



**ela
green
school**

AN IB CONTINUUM
WORLD SCHOOL

EYP & PYP

PROMOTION, PROGRESSION,
READINESS AND
ACADEMIC GROWTH POLICY

2026 - 2027

Learning for action,
Action for change.



ELA Green School

EYP and PYP Promotion, Progression, Readiness and Academic Growth Policy

Applicable to EYP 1 to PYP 5

Policy Note

This policy must be read with the Student Discipline and Conduct Policy, Assessment Policy, Academic Honesty Policy, Attendance Policy, Safeguarding/Child Protection procedures and applicable school circulars. Behavioural, safeguarding or attendance matters will be handled under the relevant specialised policy, while promotion and placement decisions will be made under this policy. The school will apply these policies together in a fair, age-appropriate and evidence-based manner. Discipline, attendance, assessment, academic honesty, safeguarding, promotion, placement and registration decisions may be connected, but each aspect will be reviewed under the relevant specialised policy. No serious academic or disciplinary consequence will be decided without documentation, parent communication where appropriate, and review by the relevant school authority.

School Vision, Mission, Motto and Core Values

Our Vision

We focus on holistic development that encourages students to become resilient learners who positively transform the school, local and global communities. Students incorporate sustainability practices beyond the classroom and strive to be inclusive and empathetic to create a peaceful world.

Our Mission

Our mission is to nurture resilient, intellectually courageous, and ethically grounded learners through a holistic Mind-Body-Soul approach. We foster students to think critically, act with empathy, and embrace diverse perspectives. Through authentic learning opportunities, students take responsible action, apply sustainable practices beyond the classroom, and positively transform their school, local, and global communities, contributing to a more inclusive and peaceful world.

Our Motto

Learning for Action, Action for Change.

Our Core Values

Intellectual Courage | Empathy | Responsibility | Resilience | Sustainability

1. Purpose of the Policy

The purpose of this policy is to ensure that promotion and progression from EYP1 to PYP5 are fair, transparent, developmentally appropriate, academically sound and aligned with the school's philosophy of holistic growth. The policy is designed specifically for the Early Years Programme and Primary Years Programme and must not be read as a marks-based secondary-school policy.

Promotion in EYP and PYP is based on the child's academic growth, developmental readiness, learning evidence, social-emotional maturity, language development, numeracy development, inquiry skills, participation, attendance, wellbeing and ability to access the next level meaningfully.

The school believes that children must be supported to progress. However, progression must not happen mechanically or only because one academic year has been completed. The school must be satisfied that the child has shown sufficient growth or can access the next level with reasonable support.

2. Scope of the Policy

This policy applies to EYP1, EYP2, EYP3, PYP1, PYP2, PYP3, PYP4 and PYP5. It applies to annual promotion, transition between EYP and PYP, long absence, late admission, re-entry after leave, academic growth concerns, developmental concerns, learning support cases, parent requests for acceleration, and school recommendations for continuation in the same level.

3. Guiding Principles

1. Promotion must reflect the child's readiness for the developmental and academic expectations of the next level.
2. Academic growth and developmental growth are more important than a single test, mark or worksheet.
3. EYP children shall not be described as failed, detained or unsuccessful. The school will use readiness-based and child-centred language.
4. PYP students shall normally progress with support, especially in the elementary years, unless there is a strong, documented and legally permissible reason for continuation.
5. Attendance is important because learning in EYP and PYP depends on routine, interaction, observation, inquiry, play, collaboration, feedback and classroom participation.
6. The minimum attendance expectation is 85%. Concession up to 70% may be considered only in genuine and documented cases. Attendance below 70% must be placed before the Head of School for final review.
7. No child shall be asked to continue in the same level only because of absence or low marks. Decisions must be based on readiness, growth, evidence and the best interest of the child.
8. Parents are partners in supporting growth, but final grade placement decisions rest with the school after due process.
9. Learning support, counselling and reasonable accommodation shall be considered before any serious progression decision.
10. The school will document concerns early and communicate with parents before final promotion decisions are made.

4. Growth-Based Promotion Framework

EYP and PYP promotion is growth-based. The school will ask: Has the child grown sufficiently from the beginning of the year? Can the child access the next level? What support is required? Would continuation in the same level support or harm the child?

