



BCA Admissions Policy

Statement of Intent

The British College of Andorra is a one-form entry, all-through school (Nursery to Year 13) serving the community of Andorra. BCA has a strong and unwavering commitment to international-mindedness, global citizenship and diversity (IB PSP 0301-06-0600), and welcomes applications without discrimination by gender, race, ethnicity, sexual orientation, disability, religion, nationality or social background. The British College of Andorra Admissions Policy and process is guided by the mission and values of our school community:

BCA Mission

The British College of Andorra provides opportunities for all our students to achieve academic, artistic and sporting excellence, lasting physical, spiritual and mental health and to be inspired to accomplish personal and professional success.

BCA Values

We especially value the following in guiding the learning experience and promoting wellbeing at The British College of Andorra:

Communication Skills

Inquisitiveness

Appreciation of Diversity

Ability to Solve Problems

Sense of Responsibility

Commitment to Sustainability

Tenacity

Courage

Self-awareness

Team-working skills

Inventiveness

Compassion

(Inspired by the BCA Values v.1 (2018-2021), results of the BCA Community Survey 2022, the IB Learner Profile (IB PSP 0301-06-0500) , and the Round Square Discovery Framework)

The Policy sets out the criteria that are used to assess applications for admission, the interplay between both inclusivity and selectivity, and the step by step processes to be followed by the school and by parents. We are committed to a fair admissions process which is transparent whilst recognising the crucial importance of confidentiality.

The Policy addresses IB PSP 0301-01-0100, namely that the school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s).

Aim of Policy

The principal aim of the Admissions Policy of The British College of Andorra is to set out and clarify admission conditions and requirements. It explains the process that a prospective parent can expect, and explains in detail the criteria used in making an admissions decision. It aims to avoid misunderstandings and/or missteps by both applicants and the school.

Application of Policy

The primary audiences for this Policy are:

- all staff at BCA who are involved in assisting with, managing and overseeing the admissions process
- all current and prospective parents, including those currently making an admissions application for their child/children.

The policy applies at all times and in all situations. There are no special conditions, restrictions or exclusions. Any special situations are covered with the text of the policy itself.

Definitions

English as an Additional Language (EAL) learner

A diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019). The title 'EAL' gives minimal information about a student, and it does not provide any indication of future academic achievement.

Individual Education Plan (IEP)

A written statement that describes the learning support and stakeholder actions required to meet a student's individual educational needs, so they can reach their full potential.

Learning support

Pedagogical approaches, processes and tools that support learners in reaching their full potential.

Mild learning difficulties

A child with a mild learning difficulty is usually able to hold a conversation and communicate most of their needs and wishes, but they may need additional support in some areas. In a school setting, they are able to access the curriculum and participate in learning activities unaided, but specific learning support, including access arrangements in formal assessments, must be deployed in order for the child to reach their full potential.

Moderate learning difficulties

Children described as having moderate learning difficulties experience great difficulty in acquiring basic literacy and numeracy skills, despite receiving suitable help. They have general developmental delay, which means that they reach developmental milestones much more slowly than their peers do, and learn much more slowly.

Waiting Pool

A waiting pool consists of all of the approved students for each year group, but not arranged in chronological order of application or ranked in any other way. If a place opens up, the admissions committee convenes to review the students again to determine who is offered the place.

Year Group

BCA uses the English system of age group nomenclature. See Appendix 1 for the equivalency table with other national systems.

Related policies and guidelines

This policy has been developed in alignment with the school's Guiding Statements, and with the standards and practices both of the taught programmes of the IBDP and IGCSE, and of the NABSS inspection agency

Related policies and documents:

- BCA Inclusion Policy
- BCA Language Policy
- BCA Fee Schedule (published for each school year, typically during Term 1 of the preceding school year).

Process

This is the first formal BCA Admissions Policy. Previously a short admissions statement and outline of the procedures existed, but did not fully capture the depth and breadth of the topic.

The Admissions Policy of The British College of Gavà was used as a source, along with examples from other international and British schools. Any significant use of these sources is acknowledged in the text.

The bulk of the Policy was written by the BCA Head of Admissions and Communication, and the BCA Principal. The Policy was reviewed by the BCA IBDP Coordinator, and by a member of the BCA Board.

There was no wider involvement of BCA staff, students or parents.

