



WELLINGTON COLLEGE  
INTERNATIONAL  
TIANJIN

# SENIOR SCHOOL HANDBOOK

2023-2024

# WELCOME

## Dear Parents

I am delighted to welcome you into our community.

Your child now embarks on an exciting phase of their education – a time of greater independence and the discovery of new passions, a time when they will face many challenges and be rewarded for hard work. Growing into young adulthood, as Wellingtonians, they will experience a broad and enriching range of learning opportunities, pivotal in shaping their future pathways and careers.

Wellington is a vibrant and intellectually stimulating community. We are proud to draw from a long tradition of educational excellence, and we are equally proud of our progressive approaches to delivering the finest contemporary education for our pupils. Our vision and commitment to each of our pupils is that they develop into the very best they can be, leaving us self-assured, well-rounded, and fully equipped to take on the 21st-century world. It is our firm conviction that their future success will be underpinned by the strong values instilled during their time here in the Senior School.

Wellingtonians are responsible and thoughtful young people who care about the society and world they live in.

As you will be aware, the College has an exceptional academic track record, supporting our pupils into some of the most prestigious universities around the globe. Our long-standing reputation for academic success is important to us, as is our belief that a great education is holistic. For this reason, we are mindful of the unique character and talents of every individual in our care. A Wellington education is focused on developing the whole child. It is a journey of passionate learning, integrity, and life-long friendships.

We are very excited about the bright futures of our young Wellingtonians and we look forward to working in partnership with you, ensuring your child achieves their highest potential.

Yvette Peden  
Head of Senior School



# VISION & MISSION

## **VISION**

We aspire to create a caring, international community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing global society.

## **MISSION STATEMENT**

We provide a learning environment in which students are:

### **UNITED**

Through the values of kindness, courage, integrity, respect and responsibility to engage positively and proactively within the school community and beyond.

### **PROGRESSIVE**

The community is committed to continuously developing and improving in all that it does so that students can thrive in terms of academic progress and personal development.

### **WELL-ROUNDED**

This is achieved through a broad offering of curricular and extracurricular opportunities underpinned by the Wellington values and identity.

We aim to be a school that challenges its pupils and staff to be even better, and to achieve more, than they thought possible; a confident, established school that is trusted by its stakeholders to deliver each individual's educational needs and foster wellbeing for all; a learning community that is keen to seek out the advice of critical friends and to respond in open and undefended ways.



# VALUES

A value is a deeply held belief about the way the world ought to be. Our values are acquired during our life and they drive our emotions, our actions and our moral choices. When we see others upholding or transgressing our values, it is likely to produce a powerful emotional response in us, because our values matter. Of course, we each have our own set of personal values and the 5 core values are not intended to supplant those, but when we act in the name of the College, we will uphold these values above all others.

## The five values are:

### COURAGE

the ability to confront fear, pain, danger, uncertainty or intimidation. To take calculated risks in the pursuit of goodness.

### RESPECT

a positive feeling of esteem for a person, group, entity or quality, resulting in acting with fairness. This can include self-respect, which involves not compromising one's values just to gain approval from others.

### INTEGRITY

consistency and authenticity. Acting in consort with one's values or beliefs.

### KINDNESS

showing consideration for others and acting selflessly for their benefit.

### RESPONSIBILITY

being reliable, dependable and accountable for one's conduct. Fulfilling a duty. Acknowledging the need to serve the communities in which we operate.

## WHAT CAN I DO?

We can all uphold these values through everything that we choose to do at Wellington. Rather like learning a musical instrument or a language, the more we practise behaviours that uphold our values, the more they will become integral to our character, to who we are. In turn, this will have an impact upon the character of the College as a whole. There are countless examples of people in history, politics, literature, sport and the world around us who uphold these values. We notice when people are courageous, kind, responsible, respectful and have integrity; and we celebrate what they do and emulate their example.

By collectively upholding these values, we will make the experience of living, working and studying at Wellington College International Tianjin one that enhances and enriches life, as well as reinforcing the links we share across the group.





# WELLINGTON CURRICULUM

The Senior School curriculum can be most conveniently described as comprising three separate stages:

## KEY STAGE 3 (KS3)

Pupils in years 7-9 are in the equivalent of Key Stage 3, an important stage in educational development wherein pupils study discrete subjects and move away from the class-based learning of the Junior School to a subject-based one. This affords great opportunities in broadening their access to new subjects and exploring new ways of approaching learning. At the same time, it helps to build them as people, fostering vital life skills like personal organisation, resilience and independence of mind.

Pupils are taught by a full range of subject specialist teachers. All pupils will study Maths, Sciences, Mandarin, Mandarin Culture, Art, Design Technology, Physical Education and Music. Pupils will join either English lessons or ELA (English Language Acquisition) lessons depending on their level of English. Pupils studying English will additionally take History, Geography and Modern Foreign Language (French or Spanish). Korean is also offered for Korean native speakers. All pupils in Year 9 will study Information Technology (IT) too.

Pupils are assessed according to the progress they have made towards meeting their Age-Related Expectations (ARE). Age Related Expectations (ARE) identify what is expected of a pupil at a certain age or year group.

The Senior School timetable is comprised of a two-week timetable, broken down into 50 hour-long lessons in two weeks. The table below indicates the number of lessons for each subject in the two-week period in KS3.