Growth Level	Meaning	Promotion Implication
Exceeding expected growth	Child is performing above expected developmental or academic expectations.	Promotion with enrichment opportunities.
Meeting expected growth	Child has shown age-appropriate and grade-appropriate growth.	Promotion to the next level.
Approaching expected growth	Child has gaps but can access the next level with support.	Promotion with support plan.
Limited growth	Child has significant gaps despite support.	Formal review and structured intervention.
Insufficient evidence	School lacks enough evidence due to absence, late admission or non-participation.	Diagnostic review and parent meeting.
Severe readiness concern	Child cannot access the next level safely or meaningfully even with normal support.	Continuation may be recommended after due process.

5. Evidence Used for Promotion

No single test or assessment will decide promotion. The school will use multiple sources of evidence.

5.1 EYP Evidence

- Teacher observations
- Unit of inquiry evidence
- Formative assessments
- Summative assessments
- Play-based learning evidence
- Communication and language samples
- Fine motor and gross motor observation
- Social interaction and peer play
- Self-care and independence records
- Attention span and routine participation
- Art, music, movement and sensory engagement
- Parent conversations
- Photos, portfolios and anecdotal records

5.2 PYP Evidence

- Unit of inquiry evidence
- Formative assessments
- Summative assessments
- Reading records
- Writing samples
- Mathematics work
- Portfolio evidence
- Student reflections
- Presentations and oral responses
- Teacher observations
- Specialist subject feedback
- Learner profile and ATL evidence
- PYP Exhibition evidence in PYP5

5.3 Age-Appropriate Academic Integrity

In PYP, academic integrity will be addressed in an age-appropriate manner. Excessive parent support, copied work or work not reflecting the child's own understanding may require the school to collect fresh evidence before making promotion or readiness decisions.

6. Attendance Policy for EYP and PYP

Regular attendance is essential because EYP and PYP learning is experiential, inquiry-based and interaction-driven. Children learn through routines, play, discussion, practice, feedback, collaboration, stories, outdoor experiences, specialist lessons and teacher observation. These cannot be fully replaced by worksheets or online notes.

6.1 Minimum Attendance Requirement

1. The minimum attendance expectation for EYP and PYP students is 85% of total working/instructional days.
2. Attendance between 70% and 84.99% may be considered for concession only in genuine and documented cases such as medical reasons, family emergency or other exceptional circumstances.
3. Concession is not automatic. The school will review learning evidence, developmental readiness, missed assessments, class participation, home support and teacher observations.
4. Attendance below 70% is a serious concern and must be referred directly to the Head of School. The final academic action will depend on the applicable programme policy, learning evidence, missed assessments, readiness, programme requirements and due process.
5. Promotion will not be based only on attendance percentage. However, low attendance may result in insufficient learning evidence, weak routine, missed foundational skills and readiness concerns. For EYP/PYP, continuation in the same level will not be based on absence alone and will require readiness evidence and due process.

6.2 Attendance Bands

Attendance	Interpretation	School Action
85% and above	Meets minimum expectation	Normal promotion review
70% to 84.99%	Concession range	Coordinator review; catch-up or support may be required
Below 70%	Serious concern	Direct Head of School review under the

Attendance	Interpretation	School Action
		applicable policy
Prolonged absence during key transition	Readiness concern	Re-entry review and parent meeting

7. Long Leave and Re-entry

Any absence exceeding 10 consecutive working days will be treated as long leave. Any absence exceeding 30 working days will require a re-entry review. Long leave may be approved for medical reasons, family emergencies, parent pregnancy/delivery-related family need, bereavement, relocation or other genuine reasons. Approval of leave does not mean academic impact is removed.

7.1 School Support During Long Leave

- The school may share broad learning topics, reading suggestions, practice work and home-learning guidance.
- The school will not guarantee parallel online classes unless such a system is formally offered by the school.
- Hands-on activities, peer learning, routines, teacher observation, group work and inquiry experiences cannot be fully recreated after return.
- Parents are expected to support reading, conversation, writing practice, number sense, routine and age-appropriate learning during absence.
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7.2 Re-entry Review

For long absence, the school may conduct a re-entry review covering emotional readiness, social adjustment, routine, language, literacy, numeracy, inquiry participation and missed learning evidence. The re-entry review is diagnostic and supportive, not punitive.