Publication Information (IB PSP 0301-06)

This Policy is for both Internal and External publication (BCA website)
Supersedes and replaces the two-page document 'BCA Admissions Statement and Entry Procedures' 2020

Policy approved date: November 2022

Effective: date policy to take effect: November 2022

Review date: June 2024

Policy Statement

1. Criteria for admission

Arguably, all schools are to a certain extent contemporaneously both inclusive and selective. This section aims to set out, in a transparent way, the BCA approach to this antithesis.

Aside from the specific criteria listed below and in Section 4.3, it is important that BCA is a good and successful 'fit' for the student and their parents i.e:

- The student feels safe, valued and is appropriately challenged at the school.
- The parents willingly enter into a home-school partnership with the aim of collaborating with the school to ensure the best possible educational outcomes for their child.
- The student, parents and school together embrace the guiding statements of BCA (Mission, Values and definition of High Quality Learning) and, in the case of admissions to the IB Diploma Programme, the IB Learner Profile.

1.1 Statement of Inclusivity

BCA will admit any student who we believe will benefit from an education at BCA, and who we believe will thrive in, and positively contribute to, the learning environment of the school. BCA welcomes applications without discrimination by gender, race, ethnicity, sexual orientation, disability, religion, nationality or social background.

Access arrangements will be put in place to support a student during any assessments conducted for the purpose of informing an admissions decision. These should reflect the student's normal way of working and align with any current Individual Education Plan (IEP) for that student.

The school secures access to an IB education to the broadest possible range of students. (IB PSP 0301-01).

1.2 Statement of Selectivity

Admissions to BCA are selective in several ways:

1.2.1 Residency

All BCA students must be legally resident in Andorra, or the residency process must be at least well-advanced and likely to succeed, before an admissions offer can be made. Students enrolling at BCA must live at home at all times with a parent or grandparent or legal guardian, who is legally resident in Andorra. BCA does not have

any boarding facilities nor residency arrangements with host families

1.2.2 Fees

The school is fee-paying. The Fee Schedule is published on the school website and shared with prospective and current parents.

1.2.3 Space

BCA is a one-form (one class) entry per year. Places are limited in number by class size considerations.

1.2.4 Special Educational Needs and Disabilities

Parents of children with special educational needs, physical disabilities, and/or long-term medical conditions must disclose and discuss their child's requirements with the school during the application process. This will enable the school to determine whether the school can offer appropriate support, and access to the curriculum, to ensure that the child can flourish as a learner.

Applications are in principle welcomed from all applicants regardless of special needs. Please note, however, that the school's resources and capacity to support students with special learning needs is limited, and BCA is therefore only able to admit those with mild learning difficulties who demonstrate the ability to access and benefit from the regular curriculum, with support from the class teacher, teaching assistant, and assistance from the Learning Support Department.

Prior to the Evaluation stage of the admissions process (see 3.3, below), parents must provide, in confidence:

- copies of any psychological or educational evaluations undertaken.
- details of any extra academic help or learning support, or individual education plans.
- medical information, including certificates, that may have an impact on the student's learning or behaviour.

In some cases the school may take advice from external agencies before reaching a decision over admission.

The cost of any psychological or educational evaluations is the responsibility of the parent.

Where specific provision is required to support a student, parents may be asked to pay an additional charge to meet these needs (staffing and/or resources).

Please see the BCA Inclusion Policy for more information on support for students with special educational needs and/or disabilities.

1.2.5 Proficiency in the English language*

The language of instruction at the school is English. In all year groups, the school supports English language acquisition and the study of English literature and works translated into English.

Families whose mother tongue is not English are expected to be committed to their

child's learning of English.

The admissions process for all children from Year 3 upwards includes an assessment of proficiency in English. Each year group/section of the school has its own minimum proficiency in English for admission, successively higher according to age and year group (see Section 4, year group/section specific admissions requirements, below). Having met the minimum English standards for admission, thereafter there is appropriate support for English as an Additional Language (EAL) learners.

Applicants for admission with a particularly low level of English, below the minimum for the year group, may still be admitted, but will be required to have extra English lessons. These lessons are taught by a specialist EAL (English as an Additional language) teacher and will incur an additional charge on a monthly basis.

1.2.6 Siblings*

Each applicant is assessed for a place at the school on their own merits. Where an applicant has a sibling who is a current or very recent student at the school, the school reserves the right to take this into account to help a child of sufficient ability to attend the same school as their sibling. However, there may be occasions where, in the professional judgment of the Principal, the sibling applicant is considered likely to thrive better in a different academic environment.