SUBJECT	NO OF HOURS
English	7
Mathematics	6
Mandarin	6
French	4
Spanish	
Korean	
Science	6
Music	2
Physical Education	3
Geography	3
History	3
Art	4
Design & Technology	4
Mandarin Culture	2
HOURS IN TWO WEEKS	50

## KEY STAGE 4 (KS4)

The next stage, years 10 and 11, culminates in the first set of major public examinations for our pupils, the IGCSE (International General Certificate of Secondary Education). IGCSE is an English language-based curriculum offered to pupils to study over a course of two years to prepare them for A Level.

IGCSE is an international qualification and it is recognised as being equivalent of the GCSE. Our young people study a range of up to 10 subjects, some drawn from a common core of compulsory courses in Mathematics, English and Science, but also a range of optional subjects that offer real breadth and choice to stimulate pupil's interest.

### Options

are available within a structured framework. The objective is to give pupils a degree of choice, ensuring they maintain a broad selection of subjects and do not become overly focused in one area or close any potential future paths of study.

## IGCSE COMPULSORY

### SUBJECTS

#### ENGLISH

Native speakers (and possibly others) will study English Language and English Literature, which are two separate IGCSEs. Others will study English Language or English as a Second Language (one IGCSE).

#### MATHEMATICS

All pupils will study Mathematics. Advanced pupils in Maths will sit the IGCSE a year early, and then pursue an Additional Maths qualification in Year 11.

#### SCIENCES

These are taught as separate subjects: Biology, Chemistry and Physics. A

Combined Science course is also available for pupils.

## OPTIONAL SUBJECTS

### HUMANITIES

Pupils may take Economics, Global Perspectives, History or Geography.

### ARTS / PE / IT / DRAMA

Pupils may take IT, Music, Design and Technology, Textiles, Physical Education, Drama or Art.



Full details of these courses are available in the IGCSE booklet that is made available to our Year 9 pupils during the Lent term.

The Year 10 and 11 timetables also run over two weeks, which means 50 periods of 1-hour lessons in total. Every subject will be delivered over 6 hours in two weeks except for Sciences. Each Science (Biology, Physics, Chemistry) will be delivered over 4 hours in two weeks.

Pupils admitted to the A Level Induction Year in Year 11 have a preparatory year for their A Level programme. This curriculum is specially designed for local pupils who are planning to study A level in the Sixth Form and study abroad after graduating from Wellington. This time is spent in developing fluency in the technical demands of the vocabulary and terminology of the full A Level programme, as well as experiencing the new practical skills in Art, Drama, Design & Technology, Economics, Business, History, PE and the Sciences.

# WELLINGTON CURRICULUM

## THE SIXTH FORM (KS5)

Finally, pupils spend the last two years of their school education by following the British A Levels. These are challenging and overtly international awards, aimed at giving our pupils the very best chance of advancing to some of the world's finest universities.

A Level courses offer internationally acclaimed two-year programmes that seek to stretch even the most able, whilst at the same time allowing accessibility for all learners from any background. At the heart of a Wellington education lies an all-round package, from the classroom to the sports' pitch, the theatre or concert hall, and our A Levels curriculum is designed to provide such opportunities.

They would normally select 4 subjects, which they study in depth. In the final year (year 13) most pupils focus on three of their subjects, as this is the number required by universities across the world.

A Levels are regarded by many educational experts as still the 'gold standard' of post-16 qualifications. A Levels suit international children very well because they focus on fewer subjects allowing for a considerable degree of specialisations.

Whilst A Levels are obviously a British qualification in origin, they are recognised across the world and are accepted by all the leading universities; pupils can therefore equally use A Levels as a means of application to US, Australian, Korean or European universities, as well as any British establishments.

Full details of these courses are available in the A Level booklet that is made available to our year 11 pupils during the Lent term.

The College also offers the EPQ (Extended Project Qualification) which is worth half an A level. The EPQ is an independent research project which involves writing an essay of 5000 words based on research done by pupils on a topic of their own choice. The focus must be academically rigorous, either related to pupils' current course of study or their future career. Pupils will develop their idea independently, record the whole process and prepare the final presentation at the end of the course.

## A LEVEL SUBJECT OPTIONS

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Mathematics Further Maths Biology Chemistry Physics

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Economics Business

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Physical Education Design Technology Art

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English Literature

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Music History Geography

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# ASSESSMENT & REPORTING

## **BASILINE TESTING**

During the admissions process at Wellington, every child will take a CAT4 baseline test. This is an online assessment that tests four core inherent abilities (or 'batteries') – verbal; quantitative; non-verbal and spatial.

This baseline assessment measures a child's developed ability rather than what has been taught in school. Being largely curriculum-free, they give measures of a pupil's underlying potential, as well as their strengths and weaknesses across the four 'batteries' listed above. They offer good predictors of later academic achievement and provide a baseline for evaluating the school's value-added contribution to a child's educational outcomes.

There is a huge database of pupil records, and as children are assessed by age, rather than school year group, we feel very confident that the data produced is a strong guide to potential pupil performance. Of course, these are not designed to be fixed predictions of individual outcomes, as there are many other factors at work in each case, but they do provide an important guide to the strengths and weaknesses of each child, as well as a target grade to help them set goals for each stage of their school career. Parents and pupils are supplied with a report on each individual, helping them to understand the process and how best to use the data to accelerate academic performance.

## **REPORTING**

There are two types of reports - Interim Grades and Full reports.