8. EYP Promotion and Readiness Policy

EYP promotion is based on developmental growth and readiness. The school will not use the words fail or detention for EYP children. The appropriate terms are “ready for next level,” “transition with support,” or “recommended continuation in the same level.”

8.1 EYP Growth Domains

- Communication and oral language
- Listening and following instructions
- Separation and settling
- Classroom routine
- Self-care and independence
- Fine motor development
- Gross motor development
- Peer interaction and play
- Emotional regulation
- Curiosity and participation
- Early literacy readiness
- Early numeracy readiness

8.2 Promotion from EYP1 to EYP2

Most children will progress from EYP1 to EYP2 when they show sufficient age-appropriate developmental growth and readiness.

- Separation and settling into school routine
- Participation in play and group activities
- Basic communication and response to adults
- Emerging independence and self-care
- Age-appropriate social interaction
- Fine and gross motor engagement

If the child has severe readiness concerns, very limited evidence or significant developmental delay, the school may recommend transition with support, trial transition, external developmental assessment, learning support or continuation in the same level after parent consultation and Head of School approval.

8.3 Promotion from EYP2 to EYP3

Most children will progress from EYP2 to EYP3 when they show sufficient age-appropriate developmental growth and readiness.

- Oral language development
- Listening and following instructions
- Peer interaction and cooperative play
- Fine motor readiness and pre-writing exposure
- Early number sense
- Routine, attention span and independence

If the child has severe readiness concerns, very limited evidence or significant developmental delay, the school may recommend transition with support, trial transition, external developmental assessment, learning support or continuation in the same level after parent consultation and Head of School approval.

8.4 Promotion from EYP3 to PYP1

Most children will progress from EYP3 to PYP1 when they show sufficient age-appropriate developmental growth and readiness.

- School readiness for structured routines
- Phonological awareness and early literacy readiness
- Pre-writing and early writing readiness
- Number sense and basic mathematical thinking
- Emotional maturity and peer interaction
- Ability to participate in inquiry and group learning

If the child has severe readiness concerns, very limited evidence or significant developmental delay, the school may recommend transition with support, trial transition, external developmental assessment, learning support or continuation in the same level after parent consultation and Head of School approval.

9. PYP Promotion Policy

PYP promotion is based on academic growth, conceptual understanding, inquiry skills, ATL development, literacy, numeracy, participation and readiness for the next grade. PYP promotion is not a single examination result.

9.1 PYP Growth Domains

- Language and communication
- Reading fluency and comprehension
- Writing development
- Mathematical reasoning and number sense
- Inquiry and questioning
- Conceptual understanding
- Application of learning
- Collaboration and communication
- Self-management
- Reflection
- Confidence and participation
- Learner profile development
- Specialist subject engagement

Progression	Core Readiness Area	Support Route	Possible Outcome
PYP1 to PYP2	Foundational routines, listening, early literacy, early numeracy, participation and independence.	Classroom support, home-school plan, learning support referral or review after 6-8 weeks.	Promote / promote with support / review in exceptional cases.
PYP2 to PYP3	Reading and writing growth, number sense, inquiry participation, responsibility and self-management.	Classroom support, home-school plan, learning support referral or review after 6-8 weeks.	Promote / promote with support / review in exceptional cases.
PYP3 to PYP4	Independent work habits, application of concepts, stronger reading comprehension, written communication and mathematical reasoning.	Classroom support, home-school plan, learning support referral or review after 6-8 weeks.	Promote / promote with support / review in exceptional cases.
PYP4 to PYP5	Sustained inquiry, independent research readiness, communication, collaboration, self-management and conceptual transfer.	Classroom support, home-school plan, learning support referral or review after 6-8 weeks.	Promote / promote with support / review in exceptional cases.
PYP5 to MYP1	Completion of PYP learning journey, PYP Exhibition participation, readiness for MYP routines, subject structure, ATL skills and increased independence.	Classroom support, home-school plan, learning support referral or review after 6-8 weeks.	Promote / promote with support / review in exceptional cases.

10. PYP5 Exhibition and Transition to MYP1

PYP5 Exhibition is an important culminating experience. Students are expected to participate in inquiry, research, collaboration, action, reflection and presentation. If a student misses a significant part of the Exhibition process, the school may require alternate evidence, reflection, presentation or catch-up work where feasible.