1.2.7 Long term commitment*

As an all-through school, BCA will especially support parents who intend their children to stay at BCA for several years, and complete much of their education at BCA. At the same time, during the admissions process, BCA recognises the needs of internationally-mobile families, whose children's length of tenure at BCA may be shorter, and more uncertain.

1.2.8 Year group/Section-specific criteria*

There are additional admissions criteria relevant to each section of the school, detailed in Section 4, below. These include, for admission to Year 3 and above, evidence of consistently favorable progress academically and in terms of a student's approaches to learning.

*In the event that the number of children registered for any year group exceeds the places available, the criteria marked * will be used to inform the decision as to which students will receive an admissions offer.

1.2.10 Although parents are encouraged to register an application for admission in good time, for the following school year (see recommended dates below), the chronological sequence of registrations is not a selection criterion.

1.3 Staff children

Children of staff are very welcome at the school and the admissions process and requirements remain the same. For further details please discuss directly with the Principal.

2. Entry points and age ranges

2.1 The year group on entry is determined by the *year of birth* (i.e. 1 January to 31 December).

It differs from the English system where the date of birth range for each year group ranges from 1 September to 31 August in the following year.

2.2 The class placement protocol above aligns with practice across all schools in Andorra and moreover reflects what BCA believes to be the most appropriate protocol for the long-term social, emotional and academic well-being of children at the school.

In exceptional circumstances, a child may be offered a place in a year lower or higher than their age would normally imply. The reasons for this may be one or more of the following:

- A significant period of missed or disrupted education
- Level of social and emotional development
- Transfer from Southern Hemisphere school or other educational system where the school year does not end in June/July.
- Academic profile very significantly well above or well below the norm.

Parents will be consulted before such an offer is made, but the decision as to the appropriate year for the applicant, taking into account all the relevant circumstances, is a matter for the Principal, in consultation with the educational team, whose decision is final.

3. Admissions Process

After the school receives and acknowledges an initial expression of interest, the admissions process runs as follows:

3.1

STEP 1: SCHOOL VISIT

Prospective parents are encouraged to contact the Head of Admissions and Communication to arrange a visit to the school, preferably during a normal working day when the school can be seen in action.

During the visit, the Head of Admissions will meet with the parent to discuss their child's needs and aspirations, and the extent to which the school can be supported. An opportunity to meet a member of the school leadership can be arranged at the same time.

The visit may also be conducted virtually (online).

3.2

STEP 2: SUBMIT AN APPLICATION

Parents complete the Enquiry Form, via the school public website, to provide basic preliminary information. This form initiates the formal process but does not constitute an offer of a place

Submission of the Enquiry Form initiates the formal process, but does not constitute an offer of a place at BCA.

3.3

STEP 3: STUDENT EVALUATION

Every applicant is considered individually using both the general admissions criteria (Section 1) and the age group/section-specific criteria (Section 4).

BCA staff involved in the evaluation will include:

- Head of Admissions and Communication
- Principal
- Other members of the school Leadership Team (including the IB Diploma Coordinator for admissions to Years 12 and 13)
- Class and subject teachers as necessary and appropriate.

Once an application is in process, BCA may additionally, with the parent's permission, contact the child's current school for a confidential reference.

3.4

STEP 4: DECISION

After the Evaluation, the Principal will make the final decision as to whether an offer is to be made. Parents are then notified of the outcome by the Head of Admissions.

There are three possible outcomes:

Formal Offer

If, in the sole discretion of the Principal, a student meets the requirements for entry, and a space is available, an offer of a place is made. Parents are required to confirm that they wish to take up the place by the date given in the offer letter.

Waiting pool

If, in the sole discretion of the Principal, a student meets the requirements for entry, but a space is not yet available, they will be placed in the waiting pool. An offer of a place will be made if and when a space becomes available.

A waiting pool is also in place for the future Nursery classes. In the case of the Nursery class that commences in September of each year, confirmations are sent to parents from November onwards of the preceding school year.

The Head of Admissions will periodically contact the parents whose child/children remain in the waiting pool, to determine if they remain interested in a potential admission, and under what circumstances.

No offer

If, in the view of the Principal and the education team, it is felt that the student would not be best served by a BCA education; or if there is a concern that the student is not fully aligned with the mission and values of the school; or if the number of spaces available is significantly greater than the number of applicants and the school does not foresee the possibility of a space becoming available in the near future; then parents will be informed that, with regret, we are unable to make an offer of a place. The school is not obliged to state its reasons for declining a request for admission.

