



WELLINGTON COLLEGE
INTERNATIONAL
TIANJIN

JUNIOR SCHOOL HANDBOOK

2023-2024



Welcome

Dear Parents

The aim of the Junior School is to offer pupils a holistic education which prepares them for life in the Senior School and beyond. Our pupils arrive from different educational systems within China and all over the world and very quickly, we prepare them for an international education system based on a unique blend of curriculum models combined with the ethos, values and identity of Wellington College in the UK.

The purpose of education should not be simply to pass examinations, but to develop character. Indeed, the best universities around the world including Oxford, Cambridge, Yale and Harvard always look beyond just high examination results to a well-rounded individual who has the skills and qualities required to thrive in a dynamic and ever-changing world. A Wellington College education gives pupils a head-start not just academically, but also in their personal and social development. Their character, interpersonal qualities, and their status is enhanced through the Wellington philosophy which stretches back to the foundation of Wellington College in 1859.

We have the highest expectations from our staff, pupils and parents, and we expect collaboration and cooperation so that our pupils reach their potential, through a culture of continuous review and improvement, challenge and support. We recruit our Junior School teachers from well-established education systems, with the criteria being a love of teaching, as well as outstanding practice.

Access to the curriculum is something we consider an urgent priority, and language fluency and competency is assessed together with academic diagnostics, based on leading UK systems and benchmarks. A personalised pathway is then compiled which may include a blended academic programme which could compose of elements of withdrawal, progressively decreasing levels of language acquisition support and interventions, or simply mainstream classroom integration.

Our assessment systems and measures of progress are aligned across the different phases of the college, and this ensures that our pupils transition from one part of the school to another without disruption, whether this is from the Nest to the Junior School, or the Junior School to the Senior School. Our aim is to develop Wellingtonians – individuals who are academic high achievers with character, who are confident, resilient, future focused, critical thinkers and internationally minded.

Melissa Meyers
Head of the Junior School

Vision & mission

VISION

At Wellington College International Tianjin, we offer a pioneering education to serve and help shape a better world. Combining the very best of British and international education models to create a pupil-centric, multilingual, multicultural and inclusive learning experience. Inspiring our children to be the best version of themselves, to take pride in where they come from and to be the change they wish to see in the world.