Transition to MYP1 will consider academic readiness, ATL skills, independence, communication, reading, writing, mathematics, inquiry habits, social maturity and ability to adapt to subject-based learning. Promotion to MYP1 should be supportive, but transition concerns must be documented early and communicated to parents.

11. Academic Growth Concern and Support

A student may be placed under academic growth concern when the student shows limited progress in key areas despite regular teaching and support. This is not a punishment. It is an early intervention process.

1. Teacher identifies concern and gathers evidence.
2. Coordinator reviews the concern.
3. Parent meeting is scheduled where required.
4. Support plan is prepared with clear priorities.
5. Progress is reviewed after 6-8 weeks.
6. If progress remains limited, the case may be referred to the Head of School or Student Support Team.

12. Learning Support, SEN and Medical Considerations

Students with identified or suspected learning needs, developmental delays, disabilities, medical concerns or social-emotional needs shall not be retained merely because they require support. The school will consider reasonable accommodation, differentiated instruction, counselling support, learning support, external assessment and parent partnership before recommending any serious placement decision.

13. Behaviour, Safety and Readiness Review

Serious behavioural, safety or social-emotional concerns may lead to a readiness review, support plan, counselling referral, re-entry plan or parent meeting. Such concerns will not be treated as academic failure, and any placement decision will follow this policy, the Student Discipline and Conduct Policy, safeguarding requirements and due process.

14. Continuation in Same Level / Grade-Level Review

Continuation in the same level may be recommended only when it is clearly in the best interest of the child, legally permissible and supported by evidence. It must not be used as punishment or as a response to absence alone.

14.1 EYP Continuation

In EYP, continuation may be recommended when the child is not developmentally ready for the next level, has significant self-care or routine challenges, lacks sufficient communication readiness, or cannot safely and meaningfully participate in the next level even with normal support.

14.2 PYP Continuation

In PYP, continuation in the same grade shall be considered only in exceptional cases, after support, documentation, parent meeting and Head of School review. The school shall consider applicable legal protections for elementary-age children and shall normally prefer promotion with support wherever educationally reasonable.

15. Parent Role

1. Ensure regular attendance and punctuality.
2. Inform the school in advance of leave wherever possible.
3. Support reading, writing, conversation and numeracy practice at home.
4. Attend academic growth or readiness meetings.
5. Complete recommended home support plans.
6. Communicate through official school channels and respect the school's documented review process.
7. Respect the school's professional academic judgement and placement process.

16. Academic Review Committee

Serious progression decisions may be reviewed by an Academic Review Committee consisting of the Head of School, PYP Coordinator or EYP Coordinator, class teacher, specialist teachers where required, counsellor or student support representative where required, and admissions/records representative where required. Where the matter includes serious conduct, safeguarding or disciplinary concerns, the Discipline Lead and/or Safeguarding Lead may be invited for relevant parts of the review. The committee will review evidence and make a recommendation. The final decision rests with the Head of School after review of available evidence, applicable policy, student wellbeing, programme requirements and due process.

17. Appeal Process

Parents may request a review of a promotion or placement decision by submitting a written request within five working days of receiving the decision. An appeal will be considered only if there is new evidence, a procedural concern, a documented medical or exceptional circumstance, or evidence that required work was completed but not considered. The appeal process does not guarantee reversal. The final decision after appeal rests with the Head of School.

18. Final Authority

ELA Green School reserves the right to make final decisions regarding promotion, transition with support, continuation in the same level, re-entry after long leave, academic growth plans, learning support referrals, grade placement and transition to MYP1. All decisions will be taken in the best interest of the child, based on available evidence, school policy and applicable legal expectations. The final decision rests with the

Head of School after review of available evidence, applicable policy, student wellbeing, programme requirements and due process.

19. Policy Review

This policy will be reviewed annually or whenever there is a change in school structure, assessment practice, PYP expectations or local regulatory expectations.

Approved by: Head of School

Applicable from: Academic Year

2026-27 Next review date: May 2027



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CONTINUO DEL IB

LEARNING FOR ACTION, ACTION FOR CHANGE.



INTELLECTUAL
COURAGE



EMPATHY



RESPONSIBILITY



RESILIENCE



SUSTAINABILITY



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