3.4.1 There is no formal appeal process for admission to the school. The decision of the Principal is final.

3.4.2 Withdrawal of the offer of a place

The school reserves the right to withdraw the offer of a place, even after admission, if it is found that a student's previous academic, special educational needs, and significant health or behavioural records have been withheld or falsified.

3.4.3 Unacceptable influence

Any attempt to influence the school's decision by personal approaches to Board members is firmly discouraged. Such attempts will have no bearing on the admissions process and is likely to result in an application being withdrawn by the school.

3.5

STEP 5: ENROLMENT

The child's name will be placed on the admission list for the relevant term and year. A place is confirmed once a formal offer has been made by the school. At this point the parent is provided with an online link to the Enrolment Form.

Required documents for online enrolment:

- Residence Permit for child (NIA/CASS) OR Passport and evidence of the process of obtaining a residence permit.
- One passport-size photo.

- Proof of parenthood or custody (e.g birth certificate or *libro de familia* , identification card).
- Divorce resolution, when relevant.
- Copy of father's and mother's identification document or Passport.
- Photocopy of official medical examination.
- Photocopy of the vaccination booklet.
- Medication Policy Form, when relevant.
- Proof of payment of a non-returnable admission fee only by bank transfer (see published Fee Schedule for this and other payable fees).
- Bank Form (SEPA) if fees will be paid monthly by direct debit.

The Enrolment Form also requests acceptance of the BCA Terms and Conditions (check box).

3.5.1 Re-enrolment

Applications for students to return to the school after a period of education in another school and/or country will be considered favourably but strictly according to the criteria (sections 1.2. and 4), the timing of the application and the availability of places. The school is under no obligation to readmit a student. The most recent school reports must be provided for review.

3.6 Timeline

Applications can be made at any time but at least one month before the intended start date, to enable all steps in the admissions process to be carefully completed.

Admissions decisions on pending applications are made no earlier than November of the previous school year. Re-enrolment of current students takes place by March of the previous school year, after which the availability in currently full year groups will become known. At this point applicants in the waiting pool will be considered.

3.7 Confidentiality and Data Protection

The General Data Protection Regulation In accordance with the European Data Protection Regulation, the school only collects data that is directly relevant to the needs of the student.

Admissions documentation is held securely on the schools management information system (iSAMS). Documentation for withdrawn or unsuccessful applications is kept for the legal maximum period of time, and then destroyed.

4. Year Group/Section-specific admissions criteria

4.1 EYFS and Lower Primary

Admission to Nursery, Reception, Year 1 and Year 2 requires:

1. an interview with the parents
2. A meeting with the child*

3. the disclosure of medical information, including certificates, with regards to allergies and health conditions, long term care or medication that may have an impact on the student's learning or behaviour.
4. any available reports from previous schools or nurseries ('kindergartens')*
5. a trial day, during which BCA staff will observe the child during learning engagements and activities*

*not applicable for Nursery admissions. A familiarization morning for new Nursery children and their families is organized at the school in the term preceding the new school year.

English is the language of instruction but for admission to these year groups, no prior knowledge of English is required. The learning environment is multilingual with the promotion of English language acquisition at all times.

4.2 Upper Primary

Admission to Years 3 to 6 inclusive requires:

1. an interview with the parents and the child.
2. the previous two years of reports from previous schools. Reports should show consistently favorable progress academically and in terms of a student's approaches to learning. Where this is not the case, clarification will be sought in the interview.
3. confidential references from the student's current school regarding academic record and approaches to learning. BCA will seek permission from the parent before contacting the previous school/s.
4. the disclosure of medical information, including certificates, with regards to allergies and health conditions, physical disabilities, long term care or medication that may have an impact on the student's learning or behaviour.
5. the disclosure of any special educational needs
6. the disclosure of any previous significant school disciplinary issues requiring sanction (e.g. temporary or permanent exclusion).
7. a trial day, during which BCA staff will observe the child during lessons and activities.
8. an assessment in English and Mathematics, administered by the school.

The later the stage in a child's school career when an application is made, the more likely it is that there will be a requirement for existing proficiency in spoken and written English.

Applicants must demonstrate sufficient proficiency in the English language to be able to access the curriculum, *with reasonable support* from the classroom teacher and EAL department.

