



GRADE ADVANCEMENT PROCEDURE

STATEMENT OF AIM

To ensure every student is placed in a grade that matches their academic abilities and developmental needs, MEF International School has established clear criteria for grade advancement. This process addresses instances where a student's current grade placement may not be optimal for their learning and growth.

RATIONALE

Grade advancement is tailored to meet individual student needs, recognizing that some may benefit from skipping a grade due to being under-challenged, while others may need to repeat a grade to solidify foundational knowledge and skills. This approach ensures each student can thrive academically and developmentally.

GRADE SKIPPING

Grade skipping refers to the placement of a student at a grade level ahead of chronological age (see class placement procedure). This procedure is only utilised under exceptional circumstances.

If the school team feels that grade skipping may be appropriate for a student, the school will form a Grade Skipping Commission (GSC), which will include the Homeroom Teacher, Counselor and Learning Support Specialists. Parents/guardians who seek grade skipping for a student must begin the conversation with the Homeroom Teacher, the Principal, and/or Deputy Principal.

Administration will make the final decision about the student's grade advancement. Decisions about grade skipping are made after an evaluation of the child's cognitive and academic skills, feedback from the current classroom teacher, as well as interviews with the parent and student. Grade skipping should occur at transitional points (e.g. beginning or end of the school year) in the academic calendar.

The following factors will be taken into consideration:

- The student should be academically advanced.
- Current achievement should be at the intended target grade.
- Developmental factors (e.g. birth date, physical size, motor coordination)
- Interpersonal skills (e.g. emotional development, behaviour, relationship with peers and teachers, non-school extracurricular activities, leadership roles)
- Social and emotional variables (age of siblings, support for grade advancement within the family, student self-concept,)
- The history of the individual as a student (e.g. attendance, motivation, physical health)
- The student should desire skipping independently of parental preference.
- The impact on the child in the future
- University requirements of home country

According to the Ministry of Education:

In the Primary and Middle School, for a student to skip a grade:

1. The parent must write a letter expressing his/her wish for his/her child to skip a grade.
2. The Homeroom Teacher must provide his/her recommendation for the student to skip a grade level. If the academic year is underway this must be done in the first month.
3. A report must be compiled by the homeroom teacher and counsellor including observations regarding academic achievement, developmental factors, interpersonal skills, social and emotional development, history of student (attendance, motivation, physical health), impact on the child in the future (on return to home country / university etc.)
4. The student must take an exam to show his/her proficiency to participate in the grade level that is proposed.
5. The exam must be compiled by the Homeroom Teachers of the proposed grade, the current Homeroom Teacher, and approved by the school Principal.
6. The student is permitted to take this examination only once.
7. If the student is successful in the examination and the report compiled by the teacher and counsellor is positive, then the report together with the examination should be forwarded to the Head of School by the Principal.
8. The Principal and Head of School will make the final decision regarding whether or not the student may skip a grade level.
9. The copy of the report and exam result and letter of recommendation (to skip or not skip the grade level) is placed in the student's file.

GRADE ADVANCEMENT

For a student to advance to the next grade level, targeted knowledge, skills, and understandings appropriate to the grade level should be demonstrated. In the Secondary School, the Grade Point Average (GPA) on end-of-year transcripts is used to determine grade advancement.

The final grade in each subject for the entire semester is calculated following the assessment procedure.

1. GRADES 6- 8 - All students pass regardless of GPA.
2. GRADES 9-12
 - 2.1. If a student fails more than 3 subjects (failure is considered < 50% in that subject) and their overall GPA is 50% or less, then the student must repeat the grade level or withdraw from the school.
 - 2.1.1. If the student fails up to 3 subjects, the student has an option to sit average-raising exams in these subjects. This is mandatory for National School students. Average-raising exams take place at the end of each semester. These 45-minute examinations are comprehensive, covering material from the semester.
 - 2.1.2. If the student has still failed up to 3 subjects, they have a chance to sit retake exams to meet grade advancement requirements - these are called Responsibility Exams.
 - 2.1.2.1. The 90-minute Responsibility Exams are comprehensive for the whole year and take place in September, February and June. If the student

fails any of these Responsibility Exams, the student has a second chance at the end of the summer break in September to sit a second round of Responsibility Exams.

2.1.2.2. Students passing or failing these exams may advance to the next grade level; however, they must sit the Responsibility Exams that have not been passed the following June.

2.1.2.3. Students must pass all subjects at all grade levels to meet graduation requirements.

2.2. Attendance is mandatory. If absences exceed 30 days, students may jeopardise their enrolment at the school for the coming academic year. If absences exceed 30 days the year must be repeated. (see [MEFIS Attendance Procedure](#))

CHECKPOINT, IGCSE and IB DIPLOMA EXAM RESULTS DO NOT influence the passing of a year.

Policy last reviewed, August 2025