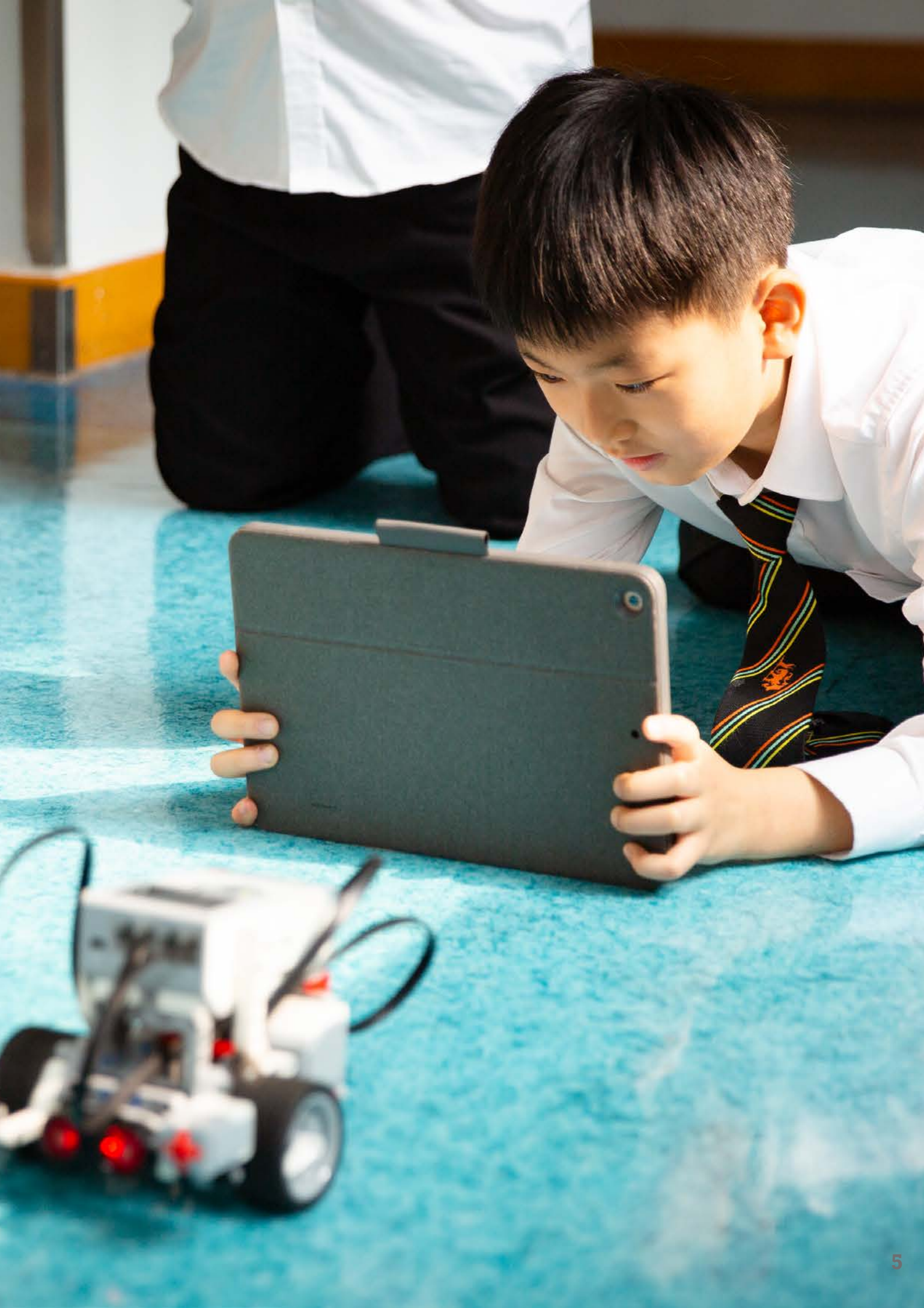
MISSION STATEMENT

Inspiring our pupils to be Learners, Connectors, and Changemakers.

WE ARE LEARNERS with the passion, intrinsic motivation and critical thinking that enables us to solve real world challenges.

WE ARE CONNECTORS with the confidence, openness and empathy to bridge cultural chasms and bring our world closer together.

WE ARE CHANGEMAKERS with the knowledge, networks and commitment to better serve our community and make a positive impact on the future :



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. To this end we award values badges - bronze, silver and gold to students who demonstrate our Wellington values regularly. These pupils then receive additional privileges as they can be trusted to behave in an exemplary way.



Structure of school & Organisation

Wellington College International Tianjin provides a high-quality education for pupils from ages 2 to 18 years, divided into a Bilingual Nursery, Junior School and Senior School and culminating in prestigious IGCSE and A Levels. The Master has overall responsibility but delegates authority to the Head of Senior School and the Head of the Junior School.

SCHOOL ORGANISATION

The Junior School covers the age range 6 - 11 years. The school is organised into classes according to a child's age: 31st August is our cut-off point to determine which year group your child will be in. Admissions can support you further if you are unsure which year group your child should be in.

We try to ensure that the maximum class size does not exceed 24, as smaller class sizes allow for more collaborative learning.

Wellington believe that all year groups are important and dedicate a full-time experienced expatriate class teacher as well as a teaching assistant, each of whom is a fully qualified Chinese teacher, to every year group. Most of our teaching assistants have completed the UK's prestigious HLTA qualification, further developing their professional learning and improving the quality of learning for each pupil under their care. This level of training is unprecedented in Tianjin.

We also, work very closely with our English Language Acquisition specialist teachers, so that every pupil can access the curriculum and perform to the very best of their abilities.

Formal and informal teaching techniques are used by all the teachers and teaching assistants. We base our work on established best practice from the UK and adopt a research-led approach to developing new forms of teaching and learning. Within each class, the pupils may work as a whole class, in smaller groups, or individually, according to the work being carried out and each pupil's individual needs.