- *Full Reports are 2 times per year for all pupils. These will include attainment and effort grades, as well as comments, for all subjects. Teachers will comment on current attainment and effort as well as offer advice on how to make further progress.*
- *Interim Grades will augment the full reporting cycle. These will be evenly spaced between full reports 2 times through the year. These reports are shorter, only containing comments where progress is deemed to be falling below expectations.*

## **PARENTS' EVENINGS**

In the Senior School, each year group has at least two annual, parents' evening where parents can meet their child's teachers. We encourage pupils to attend these evenings as they present an excellent opportunity for all parties to discuss the progress, effort, attitudes and skills of the pupil. Parents and teachers may wish to initiate informal meetings to discuss any specific concerns; we would request all parents to coordinate this through your child's Housemaster.





# ASSESSMENT & REPORTING

## UNDERSTANDING REPORTING

The philosophy behind all of our performance data is to know where our pupils are and to give them feedback about their academic performance. Pupils should, with support from their tutors, use the feedback in reports to formulate their own action plans for development and improvement. In this way, children can make a material difference to their learning and make more rapid, focused progress towards their targets as they take ownership of their learning.

There are a number of different ways we report on each child:

### TARGET GRADE

The target grade shows the anticipated result for that child for the end of the particular year or Key Stage. For pupils in Year 10 and above this is the grade (or equivalent) that the teacher expects pupils to get in either their IGCSE examinations or A Levels (Sixth Form). For pupils in Years 7-9 this is the target grade that best describes where the academic attainment level could be at the end of the year, based on the ARE (Age Related Expectations).

A target grade is supposed to be aspirational; it is what can be achieved with a considerable amount of effort, but is also there to be exceeded, not just met. Target grades are set by Heads of Department who use a variety of data points to make this assessment. Target grades are unlikely to change very often.

### ATTAINMENT GRADE

We report attainment grade as the probable pathway from a pupil's current attainment (a) to what they are likely to achieve given an even rate of progress. Another way of saying this is: what the pupil will most likely go on to achieve at the end of the year, based on what they have achieved at the point of assessment.

These are based on the age-appropriate levels as described above (ARE for years 7-9, IGCSE grade descriptors for years 10 and 11; and the A Level grading scale for those in years 12 and 13).

## CURRENT PROGRESS GRADE

This identifies current rates of progress towards the target grades.

There are three levels; T+ (exceeding progress expectations and thus likely to exceed the target grade); T (progress is in line with expectations for the year group); and T- (progress is below expectations). The last category may be caused by a number of factors, including extended periods of illness, inadequate effort or a target grade that is set too high. These grades are reviewed regularly to ensure that pupils manage their progress effectively.

### EFFORT GRADE (1-5)

Pupils also receive an effort grade. All four grades are important but the effort grade is particularly important because it is through effort that pupils most influence their attainment. Pupils who receive good effort grades embody the Wellington values and are far more likely to achieve outstanding academic success in the long run. Those pupils who find themselves with either 1 or 2 for Effort will be subject to close interventions and measures designed to help them work harder.

### EFFORT GRADE DESCRIPTOR

Excellent 5

Excellent effort. The pupil consistently applies a very high degree of effort across virtually all areas. The pupil shows an exemplary attitude towards study which might lead to above-target outcomes in this subject.

Good 4

Good effort. This pupil works solidly and in a focused way, both in the classroom and for prep. This level of effort would most likely lead to this pupil achieving their target grade.

Adequate 3

Adequate effort. A reasonable degree of effort is applied much of the time; however, extra effort would lead to improved attainment.

Poor 2

Poor effort. An early warning that effort is insufficient. A significant improvement in effort is needed in order to achieve their target grade.

Urgent Improvement Needed 1

Urgent Improvement needed. Effort is below the level that any Wellington pupil should be applying and urgent change needed. This low level of effort will be negatively affecting attainment.





# HOMework, INDEPENDENT LEARNING AND E-LEARNING

In the Senior School at Wellington, homework is focused on independent work, as part of preparation for lessons and further study. Teachers will use this in a number of ways to enhance learning, encouraging independent study as well as helping to forge key life skills such as time management and advance planning.

There is no set format for homework, but examples of homework might include learning a vocabulary list, writing a story, making notes in advance of a class discussion, preparatory reading about a new topic, or answering some carefully structured questions to reinforce the content of the previous lesson or to prepare for the next one.

The amount of homework per night will increase through the school, however pupils should not need to stay up late at night, as this jeopardises the quality of their sleep and impacts adversely on their schoolwork and wellbeing. As an example, a Year 8 pupil will receive homework from three subjects per night, totalling some 90 minutes. This will grow to a couple of hours as they move towards IGCSE in Years 10 and 11. Pupils in the Sixth Form will receive 3 hours of homework per night. There is an expectation that pupils in these senior years complete at least six hours' homework over the weekend. A homework timetable is shared with all pupils at the start of every academic year.

Homework will often be set to be completed by the next lesson with that teacher, but as pupils progress through the school, and the assignments become less time-constrained, they may be given more time and expected to plan their time accordingly. Pupils can expect to receive feedback on most assignments that they produce, whether this is written or verbal. It is important that pupils commit sufficient time and effort on their homework – it is a crucial part of their learning at Wellington and it is not possible to be academically successful if the work done outside the classroom is of a poor standard.





# BLENDING AND E-LEARNING AT HOME

## **BLENDING LEARNING**

We are the first International Microsoft Showcase school in China which allows us to be at the forefront of new products and applications when using technology as a tool for learning.

Primarily, we use the Microsoft Teams platform as a virtual classroom hub for delivering lessons, sharing learning and resources, collaboration, and submitting assignments.

