

Admissions Policy

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Introduction

It is our intention to make King's College Doha a welcoming and accessible school to children and families from all sections of the community who have made the choice to educate their child/children in a co-educational British independent school overseas.

Our aim is:

- i. to provide a warm reception and access to excellent information about the school to all prospective parents and their children;
- ii. to support families throughout the Admissions process and as their child is admitted to the school;
- iii. to ensure that every pupil admitted to King's College Doha can access the full breadth and depth of the curriculum, both academic and co-curricular; and
- iv. to admit children who will benefit from a King's College Doha education.

Principles

The admission of a pupil to the school will always be a fair and consistent process based on all the information that is available. An age-appropriate assessment on entry provides important data but we also ask that parents submit up to date, detailed reports from their child's current school/nursery. We appreciate that these might not be available for the youngest

children who have not attended school/nursery. Therefore, and in every case, our admissions process will ensure that we get to know your child well before being admitted to King's College Doha.

The following guiding principles are applied to each application received:

- i. Has the applicant successfully completed the application form in full, submitted the relevant documents and completed the age-appropriate entrance assessment?
- ii. Does the applicant have one or more siblings already enrolled at or applying to King's College Doha?
- iii. Does the applicant demonstrate additional talents or skills that can be developed further at the school, including but not limited to academic, sporting, musical, artistic, linguistic and leadership strengths?
- iv. Will the child be able to access the curriculum and benefit from a King's College Doha education?

Minimum Age Requirement

An applicant is required to be three years of age on or before 31st August of that year to be age appropriate for entry to Pre-School.

Transition

Pupils enrolled at the school are expected to graduate to the next year group at the end of each academic year.

Responsibilities

Admissions duties are overseen by the Admissions Department, which reports to the Principal. Any queries regarding entrance or admission should be referred to the Admissions Department in the first instance.

Enquiries and Applications

Enquiry

- i. All parents who contact the school in-person, by phone or via email should expect to receive a welcoming reception and a prompt response normally within 48 hours.
- ii. Parents will be encouraged to attend a school tour/parent information meeting. Virtual meetings will be arranged for overseas families.

Application

- i. Parents are invited to submit an Application Form to the school via the school's website
- ii. Applications can be accepted:
 - Via the school's online Application Form

A one-off, non-refundable application fee is payable at the time of submitting your application. The application fee can be paid via the Zenda payment app or in school.

- iii. Parents are required to submit copies of the following documents at the same time as making the application by uploading them via the online application.

Documents Required:

As part of the initial application:

- Passport copy
- Valid Qatar ID card (for child and parents)
- Copies of the child's last end of year school/nursery report (translated if not in English)
- Copy of relevant medical and educational psychologist's reports, as applicable

Additional document which will be request at a later stage:

- Up-to-date health and immunisation documentation for the child as per Qatar protocol
 - A recent passport-sized photos of the child
 - Copy of the child's birth certificate
- iv. Reports from a child's existing school/nursery, will be required before final assessment results are shared. In some cases, a confidential phone call to the existing school/nursery may be required to obtain further information. The school understands that school reports may be unavailable for children applying for Pre-School if they have not previously received formal education.
- v. In cases when a pupil cannot be seen in school, pupils will be expected to complete assessments and entrance papers under the supervision of their current school. Reports from their current school will be obtained and, in some cases, a confidential telephone call to their existing school will be made to assess whether a place can be offered.

Admissions Assessment and Interview

Introduction

An age-appropriate admissions assessment and interview is arranged once parents have submitted their application and when a space is available or when parent has confirmed they are happy to be placed on the wait list.

This is an opportunity for the Principal, Heads of School and other staff to meet the parents and the child/children and allows the school to assess whether they will benefit from a King's College Doha education.

The Age-Related Admissions Assessment

Pre-school and Reception (ages 3 years to 5 years): The admissions assessment for children who are in country will comprise of an observation. Our goal with our youngest children is to introduce the school environment in a fun, interactive and individual manner where children thrive and enjoy challenges, rather than 'just cope'.

We take school readiness very seriously. Readiness is primarily about emotional and social maturity – aspects of development that cannot be fast-tracked. As well as getting to know you as a family, we look for your child's ability to concentrate on an activity, listen to a story, play cooperatively with others, follow instructions, engage in conversation and show a measure of self-discipline and independence.

Year 1 and Year 2 (ages 5 years to 7 years): The admissions assessment for children who are in country will comprise a Taster Day which will provide visiting children with an opportunity to experience a typical day in the Pre-Prep School whilst enabling embedded teacher observations throughout the day. As part of this experience, children entering Year 1 and 2 undertake an assessment on reading, phonics, Maths and writing, which is built into their time in the classroom.

