skills with an alternative option to foster a culture of continuous learning.

### **Implementation Notes:**

- All criteria are considered holistically, with no single criterion outweighing another, to promote balanced class compositions.
- The policy will be implemented with a commitment to transparency, ensuring that the rationale for placement decisions is clear and justifiable.
- A mechanism for continuous monitoring and review will be in place to allow for necessary adjustments and improvements to the policy.

## Secondary School

### Homeroom:

The following placement criteria will be used to make the class lists:

- gender balance
  - returning/new students
  - friendship groupings
  - common mother tongue / languages spoken
  - nationalities balance as an international school
  - English language learning needs (ELL students are placed into the “A” classes)
  - academic strengths and / or weaknesses of students
  - learning support and extension of students (LS students are placed into the “B” classes)
  - personality / behavioral issues
  - relative class size
  - class size according to class size procedure/policy
1. Please note that all criteria are taken into account with no one criteria being most important.
  2. Additionally every year, the class which will be "LS" or "ELL" is alternated. One year A=ELL, B=LS, the next year will be A=LS, B=ELL. The reasoning behind these groupings is as follows:
    - a. Allows the LS and ELL teacher to push into classes with all of their students in the same room.
    - b. Allows the LS and ELL teacher to know their students' assignments, projects, and assessments.
    - c. Students are able to support and relate to one another.
    - d. If the number of LS or ELL students exceed sustainable numbers in a particular homeroom then this should be reviewed.
    - e. The “A” homeroom class size is kept smaller than the “B” homeroom class to allow for more incoming students to have access to the available ELL support.
    - f. Students leaving the ELL or LS programme are kept in the “A” or “B” homeroom class in following years corresponding to the support available if needed.
  3. Student class lists are written by the administration with input from the counsellor and teachers. For grade 5 students moving from primary into secondary, the grade 5 teachers and whole school student support team meet with the administration to pass on student information and ensure good class placement.

**Languages:**

1. The languages departments teach Language A, Language B, ab initio? (at IB Diploma level) and ELL.
2. The English and MFL departments review the language level of a student at the start of the year and places the student in the appropriate class. For grade 11, students take a levelling exam to assign them to the correct group.

*Further details can be found in the language procedures.*

**Science:**

1. For grade 11, students take a pass/fail exam for entry into Diploma chemistry, biology and physics.
2. Students not entering the Diploma programme are automatically placed into the ESS course.

**Mathematics:**

1. Students in grade 9 are all placed into either the core or extended group based on assessments from Gr. 8.
2. Students who are struggling in this class or failing, move to the core group.
3. Students at the start of grade 10 are placed into core or extended groups following the results of grade 9.
4. For grade 11, students take a levelling exam to assign them to the correct group.

**Arts:**

1. Students in grade 9 and 10 choose between computer science, art or music.
2. Students in the IB Alternative group can choose to drop Group 3 and attend a non-IB Music Course or they may drop Group 6 and attend a non-IB Art Course.
3. For IB Diploma, students may choose Visual Arts, Chemistry, or Economics (if passing the entrance exam).

**Entry to the IB Diploma programme:**

1. All students entering grade 11 take entrance exams in English and Science, and levelling exams in Spanish or French and mathematics. If students pass the entrance requirements, they may enter the Diploma programme. Students who do not pass the entrance requirements are placed into the IB Certificate or IB Alternative programme. The entrance requirements are:
  - a. passing grades in all end of year transcripts for grade 10 subjects
  - b. positive recommendations from teachers/administrators/students support
  - c. See IB Entrance Requirements Document for specific details.

### Students wishing to change classes

1. Students wishing to change between classes; for example between core and extended mathematics or science, must complete the 'class change form' (appendix). This must be signed by the teacher, student, parent and Deputy Principal.
2. The Deputy Principal should add the student to their new class on Renweb.
3. Once the Deputy Principal has confirmation that all grades for the whole year (both Semester 1 and Semester 2) have been added to the new class, the Deputy Principal will remove the student from their former class on Renweb.

Document History		
Date	Details	Responsible
June 2015	Policy created	Figen Sonmez
May 2022	Policy updated	Nicole Roman-Incel