We believe that our blending learning approach prepares our pupils to face the challenges and opportunities of online communication, are knowledgeable about how to keep themselves safe online, increase their flexibility in adapting to new and different ways of learning and develop independence and technological skills sets which prepare them for life in our globally connected world. To this end we use the flipped classroom model as much as possible, so that our students are fully prepared if we are ever faced another lockdown situation.

## **E – LEARNING AT HOME**

As a school we are very prepared to deal with situations where teaching and learning needs to take place off-campus. Our expectations are that resources, and some of the delivery take place through Teams, and that pupils in both the Junior School and Senior School are able to learn with increasing independence. This means that with very little down time, we can, should the need arise, move from a blending teaching model to a fully online one very quickly and efficiently. We have a specific team of colleagues, both academic and non-academic, who are charged with working with local education authorities to ensure that all health and safety procedures and protocols are always in place. All our staff are trained, so they know what to do and how to operate to keep the level, quality and pace of teaching and learning at the required standard in the event of the recurrence of the pandemic or any other challenge which stops pupils from physically attending classes. We also have systems in place so that parents are informed immediately if the school campus has to temporarily close due to unforeseen circumstances. The safety, wellbeing and education of the children in our care is always at the forefront of any decisions we make as a school.





# WELLINGTON AFTER SCHOOL ACTIVITIES (ASA) PREP TIME AND OTHER EVENTS

## **AFTER SCHOOL ACTIVITIES (ASA)**

An education at Wellington requires full engagement in a range of extra-curricular activities, and all pupils in the Senior School are expected to play a major role in the school's activities' programme. There are formal slots for activities after school on Tuesdays, Thursdays and Fridays. Attendance is compulsory. Details of the activities offered are available from Housemasters and Tutors, but the overarching aim is to allow pupils a chance to enjoy a full, rich and balanced range of extra-curricular activities.

Thus, young people are encouraged to get involved in a breadth of events that can help them to draw on all core values that an education at Wellington affords.

## **PREP TIME**

On Mondays, Tuesdays and Thursdays pupils will have an opportunity to work on their homework at school during the time designed for that. They also have a chance to seek support from teachers during this time, or be involved in the extra Sports and Music activities.

## **ASSEMBLIES**

Assemblies for Senior School pupils are on Mondays and are held in the Theatre. Assemblies are an opportunity for pupils to share and celebrate recent achievements and they usually feature musical performances and presentations on other topics of interest from staff or pupils. Pupil participation is a central part of our assemblies, and attendance is compulsory. There are also House and Key Stage Assemblies across the year, details of which are in the term diary.





# THE HOUSE SYSTEM

## THE HOUSE SYSTEM

Every pupil belongs to a House and has a Housemaster and dedicated tutor. The Houses provide pastoral support for every child, ensuring the development and promotion of the school values in actions as well as academic monitoring and support. The Benson Boarding House is available to all pupils in Senior School and provides a family environment of support and nurturing for every boarder.

Wellingtonians undoubtedly feel that their House is very much their 'home' in the College and it is a real strength that every pupil feels that their House is the best. Every morning the pupils will go to their House room for registration with their housemasters and to get important school messages.

However, the House rooms are far more than simply a place for pupils to register. For many Wellingtonians their House room is also where they develop their most enduring friendships and it is the place where they can meet with their housemaster and dedicated tutors who will support and guide your child throughout their time at the College.

We aim to create a sense of engagement for everyone in our community. Parents are one of the most crucial parts of our pastoral community. We ask parents to check and read the pupil planner, to talk about the daily wellbeing challenge or observe the workload being set.

## HOUSE COMPETITIONS

There are a number of House competitions held throughout the year to celebrate pupils' skills in sports, performing arts and academic endeavours. All House competition successes will count towards the House Champions title, awarded at the end of the academic year.

The House system works best when pupils and parents alike build strong relationships with their tutors and HM, and parents are encouraged to communicate directly with the Tutors, in the first instance, for all matters:

### ANGLESEY

Ms Tracey Xu

[tracey.xu@wellingtoncollege.cn](mailto:tracey.xu@wellingtoncollege.cn)

### BIUCHER

Mr Peter Okwiri

[peter.okwiri@wellingtoncollege.cn](mailto:peter.okwiri@wellingtoncollege.cn)

### ORANGE

Mrs Sunhee Kim

[sunhee.kim@wellingtoncollege.cn](mailto:sunhee.kim@wellingtoncollege.cn)

### STANLEY

Mr David Furse

[david.furse@wellingtoncollege.cn](mailto:david.furse@wellingtoncollege.cn)

### WELLESLEY

Mr Manuel Sabio

[manuel.sabio@wellingtoncollege.cn](mailto:manuel.sabio@wellingtoncollege.cn)

### BENSON

Mr Eliud Juma

[eliud.juma@wellingtoncollege.cn](mailto:eliud.juma@wellingtoncollege.cn)

Mrs Drucilla Juma

[drucilla.juma@wellingtoncollege.cn](mailto:drucilla.juma@wellingtoncollege.cn)





## **NURSES**

In terms of pupil health, the school has two purpose-built medical centres, staffed by two fully-qualified, bilingual nurses. The school nurses provide professional nursing care throughout the day and are equipped to deal with both sickness and physical injuries, such as those sustained on the sports field. For more serious injuries or illnesses, we have a close relationship with Tianjin United Family hospital.

