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Acceleration Policy – Nursery & Primary

1. Introduction

In the European Schools system, pupils progress with their chronological age.

As per **Article 49** of the *General Rules of the European Schools*:

a) Pupils shall be admitted to the nursery school at the beginning of the school year in September of the calendar year in which the child reaches four years of age.

b) Pupils shall be admitted to primary year **P1** at the beginning of the school year in September of the calendar year in which the child reaches six years of age.

For children who demonstrate high potential or exceptional ability, the preferred response is differentiation and enrichment.

Acceleration (skipping a year) in Nursery/Primary is considered **exceptionally rare** and will only be explored when every other educational pathway has been tried and the pupil's needs clearly cannot be met within their year group.

Moreover, it is strongly discouraged for pupils to skip a year in Nursery or P1.

<https://www.eursec.eu/Documents/2012-05-D-15-en-14.pdf>

1.3.1.2.1.1. Special Arrangements up to and including S5

*Academic acceleration: **In exceptional cases**, requested by the pupil's legal representatives and **supported by the teachers**, by a **medical/psychological/psycho-pedagogical or multidisciplinary report** and by **the pupil**, a pupil can be moved up to one year above (e.g. P2 to P3). This must **be in the interest of both the pupil's academic and social development**. A temporary move can be made under the Intensive Support Agreement following the existing procedure. At the end of the school year, the Class Council decides the final move and the Agreement could be terminated.*

2. Guiding Principles

The best interests of the pupil are paramount – academically, socially, and emotionally.

Acceleration is only considered for pupils demonstrating exceptional ability and maturity.

The pupil must show no gaps in accessing the curriculum at the higher year level.

Decisions must be evidence-based, collaborative, and aligned with European School policies.

Acceleration should never result in:

- Gaps in learning
- Social or emotional disadvantage
- Pressure that adversely affects well-being

3. Procedure

<p>Step 1 Parent Request</p>	<p>Parents/Guardians must submit a formal written request to the school, addressed to the Director and Deputy Director, for consideration of acceleration.</p>
<p>Step 2 School-Based Assessment</p>	<p>The class teacher completes a pedagogical report, reviewing:</p> <ul style="list-style-type: none"> • Academic performance • Learning behaviours • Social–emotional development • Classroom maturity • Any other relevant information <p>The psychologist in school will:</p> <ul style="list-style-type: none"> • Conduct classroom and playground observations • Provide professional feedback on these observations
<p>Step 3 Multi-Disciplinary Assessment Required</p>	<p>Parents will be asked to obtain a comprehensive multi-disciplinary assessment from an external qualified professional, which must also include an assessment of the child’s emotional and social development.</p>
<p>Step 4 Psychologist Review</p>	<p>Once the multidisciplinary assessment report has been received, the psychologist in school will:</p> <ul style="list-style-type: none"> • Analyse its findings • Provide professional feedback to the school
<p>Step 5 Differentiation, Intensive Support Programme or Acceleration</p>	<p>Following a review of the findings of the multidisciplinary assessment, and in consultation with the school psychologist, Educational Support Coordinator, and ADDNP, the DDNP will decide on one of the following options:</p> <p>Option 1: Status quo remains. The class teacher will design and implement differentiated learning activities that respond to the child’s individual learning profile and support their progress.</p> <p>Option 2: An Intensive Support programme may be put in place, focusing on enrichment, deepening of learning, and higher-level challenge; expansion of skills in core areas; and monitoring of social and emotional wellbeing.</p> <p>The programme will run during Semester 1 and continue into Semester 2, including regular review, documentation, and evaluation.</p>

	<p>Option 3: Initiation of a trial period in the new class, generally lasting until the end of the school year.</p>
<p>Step 6 End of Year Decision</p>	<p>In June, the Class Council will review:</p> <ul style="list-style-type: none"> • Evidence-based report from the teacher(s) • Input from the psychologist in school based on observations during the trial period • Feedback from the parents • Feedback from the child <p>Detailed minutes of the Class Council - and its conclusions - shall be forwarded to the Director.</p>
<p>Step 7 Final Decision</p>	<p>The Director of the European School Bergen makes the <u>final decision</u>.</p>