Our Junior School curriculum

Inquiry-based learning is an approach to education that prioritises the pupil's own curiosity and questions as the starting point for learning. In this method, pupils are encouraged to ask questions, investigate, and explore topics on their own, with guidance and support from their teachers. Rather than simply being told information, children are actively engaged in the learning process, constructing their own understanding of the world around them. This approach promotes critical thinking, problem-solving, and creativity, as learners are encouraged to think deeply and independently about the topics they are studying. Inquiry-based learning can be applied to any subject area and can be adapted to suit the needs and interests of individual pupils. Ultimately, this approach to learning helps students to become lifelong learners who can think critically and creatively about the world around them.

THE INQUIRY CYCLE



The main parts of an inquiry cycle typically include:

1. **Questioning:** This involves developing a question or series of questions that will guide the inquiry process.
2. **Research:** This involves gathering information and data related to the question(s) being investigated.
3. **Analysis:** This involves critically examining and interpreting the information and data collected during the research phase.
4. **Synthesis:** This involves organizing and synthesizing the information and data in order to draw conclusions and develop new understandings.

5. **Reflection:** This involves reflecting on the inquiry process and outcomes, and considering how the new knowledge and understandings can be applied in other contexts.

6. **Action:** This involves taking action based on the new knowledge and understandings developed through the inquiry process and using this to create positive change or solve problems.

OUR JUNIOR SCHOOL PROGRAMME OF INQUIRY

Programme of Inquiry	
Year 2 & Year 4	Year 3 & Year 5
Where Am I? Geography / History / Global Citizenship	Where on Earth? Geography / History / Global Citizenship
The Natural World STEAM / Geography / Natural History / Global Citizenship	Worlds Before (1) Worlds Beyond (2) STEAM / Geography / Natural History
Chinese History History / Geography	World History History / Geography
How My Body Works STEAM / Health / Wellbeing	Me and You STEAM / Health / Wellbeing
Where is the Power? Politics / Global Citizenship / Philosophy	What is a Model Citizen? (1) Are You a Model Citizen? (2) Politics / Global Citizenship / Philosophy
Young Entrepreneurs Financial Literacy / Science / Social Learning	World Industry (1) Future Industry (2) Financial Literacy / Science / Social Learning
(Year 6) Research Methods and Personal Reflection Wellington Extended Project Qualification (WEPQ)	

In Year 6, pupils will be expected to complete our own mini version of an EPQ, or Extended Project Qualification. This project allows pupils to conduct independent research on a topic of their choice. The EPQ is designed to develop a range of skills, including research, critical thinking and communication. Pupils are required to plan, research, and produce a written report, and deliver a presentation on their project. This allows pupils to utilize their cumulative knowledge and understanding from all their previous Inquiry units and explore a topic in depth, to develop a deeper understanding of their chosen subject area.

Core Curriculum Areas

Wellington College International Tianjin has implemented a world-class curriculum customised to meet the needs of our learners.

Core subjects such as mathematics and English are based on proven effective systems that are regularly reviewed such as White Rose Mathematics, Read Write Inc, and Talk for Writing, humanities and science are delivered through our Programme of Inquiry.

MATHEMATICS

The new version of the UK White Rose Mathematics builds on the success of its predecessor, which is based on the UK national curriculum and has been widely accepted by schools across the country. The new version of the program incorporates the principles of fluency, thinking and reasoning, and is similar in structure to the AET curriculum. One of the key features of the new program is its focus on breaking down complex concepts into small, manageable steps, which helps students to build their understanding gradually and avoid becoming overwhelmed. The program has been developed by expert teams of educators, who have drawn on the latest research and best practices to create a curriculum that is both rigorous and engaging. With regular updates and improvements, the new UK White Rose Mathematics is helping to ensure that students have the skills and knowledge they need to succeed in the modern world.