Children who are taken ill at school will be cared for until they are fit enough to return to class or their parents will be contacted, and arrangements made for them to be collected and taken home. The nurses will also deal with minor ailments, including headaches, and should the need arise, arrange transfer to hospital.

It is essential for the school to have access to a child's medical details in case he or she is taken ill or injured at school. Parents are asked to complete the Medical Form issued by the school and return it to the Medical Centre as a matter of urgency. This information should include all inoculations and details of vaccinations. If at any time parents wish to discuss the health needs of their child, they should contact the medical centre in the first instance.

At no time should a child be given medication to take in class or during breaks. Please give all of your child's medication to the school nursing staff together with full written instructions.

If a child is sick or has suffered from high temperature, fever or diarrhoea, they should remain at home to stop the spread of infection. The school recommends that a child remains away from school for 3 days after all symptoms are clear and medication is not required to control symptoms. Parents of a child who has been ill will need to inform the nurse who in turn, will recommend a return date to the child's HM or class teacher.

## **SAFEGUARDING**

We take very seriously our responsibility to safeguard and promote the welfare of children, by working together with families to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and families have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.



# EXPECTATION OF BEHAVIOR

The school expects very high standards of behaviour and conduct from its pupil body. Tolerance for one another, and respect for all members of the school community, is the key to building a strong sense of personal responsibility. Every member of the Wellington family can expect to feel safe; to live and learn in a supportive and purposeful atmosphere and not have their schooling marred by the poor behaviour of others.

We expect that:

- *Pupils should display an enthusiastic attitude to learning.*
- *The pupils should demonstrate the ability to stay on task for periods of time appropriate to their age.*
- *The pupils should demonstrate the ability to work cooperatively and independently.*
- *The pupils should enter and leave classrooms quietly and behave appropriately at all times.*

Positive behaviour is rewarded with recognition across the school, whether this takes the form of praise from teachers and staff, appreciation from peers in Assemblies or through the school's formal way of acknowledging good behaviour, exceptional work, or selfless actions that benefit others – the House point system.

Teachers award House points to pupils who have shown merit in a wide array of areas, and each point counts towards the House Cup that is presented at the end of each year. Pupils throughout the school are rightly proud of their House points and the collective and personal rewards they bring.

House points may be awarded for the following:

- *Exceptional work*
- *Showing sustained effort*
- *Helping others*
- *Politeness*
- *Performing on stage, making a speech, debating*
- *Showing real sportsmanship*

There are inevitably times when young people make mistakes and behave thoughtlessly, rudely or in some other way that harms other members of the Wellington community. In the first instance, an understanding of the basic rules of the school is important in avoiding such errors, but repeated or deliberate breaking of the school rules is not tolerated.

Pupils can expect to be reported to their Housemaster/mistress and tutor when they behave poorly. In more serious instances, this information will be stored on a pupil's permanent record, parents will be informed and the pupil can expect an interview with the Head of Senior School.

Breaches of the rules include (but are not limited to) the following:

- *Bullying (verbal, physical, psychological, or through electronic media)*
- *Poor work or inadequate effort*
- *Disrupting the learning of others*
- *Poor conduct in school; putting others in danger*
- *Smoking, drinking and the consumption of illegal drugs*
- *Insolence and repeated disobedience*
- *Leaving the school grounds without permission*
- *Bringing knives, weapons or other dangerous tools into school*
- *Missing lessons, afterschool activities, or prep time without permission*

Pupils who have broken the school rules may receive an initial detention. This is held on Thursday lunchtimes in Room 226 (13.05-13.30hrs). Pupils will attend promptly and work in silence.

For repeated offences or more serious disciplinary issues, there is a Saturday detention; this can be one hour (12.00-13.00hrs) or two hours (12.00-14.00hrs). It is also held in Room 226, and pupils attend promptly, work in silence, dressed in full school uniform. Parents are informed of any such detention.

In the most serious cases, the Master may suspend pupils from the school for a defined period of time. Suspensions will go on a pupil's permanent record. In the event of intolerable, on-going or the most serious breaches of discipline, a pupil can have as their first expectation, expulsion from the school. The school reserves the right to inform the police and local authorities if the offence includes the use of illegal drugs or criminal activity.



# LEARNING SUPPORT AND ELA

## LEARNING SUPPORT

Children's experiences and baselines vary greatly and we want all pupils to make progress, identifying ability and potential as well as celebrating high attainment. We are committed to developing a pupil's academic achievement as well as personal and social growth. We have a team of experienced individuals who assess and support our pupils with any special learning needs that they have. The team will work closely with the class teachers to ensure that an individual teaching and learning plan or programme is provided for such pupils in order to help them reach their full potential.

Details of the learning support programmes available at Wellington College International Tianjin are available from the SEN Coordinator, Ms Vicky Chu:

[vicky.chu@wellingtoncollege.cn](mailto:vicky.chu@wellingtoncollege.cn)

## ELA PROGRAMME

The nature of the curriculum at Wellington College International Tianjin requires pupils to be able to communicate fluently in English using the four core language skills: speaking, reading, writing and listening. For any pupil not able to access the curriculum, we are able to offer additional support with English.

The English Language Acquisition (ELA) programme at Wellington has been designed to offer all our pupils the support and expertise they need to make rapid progress to language competence and ultimately, fluency. The programme is flexible enough to offer different levels of support across the school, meeting the needs of our learners at every stage of their secondary education.