Where a applicant's English proficiency is assessed as requiring support *over and above that which can be reasonably expected*, in order for them to be able to access the curriculum, they may still be admitted to the school, but parents must agree to an additional programme of EAL as recommended by the school, and parents should expect to be liable for the incurred costs. This additional EAL support may take place inside or outside of regular lessons. The duration of this extra EAL support will be decided by the school.

4.3 Secondary Year 7- Year 13

Entrance to Year 7 and above requires:

1. an interview with the parents and the child.
2. the previous two years of reports from previous schools. Reports must show consistently favorable progress academically and in terms of a student's approaches to learning. Where this is not the case, clarification will be sought in the interview.
3. confidential references from the student's current school regarding academic record and approaches to learning. BCA will seek permission from the parent before contacting the previous school/s.
4. the disclosure of medical information, including certificates, with regards to allergies and health conditions, physical disabilities, long term care or medication that may have an impact on the student's learning or behaviour.
5. the disclosure of any special educational needs
6. the disclosure of any previous significant school disciplinary issues requiring sanction (e.g. temporary or permanent exclusion).
7. a trial day, during which BCA staff will observe the child during lessons and activities
8. an assessment in English and Mathematics, administered by the school.

The later the stage in a student's school career when an application is made, the more likely it is that there will be a requirement for existing proficiency in spoken and written English.

Because of the academic demands in Secondary School, all applicants must demonstrate sufficient academic English language skills to be able to cope with the level of academic language comprehension and production required in their classes, *with reasonable support* from the classroom teacher and EAL department.

Additional intensive EAL tuition is not available at the Secondary level, and the heavy demands of Secondary school are likely to preclude this taking place privately, via an after-school activity.

Entry into Year 10 after teaching has commenced (September) needs to be approached with caution since these courses are assessed through external, public examinations, and it will be challenging, even for the most academically able students, to make up for the missed learning.

Entry into Year 11 needs to be approached with great caution since Year 11 is the second and concluding year of two-year International General Certificate of Secondary Education (IGCSE) courses, and which are publicly examined at the end of Year 11. An applicant will normally only be accepted into Year 11 if there is a strong record of academic achievement. It may be wiser for the applicant to postpone entry to Year 12 instead, at the commencement of the International Baccalaureate Diploma Programme (IBDP) courses.

4.3.1 Admission to Year 12 and 13 (from September 2023)

BCA's curriculum in Years 12 and 13 is designed to deliver the International Baccalaureate Diploma Programme (IBDP). BCA is currently (2022) a Candidate School for the IBDP.

The IBDP *"is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe.....Through the DP, schools are able to develop students who:*

- *have excellent breadth and depth of knowledge*
- *flourish physically, intellectually, emotionally and ethically*
- *study at least two languages*
- *excel in traditional academic subjects*
- *explore the nature of knowledge through the programme's unique theory of knowledge course"*

(Source: <https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/>)

At BCA we support our students to develop the skills necessary to succeed in this academically rigorous and challenging programme, becoming reflective, independent learners and globally-minded citizens.

4.3.1.1 Admission for internal students

The Year 10 and 11 curriculum thoroughly prepares all BCA students to progress to the full IBDP in Year 12.

All students will be required to attend a personal interview with the IB Diploma Coordinator before or during Term 2 of Year 11 to discuss the most suitable IBDP subject choices for higher education and career progression and an appropriate level of challenge.

This personal interview will involve:

- Evaluation of student's interests and ability in all subject areas based on discussion, IGCSE mock examinations and predicted grades.
- Subject teachers' reports and recommendations
- Form teacher report and recommendations, both academic and personal
- Higher Education and careers guidance
- Discussion of DP expectations, requirements and support.

The IB Diploma Programme Coordinator will also meet with each students' parents to discuss subject choice, expectations, Diploma Programme requirements and support.

The *minimum academic requirements* for internal students to be accepted onto the IBDP are as follows:

- A pass (4) in IGCSE English Language and IGCSE Mathematics
- Three viable IBDP subjects at Higher Level (if previously studied at IGCSE level, then passed with a grade 6)
- Three viable IBDP subjects at Standard Level (if previously studied at IGCSE level, then passed with a grade 4)

BCA will consider requests from internal students and their parents that a student does not attempt the full IB Diploma programme, but chooses individual IB courses instead. Similarly, BCA may make this recommendation to a student and parents. BCA regards this route as a perfectly valid alternative to the Diploma pathway. Very careful consideration of the implications, and of the construction of the student's timetable, will be required.

