

Roots Gymnasium Admissions Policy



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| Approved by: | Approval Date: | Next Reviewed: |
| SLT | September 2023 | January 2025 |

Purpose of this policy:

The vision of Roots Gymnasium Private School is to operate in what is referred to as an "open" or "non-selective" admissions policy. It is important to note that the school considers every applicant; however, the student will only be accepted if the school is able to cater for the needs of the student.

1. Roots Admissions Procedure:

1.1. Applications for placement: The Operations Manager is our admissions officer and is the first point of contact and communication.

- Online application form link.
- Gives overview of school fees.
- Organises entrance assessment times with relevant staff.
- If additional information is needed prior to the assessment, a meeting is scheduled (either on parental request or requested by the school). This meeting is attended by the relevant Principal.

1.2. Admissions Criteria and Selection Process

The school reserves the right to assess and interview any student who applies to join. In general, the purpose of the assessment will be to ascertain:

- The appropriate grade level in accordance with age-appropriateness, previous educational exposure, and ability.
- The English and / or Afrikaans language proficiency of the student. The school uses English as the medium of instruction (grade 4 and above).
- The extent of learning difficulties to determine the school's capacity to provide appropriate learning support for a student with additional learning needs/difficulties.

- The extent of differentiation support required to include the student as fully as possible.

All students seeking admission into the school are subject to the enrolment criteria set out below. The decision to offer a place to a prospective student remains at the discretion of the relevant School Principal.

2. Entrance Assessments:

2.1. Primary School

Pre-Primary and Lower Primary School

Students will be admitted into the pre-primary program based on space availability. Due to health and safety concerns, students entering Grade 00 need to be fully toilet trained prior to entering. To establish a holistic picture of the child's developmental level, students applying for entry to **Grade 00 to 3** will undertake an assessment conducted by the pre-primary principal. Students applying for Grade 1 will need to present a school-readiness test.

Upper Primary and Secondary School

From Grade 4 up to Grade 12 the basic screening assessment focuses specifically on literacy, numeracy, work skills and social/emotional interactions.

The following assessment tools may be used:

- Roots English Entrance Assessments (to test reading, spelling and comprehension).
- Roots Mathematics Entrance Assessments.
- Previous school reports.
- Confidential references.
- Interviews with the students and their guardians.

Admission is based upon space availability and upon the admission's team's assessment of the student's ability to thrive both academically and socially in the Roots Gymnasium learning context.

NB: On principle, we do not admit students into Grade 10, unless:

- He/she has completed at least 1 year of the IGCSE curriculum; and
- His/her subjects align with the subjects on offer at Roots.

Our academic courses in Grades 9 and 10 are two years in length, so students applying for Grade 10 will be assessed for their ability to directly access the curriculum. In certain circumstances, it may be appropriate for such students to sit internal or alternate examinations, rather than external examinations, at the end of Grade 10.

Academic courses in Grades 11 and 12 are two years in length, so a student will only be admitted to Grade 12 if the Cambridge subjects and requirements can be transferred from the previous school and

course selection allows for the student to enrol in courses which represent a continuity of subject matter.

3. Assessment Results and Report

After the entrance assessment the relevant principal in conjunction with the relevant teacher(s) will analyse the results and compile a report based on their observations. This will be shared with the Admissions Team. The admissions officer will organize an admissions meeting.

4. Admissions and enrolment processes

A regular admissions meeting is set to discuss new enrolments to the school. The admissions team consists of the relevant Principals, the Operations Manager, and the relevant teachers.

When considering the relevant placement, the focus discussion will be on the following:

- Availability of space (number of students).
- Age-appropriateness.
- Assessments results.
- Previous grades completed.
- The capacity and capability of the school to cater for the needs of the prospective student and the type of support needs that the student might require.
- The number of students with optimized learning plans and receiving learning support within a particular grade level.

5. Deciding placement

The meeting outcomes determine whether the student can be successfully catered for at Roots Gymnasium Private School. Either a placement is decided upon or next steps before a decision is made:

5.1. Placement

If no meeting is required, the Operations Manager will contact the parents about the placement of the student. The Entrance Assessment report will be placed on the Roots Shared Drive for the teachers to access. If needed a meeting is scheduled with the relevant Homeroom Teacher and Specialists to discuss the student and his/her needs.

5.2. Referrals to Specialists

If needed, the admissions team will refer the prospective student to a relevant outside professional to gather more information on the student's optimized learning plan or learning needs. The team may decide to request a tutor for the student and the team may use their discretion to request that the student undergoes intensive therapy (for example Occupational Therapy, Speech Therapy, Behavioural/Socio-emotional Therapy) and be re-assessed by the school to determine whether his needs can be met by the school.

5.3. Parent meetings

As needed, a parental meeting may be called to discuss the results and placement of the student. The discussion points will focus on what the school can offer in terms of academic support. The school reserves the right to review the placement on a yearly basis. During this review, the school will determine whether the student will continue to benefit from further schooling at Roots.

NB: The school reserves the right to deny the placement of a prospective student if the school cannot cater for their needs.

6. Special considerations for continued enrolment

Enrolling students from homes that provide inadequate sustainable physical and emotional care and supervision puts the school at risk. The school and its staff are not equipped to take on basic needs responsibilities and reserves the right to terminate such an enrolment after reasonable effort has been made to remedy the situation in favour of the student.

7. Progression from one grade to another

Promoting a student from one grade to another every year is dependent, on balance, upon an affirmative response to the following three questions:

- Is the student able to access the next grade's curriculum?
- Will the student flourish in the next grade level academically?
- Will the student flourish in the next grade socially and emotionally?

8. Promotion requirements

Junior Primary School (Grades 1-3)

We evaluate students on a continuous basis to build a trustworthy profile of the student with regards to the mastering of basic skills, as outlined in the syllabus. Without assessment it is impossible to determine whether students learned something. Continuous assessment is the process used to acquire this evidence of learning.

Continuous assessment and learning are integrated and thus guides and improves the teaching and learning process.

There are 2 forms of continuous assessment: Formal & Informal. Grade 00 – 3 only uses informal assessment. This type of assessment is subdivided into more structured and less structured assessment. Both take place during lessons.

Students in grade 1 – 3 need an "E" symbol in Afrikaans, Afrikaans reading, English, Mathematics and one other subject.

Senior Primary School (Grades 4-7)

- A learner fails if he / she obtains less than 40% for one of his / her 1st Languages.
- A learner fails if he / she obtains less than 40% for two or more promotional subjects (other than his / her 1st Language).
- Promotional subjects include Mathematics; Science; English; Afrikaans; Global Perspectives; CODE-AI; Agriculture / Consumer Sciences.

Secondary School (Grades 8-12)

GRADE 8

- A learner fails if he/she obtains less than 40% for English 1st language.
- A learner fails if he/she receives less than 40% for two or more subjects (other than English 1st language).
- A learner fails if he/she obtains an average of less than 40%.

GRADE 9

- A learner fails if he/she obtains less than 40% for English or Mathematics.
- A learner fails if he/she receives less than 40% for two or more subjects.

NB: Because Grade 9 students start with 2-year course (IGCSE) recommendations can be made for students to 'drop' certain subjects to progress into Grade 10.

NB: The minimum requirement for a student to continue with a subject at AS level (Grade 11) is a 'C' grade at IGCSE.

NB: Promotion of students to the next grade is dealt with on an individual basis and is at the Principals' discretion.