The objectives of the ELA programme are varied. First and foremost, it is to help pupils who are non-native speakers of English achieve a level of fluency that enables them to participate fully and to their highest capacity. Secondly, to give them the language skills they need to successfully complete higher-level academic programmes and exams. Many pupils will undoubtedly wish to continue their education abroad in an English-speaking country and will face associated language challenges. It is our aim to provide pupils with continuing ELA support, helping them to face and to master these challenges.

All pupils are assessed on entry to the school in order to evaluate their level of English and their ability to access the curriculum. If a pupil's assessment outcome indicates a level of English that could potentially result in difficulties in accessing the material in mainstream classes, that child will be offered ELA support.

Additionally, acknowledging what our pupils will face in the future, the Senior School ELA focus is to develop pupils' language skills in order to enable them to perform well on standardised tests such as IELTS and TOEFL, and give them the fluency they need to use English in a challenging academic setting.

# UNIVERSITY AND CAREER GUIDANCE

The 6th Form team at Wellington College International Tianjin, takes the task of university applications extremely seriously. The 6th Form team has guided hundreds of young people to their dream university destinations. We also have two full-time bilingual counsellors with expertise in American and Canadian university applications, as well as being an invaluable point of contact for parents and pupils who prefer to discuss their plans in Chinese. Our Chinese liaison officer is also a valuable member of the team and helps us to keep our Chinese parents updated on various matters relating to universities.

Our Korean liaison officer provides first-class support to all of our applicants to Korean universities and visits Korean universities regularly to make sure that we are up-to-date with the admissions processes in the top Korean universities.

In addition, each pupil has a dedicated tutor who will be a passionate advocate for their progression to the next stage of their educational journey. The tutor is a regular point of contact for support in the process of researching universities, preparing personal statements and advising on study and revision programmes. Tutors are critical in helping to build a young person with the experiences and resilience which not only make for a strong application, but also prepares them for independent study when they leave Wellington.

At Wellington, we use BridgeU as our central online platform for researching courses and universities. Pupils use BridgeU from Year 9 upwards to help them to build up a profile over the years before they apply to university. BridgeU is designed to be simple to use and it offers an end-to-end platform covering a full range of needs, from personalised course recommendations to enabling teacher collaboration and submitting global applications. BridgeU can be accessed by all involved in the process – including parents. In fact, building a sense of parental engagement has been key to our work over the past two years and we aim to provide regular opportunities for parents to meet and discuss university applications. Parents are both welcomed and encouraged to come into school to meet with any of the 6th Form team.

Throughout the year, there is a steady stream of international educational representatives visiting the College to advise and inform our pupils and parents of the opportunities that exist across the globe. Wellington College China also holds an annual virtual university fair which is well-attended by top universities from around the globe.

All these elements provide our 6th Form pupils with a level of preparation which rivals that of any school in the world. There is, though, one more piece of the jigsaw which helps our young people to achieve admittance to the best universities and colleges. At Wellington Tianjin we care deeply, both professionally and personally for every pupil who entrusts us with helping them on to their next educational milestone. Once they have left us, we like to keep in touch with them and it's always a pleasure to have former pupils visiting the College and hearing about their wonderful experiences. We are able to do so because of our unique platform Wellington Connect which is a network that provides wonderful opportunities for all its members, such as: re-connecting with former classmates, making new connections, finding jobs and signing up to a rich and varied programme of events and activities. This also enables us to strengthen the ties that we have with our sister school in the UK.



# SCHOOL UNIFORM

All pupils are required to wear the school uniform. The principal aim of the school uniform is for pupils to present a neat and tidy appearance, while ensuring they feel comfortable in what they wear.

In addition, we want them to wear the uniform with pride, illustrating their membership of a highly reputable and successful school. The basic design and colours of the uniform derive from Wellington College in the UK, reflecting the closeness of the relationship between the two schools.

Wellington College Tianjin has a uniform policy which all pupils and parents need to adhere to. Sensible adherence to this policy is the responsibility of everyone in the school community. Parents, guardians, carers, staffs and pupils themselves all have a role to play in making it work.

The school uniform is different for warm and cold weather. All uniform items and accessories are available for purchase at the school uniform shop. The school uniform shop is open during term time from Monday to Friday, 8am to 5pm.

Pupils are expected to have a sufficient number of each of the compulsory uniform items so that items can be regularly laundered.

Every item of clothing must be clearly marked with the pupil's name.

Pupils are permitted to wear informal dress of their own choice at specific times. Such clothing should be suitable for a co-educational Environment.

All clothing must be neat and clean.

- No frayed, torn or excessively worn items.
- No non-uniform sweaters, sweatshirts, jackets, etc.
- Shirts should be tucked in at all times.
- Skirts must be at least knee length; no alterations to skirt lengths are permitted.
- Jackets and coats may be worn to and from school and during break. Jackets must be school uniform. Coats should be black or dark blue.

## Jewellery/Make-up:

The only acceptable forms of jewellery may include one or more of the following:

- A single set of earrings; these being plain, small studs or sleepers worn in the lower ear lobes. (There can be nothing dangling from sleepers, if these are worn. Ear cuffs are not allowed.)
- A discreet necklace or chain that must be tucked inside the school shirt or not visible.
- A single ring may be worn. Bracelets may not be worn.

Make-up, coloured, and all kinds of artificial nails, are not allowed.

Tattoos, body piercings, badges, temporary tattoos, etc. are not allowed.

## Hair:

Hair is to be clean, neat and tidy at all times. No unconventional or unnatural hairstyles are permitted.