4.3.1.2 Admission for external students

In addition to the eight admission requirements listed (4.3) above for all secondary students, the following requirements also apply:

1. Predicted grades (or actual examination results) should be provided, as appropriate. Students not taking GCSE/IGCSE should discuss equivalent requirements with the Head of Admissions.
2. The required minimum level of English language proficiency is a good pass in English Language or Literature IGCSE, or CEFR B2 as appropriate.
3. Evidence of proficiency in Catalan, Spanish and/or French if appropriate. This is to ensure that the applicant has a viable pathway for a second language subject within the IBDP.
4. Additional school-based testing in Mathematics, Science or languages may be required to support subject choices.
5. All external applicants are required to attempt the full IB Diploma programme.
6. The same personal interviews with the applicant and their parents, as described above (4.3.1.1). These may take place online where the applicant/family are not currently resident in Andorra.
7. Applicants will not normally be admitted to the school after teaching of the courses has commenced (September). Any exceptions made will be made after following, in a careful and unrushed way, the above procedures, and being mindful of IB requirements around minimum attendance and instructional hours.

4.3.1.2 Direct entry into Year 13

Entry into Year 13 needs to be approached with great caution since Year 13 is the second and concluding year of two-year courses.

Nevertheless the IBDP is designed for internationally mobile students and their families, and therefore there is an obligation on IB World Schools to support this mobility, and students who find themselves in these circumstances.

All of the previously listed admissions requirements for the Secondary school must be met, and furthermore placements in the second year of the Diploma Programme at BCA may only take place if the student has met the requirements for promotion to the second year of the Diploma Programme in their previous school. In such cases, the Diploma Programme Coordinator will evaluate the possibility of a smooth transition with continuity of learning (course-matching), a reasonable chance of a successful outcome, and the final decision will rest with the Principal.

Appendix 1

Equivalence Tables



Equivalence tables

Age	English System	Spanish System	French System	German System	US System	Andorra System
3	EYFS Nursery	P3 Infantil	Maternelle petite section	Kindergarten	N Early Childhood	(a partir 2.5 anys) Ed. Maternal A Petits 1 Ed. Maternal A Petits 2
4	EYFS Reception	P4 Infantil	Maternelle moyenne section	Kindergarten	PK Early Childhood	Ed. Maternal B Mijtans
5	Y1 Primary Key Stage 1	P5 Infantil	Maternelle grande section	Kindergarten	K Elementary	Ed. Maternal B Grans
6	Y2 Primary Key Stage 1	1 Primaria	CP	1 Grundschule	1 st Elementary	Primera Ens. 1º Cicle 1º
7	Y3 Primary Key Stage 2	2 Primaria	CE1	2 Grundschule	2 nd Elementary	Primera Ens. 1º Cicle 2º
8	Y4 Primary Key Stage 2	3 Primaria	CE2	3 Grundschule	3 rd Elementary	Primera Ens. 2º Cicle 1º
9	Y5 Primary Key Stage 2	4 Primaria	CM1	4 Grundschule	4 th Elementary	Primera Ens. 2º Cicle 2º
10	Y6 Primary Key Stage 2	5 Primaria	CM2	5 Gym Real	5 th Elementary	Primera Ens. 3º Cicle 1º
11	Y7 Secondary Key Stage 3	6 Primaria	6ème Collège	6 Gym Real	6 th Middle School	Primera Ens. 3º Cicle 2º
12	Y8 Secondary Key Stage 3	1º ESO	5ème Collège	7 Gym Real	7 th Middle School	Segona Ens. 1º Cicle 1º
13	Y9 Secondary Key Stage 3	2º ESO	4ème Collège	8 Gym Real	8 th Middle School	Segona Ens. 1º Cicle 2º
14	Y10 Secondary Key Stage 4	3º ESO	3ème Collège	9 Gym Real	9 th High School	Segona Ens. 2º Cicle 1º
15	Y11 Secondary Key Stage 4	4º ESO	Seconde Lycée	10 Gym Real	10 th High School	Segona Ens. 2º Cicle 2º
16	Y12 Secondary 6 th Form	1º Bachillerato	Première Lycée	11 Gym Voc/Tc	11 th High School	1º Batxillerat Formació professional
17	Y13 Secondary 6 th Form	2º Bachillerato	Terminale Lycée	12 Gym Voc/Tc	12 th High School	2º Batxillerat Formació professional