Children who use English as an Additional Language (EAL) may undertake additional assessments to ascertain their level of English proficiency and therefore ability to access the curriculum.

Year 3 to Year 4 (ages 7 to 9): Children applying for Years 3 to 4 who are in country will partake in a Taster Day in which visiting children will experience a typical day in the Lower School and class teachers will participate in an embedded assessment process. This will allow us to see how your child concentrates on activities in class, interacts with others, follows instructions, engages in conversation and their levels of self-discipline and independence. Children who use English as an Additional Language (EAL) may undertake additional assessments to ascertain their level of English proficiency and therefore ability to access the curriculum.

Year 5 and above (ages 9 to 17): Children entering Year 5 and above and are in country are invited into school to participate in a Taster Day, in which they will experience a typical day in school and be assessed in the classes they join throughout the day by specialist teachers in school. Children applying for these year groups also take part in an online cognitive ability assessment and in some cases may have a subsequent interview with a member of the Senior Leadership Team or Head of

Year. Children who use English as an Additional Language (EAL) may undertake additional assessments to ascertain their level of English proficiency and therefore ability to access the curriculum.

Applications for places in Year 10-13 will be treated on a case-by-case basis; however, the school reserves the right not to admit pupils directly into these year groups.

In addition to taking part in an assessed Taster Day, prospective pupils applying to join the Sixth Form (Year 12) are required to meet the minimum expectations of the school regarding GCSE examination results. Those entering Year 12 are subject to achieving a minimum of five (5) Level 6 grades at GCSE or the equivalent; a Level 7 will typically be required for access to any A-level Science courses; and a high Level 8 or Level 9 grade will be recommended for access to A-level Mathematics.

All offers to join the Sixth Form that are made to pupils undertaking GCSE examinations remain conditional until such point as the school has reviewed the results following their publication in August each year. For prospective pupils who are joining the school from a different system that does not require public examinations to be sat in Year 11 (or the equivalent grade), the school will assess the individual's suitability to join King's College Doha based on their performance in the Taster Day assessments and reports from the previous school.

8. English as an Additional Language

Pupils must be fluent English speakers in order for them to benefit fully from a King's College Doha education. Tuition in English as an Additional Language (EAL) will be a condition of an offer of a place at the school for pupils who are assessed on entry as requiring additional English language support and will be arranged at the parents' expense. The school retains the right to require a pupil to attend EAL lessons where (in our opinion) we consider that the pupil does not have sufficient fluency of the English language to gain full access to the curriculum offered by the school.

Learning Support

King's College Doha will consider applications from pupils with mild to moderate learning difficulties. Prospective parents are expected to discuss their child's learning needs and share any assessments/current individual learning plan with the admissions team and Head of Learning Support as appropriate before making an application to the school.

Additional learning support will be arranged at the parents' expense if the child is admitted to the school, and it is felt they will be able to access the curriculum and benefit from a King's College Doha education.

Offer

Following the admissions assessment, your application form, assessment results (minimum mean score of 100 is the expectation for the online assessment and for Year 12 it is 106), Taster Day/observation feedback and documentation, including previous school reports where applicable, will be reviewed by the school while considering if we have the ability to cater for any EAL or learning support requirements. This will result in one of the following:

- a. An offer will be made for your child to be admitted to the school and the date of their admission will be confirmed.

or

- b. You will receive a conditional offer for your child to be admitted to the school and the date of their admission will be confirmed.

or

- c. You will be contacted by a member of the Admissions Department to discuss your application in more detail.

In the event of a pupil not being offered a place, or being offered a conditional place, the reasons in relation to their ability to fully access the curriculum and co-curriculum and thrive at the school will always be given and any conditions of the offer clearly articulated. The decision to offer a place is made by the Principal and Head of Year and their decision is final.

A one-off, non-refundable Acceptance Fee is payable to accept an offer of a school place and secure that place. The Acceptance Fee is payable within seven days of issue of the offer letter.

Accepting the Offer

To accept and secure the offer of a place at King's College Doha, parents must complete, sign and return the Offer letter and Parent Agreement to a member of the Admissions Team within seven days of the offer, together with the Acceptance Fee payment being made.

Acceptance of a place at King's College Doha is subject to parents agreeing to the School's Terms and Conditions (Parent Agreement) which will be made available to parents during the admissions process.

Policy History

Date of adoption of this policy	September 2023
Date of last review of this policy	June 2026
Date for next review of this policy	June 2027
Policy owner (SLT)	Principal
Policy owner (Board)	Chair of the Board