- Hair may not hang over the eyes.
- Haircuts or styles may not be distracting in any way; no lines, patterns, multi-levels, etc. are permitted.
- Hair must not be dyed.
- Hair of shoulder length or longer is to be worn tied back as a health and safety measure in subjects where this is required, e.g. art, DT, Textiles, PE and science.
- Hair accessories should be small, understated and in keeping with the school uniform and in the school uniform colours.
- Boys must be clean-shaven.

## Footwear:

Black, polishable shoes are to be worn by all pupils during the school day. Shoes must not have any large, ostentatious branding on them and must be kept clean and polished.

## PE Kit

All pupils are expected to wear Wellington branded PE kit for PE lessons and other physical activities such as ASAs. Pupils are not allowed to wear other types of sportswear.

For all sporting and performing arts activities, specific footwear for each discipline must be worn, for example, football boots for football; training shoes with non-marking soles for indoor sports and athletics, etc.

## Sixth Form

The Sixth Form pupils have the privilege and distinction of not being obliged to wear the school uniform except for sports' kit. They are still expected, however, to present themselves in a manner that promotes a sense of pride in our school, and should therefore dress in business attire. Boys are expected to wear a suit or equivalent (e.g. formal jacket and trousers). Ties are compulsory. Girls are expected to wear a suit or equivalent (e.g. formal jacket and trousers). Trainers, casual wear, jeans (including black jeans) and/or T-shirts are not acceptable. V neck, wool jumpers can be worn over shirts and under suit jackets. Sixth formers can seek guidance from their housemasters or the Senior Management Team if they are unsure.

# SCHOOL UNIFORM

## Our Definition of Business Attire

- A two or three-piece suit (*jackets must be worn on formal occasions such as speech day & parent functions*)
  - Trousers should be full length (*down past the ankle*); skirts should be knee-length (*reaching or below the knee*)
  - Suit skirts and trouser must be of the same material and colour as the jacket
  - The suit should have no obvious branding or patterns
  - Shirts should be designed to be worn with a tie (plain or simple stripe pattern only). Long sleeved, light coloured and without obvious patterns and branding
  - Shoes should be smart, plain, polished black or brown shoes with no obvious branding or accessories (*such as chains or oversized buckles*)
  - No accessories should be worn with the suit, such as chains, badges, brooches, etc...
- All clothing should be clean, properly maintained and of a professional nature.

## Make-up:

- Sixth Form pupils may wear make-up that is discreet and appropriate to the College environment. Pupils who wear excessive make-up will be asked to remove it.

# LUNCH & SNACKS

## **LUNCH & SNACKS**

Catering is provided by Compass. Catering fees are paid directly to Compass by parents, not via the school, and can be paid on a termly or annual basis. Packed lunches are permitted.

Our V&A Café is an additional facility where hot and cold beverages and light snacks can be purchased using cash/Wechat Pay/Alipay/ Bank card. It is also managed by Compass. Pupils cannot use their lunch card for any purchase in the V&A café. Wellington is a 'Nut free zone' school. Please do not send nuts, or any kind of snack that contains nuts, for pupils to eat at school.

If you would like to talk with catering company, please contact with them by e-mail

[compass.tianjin@wellingtoncollege.cn](mailto:compass.tianjin@wellingtoncollege.cn) or dial

022-87587199-6023



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# BUS SERVICE

## BUS SERVICE

Wellington college provides a school bus service which offers safe transport for our pupils to and from school. This is provided in cooperation with one of the largest bus company in Tianjin, Tianjin YiLong Transportation Co., Ltd.

Scheduling and routing is designed to minimise journey times as far as possible and provide the most convenient routes, pick-up / drop-off points for parents and pupils. We currently offer twelve bus routes that cover all areas of Tianjin with the aim of ensuring that pupils arrive at school by 8.15hrs. The afternoon bus for Mondays, Tuesdays and Thursdays will depart from school premises at 17:00hrs. Wednesdays and Fridays, it will depart from school premises at 16:00hrs.

Each bus is supervised by a bus monitor, who registers pupils as they board and leave the bus as well as managing the pupils' behaviour. The Bus Monitor is empowered by the Pastoral and safeguarding lead maintain order and discipline on the bus. Pupils are required to listen to the Bus Monitor's instructions at all times, especially in the case of an emergency.

All parents of pupils using the school bus service are required to carefully read the school bus policy available on the website and ensure their child(ren) are aware of the behaviour expected of them. In particular, please be aware of the following highlights:

- *Please ensure you are at the stop before the scheduled time as the bus drivers operate on a very tight schedule and cannot be delayed. The onus will be on you to arrange with your child where he/she should wait if you are not at stop in time.*
- *Pupils are required to remain seated with seat belts fastened at all times while the bus is in motion. Pupils are also required to face forward at all times.*
- *Pupils should talk quietly. There is no shouting in the bus. Also, no fighting, running or playing in or around the bus.*
- *Eating or drinking on the bus is not allowed except drinking from a water bottle.*
- *The times of the routes are subject to change should it be deemed necessary. Parents and pupils will be informed in good time by the school in such an event.*
- *Pupils won't be recorded late in their daily registration if this lateness is caused by the school bus.*

If you wish for your child to travel to Wellington via school bus, please contact with our bus coordinator at [schoolbus.tianjin@wellingtoncollege.cn](mailto:schoolbus.tianjin@wellingtoncollege.cn)

In case of any emergency, delay or general questions, please contact, in following order:

- *Your designated bus monitor- contact information will be provided in due course by school bus company*
- *Bus coordinator by e-mail at [schoolbus.tianjin@wellingtoncollege.cn](mailto:schoolbus.tianjin@wellingtoncollege.cn) 022-87587199-6039*
- *Service supervisor by e-mail at [lisa.liu@wellingtoncollege.cn](mailto:lisa.liu@wellingtoncollege.cn) 022-87587199-6020*

WELLINGTON COLLEGE INTERNATIONAL TIANJIN  
(+86-22) 8758-7199 [www.wellingtoncollege.cn/tianjin](http://www.wellingtoncollege.cn/tianjin)



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# SAFETY RULES

## AIR QUALITY POLICY

Levels of pollution are monitored throughout the day. In keeping with other schools in Tianjin when the Air Quality Index (AQI) exceeds 200, procedures are put in place to limit the amount of exposure that pupils have to contend with. Outdoor activities are restricted.

## ID

Upon admission to the College all pupils are issued with an ID card. This will allow access to the College and can be used for lunch. Parents are also issued with ID cards, which will allow access to school at the start and end of the school day. Access to the College at other times is through the main entrance.

## PARKING

The College has 72 underground parking spaces accessible beside the main entrance. To access the car parking area, please register your car plate number with pupil/parent information at the reception desk. Access to the school is then through elevators or stairs. Parents are requested to be considerate in their parking.

## SECURITY

The College is accessible through the main gate/side gate/nest gate or car park. All parents are issued with personal ID cards, which will allow access through different entrances at certain times of the day (please refer to the table below). The school has 24-hour security and all visitors without an appropriate ID card will be asked to sign in. Pupils leaving prior to the scheduled off-school time will require the written permission of the housemaster to leave the school.

GATE LOCATION	OPEN TIME
Main Gate on Yide Road	7 days*24 hours with security guard on duty
Side Gate on Nanyunhe Nan Road	0730hrs - 0900hrs
Monday, Tuesday, Thursday:	1640hrs - 1705hrs
Wednesday, Friday:	0730hrs - 0900hrs
	1540hrs - 1605hrs
Nest Gate on Yide Road	0730hrs - 0900hrs
	1500hrs - 1700hrs







# COMMUNICATING WITH THE SENIOR SCHOOL

It is very important to the welfare of all our pupils that parental communications with the School are as straightforward as possible, so that all concerns and queries can be dealt with in a timely manner. This document is designed to explain the channels of communication that exist within the school. We are committed to responding to an email or telephone call within 24 hours, whenever possible.

All members of our community have busy, diverse lives with extensive commitments so we ask that you be thoughtful regarding communicating to others and in your expectations of response. We discourage communications outside the normal school day unless they are both important and urgent, and we ask that you understand it may take up to 24 hours for a response to your query or message.

## GENERAL ENQUIRIES

### E-MAIL

[info.tianjin@wellingtoncollege.cn](mailto:info.tianjin@wellingtoncollege.cn)

### TELEPHONE

+86 22 8758 7199 Ext 8066

If you have a question about the academic progress or wellbeing of your child:

Please contact your child's Housemaster / Tutor. Contact details are on the website: [www.wellingtoncollege.cn/tianjin](http://www.wellingtoncollege.cn/tianjin)

For medical concerns, please contact the school nurse:

[candy.chang@wellingtoncollege.cn](mailto:candy.chang@wellingtoncollege.cn)

+86 22 8758 7199 Ext 8070

If you have a concern about your child's attendance record, school reports, withdrawal notices and certification, or to update your contact details, please contact Academic Administrator of Pupil Records:

[cissy.zhao@wellingtoncollege.cn](mailto:cissy.zhao@wellingtoncollege.cn)

+86 22 8758 7199 Ext 8006

## SENIOR STAFF E-MAIL ADDRESSES

Master

[yang.yang@wellingtoncollege.cn](mailto:yang.yang@wellingtoncollege.cn)

Head of Senior School

[yvette.peden@wellingtoncollege.cn](mailto:yvette.peden@wellingtoncollege.cn)

Deputy Head of Senior School  
(Academic)

[felix.ogando@wellingtoncollege.cn](mailto:felix.ogando@wellingtoncollege.cn)

Deputy Head of Senior School (Pastoral)  
and Head of Sixth Form

[jayne.sabio@wellingtoncollege.cn](mailto:jayne.sabio@wellingtoncollege.cn)

Bursar

[julia.ji@wellingtoncollege.cn](mailto:julia.ji@wellingtoncollege.cn)

Admissions

[admissions.tianjin@wellingtoncollege.cn](mailto:admissions.tianjin@wellingtoncollege.cn)

Korean Liaison

[ella.kim@wellingtoncollege.cn](mailto:ella.kim@wellingtoncollege.cn)

## SOCIAL MEDIA

The School will not engage with, nor respond to, any rumours or gossip on social media sites such as WeChat, Facebook or Weibo. Parents who are concerned by any such activity should contact the School directly. Important official announcements or changes to School policy will be published on the School website and parents will be contacted directly.

## T-CHAT MESSAGES

T-chat is a communication tool for teachers and parents. There are times throughout the year when the school must communicate quickly and efficiently with parents regarding changes to the school day, pupil updates and emergencies. This could be in the event of heavy snow causing the school to close for the day, or excessive pollution levels and a cancelled sports fixture. Parents are responsible for ensuring that they provide the school with a current mobile telephone number and are registered on the T-chat application.

**Be You. Be More.**