The aims of our mathematics programme are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- To foster a deep understanding of mathematical concepts and their applications, enabling students to transfer their knowledge to new situations;
- To support the development of essential life skills, such as communication, collaboration, and critical thinking, through the use of mathematical tasks and activities.
- To understand the importance of mathematics in everyday life;
- To encourage pupils to commit themselves to lifelong learning in mathematics.
- To develop agency in our students which gives them the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

The White Rose mathematics model:

- Is designed to encourage students to develop a deep conceptual understanding of maths; this understanding is more than a rote learning of maths based on memory, facts and rules.
- Encourages students to become fluent with unfamiliar problems and stretches even the most able mathematicians.
- Links topics together and encourages students to see the bigger picture of a maths concept.

LITERACY

The English curriculum is based on the UK National Curriculum and is linked through our new Programme of Inquiry. This allows our pupils to have a deeper knowledge and understanding of what is being taught. Our Literacy curriculum develops the areas of phonics, reading, writing, speaking and listening and grammar.

We use programmes such as Read Write Inc and Talk 4 Writing to deliver our literacy curriculum and link these methods to our Inquiry themes. We use the Ros Wilson Big Write writing standards to assess our writing skills against the UK standards, and our ELA pupils use goals from the Bell Foundation Primary Assessment framework which provides specific targets for them to achieve to develop fluency across the four domains: Listening, Speaking, Reading and Viewing and Writing.

Literacy skills are of paramount importance in our school:

- To provide an environment within which each child can gain equal access to all opportunities to develop their understanding and usage of English effectively and appropriately.
- To help pupils understand the importance of language in its various forms and contexts and develop their abilities to communicate using these varying forms.
- To give pupils the opportunity and encouragement to develop their own skills and talents in an independent way.

Developing oracy skills is a key part of our English curriculum. Essentially, it helps pupils to become confident communicators. By practicing speaking and listening, pupils can learn how to express their ideas clearly and effectively, and also develop the ability to actively listen to others. This can help them in a range of contexts, from participating in class discussions to giving presentations and interviews in the future. Additionally, developing oracy skills can also help our pupils to improve their reading and writing abilities, as they become more aware of the structure and nuances of language. Ultimately, by focusing on oracy skills, we can help our children become better communicators and more successful learners.

MANDARIN

We provide Chinese (Mandarin) lessons for Junior School pupils at Wellington. It is a comprehensive and coherent curriculum and has two parallel lines which specially designed for pupils who are Native Chinese and pupils learning Mandarin as an additional language.

Native Mandarin Curriculum

Wellington Mandarin programme integrates merits of Chinese and Western styles of pedagogy and has compromised expectations from Wellington grading system and Chinese primary syllabus. During children's Mandarin learning journey in our Junior School, they will develop a solid foundation of oral and written skills of communication, plus literature appreciation as well. All these language abilities and skills are embedded in our daily lessons through various tailored courses and Chinese activities such as Chinese culture weeks, connections to our Inquiry units, interesting competitions and other celebrations.

Non-Native Mandarin Curriculum

Wellington Mandarin program for international pupils is based on the International Curriculum for Chinese Language Education. Our programme is given to pupils who learn Mandarin as an additional language and it is taught by thematic units which include nearly all parts of daily life Mandarin such as greeting, self-introductions, school life and hobbies, families, clothes and jobs, etc. Through these, pupils will practice four language abilities of listening, speaking, reading and writing and they will also experience Chinese culture which is embedded in our courses and various authentic activities as well. The Wellington Mandarin programme helps children use Mandarin in the real-world situations and prepares children for learning Mandarin in the Senior School.

GLOBAL CITIZENSHIP

At Wellington College International Tianjin's our vision is: to aspire to create a caring, international community that develops well-rounded individuals with strong values and the skills to thrive as global citizens, within an ever-changing world.

Wellington College International Tianjin's Definition of Global Citizenship:

Wellingtonians are encouraged to be proactive champions in addressing the challenges we all face in one world, working together to make a positive difference through their actions, their compassion and responsibility for others.

Pupils are inspired to take action to make our communities fairer, mutually respectful and our planet more peaceful and sustainable for all.

The Elements of Global Citizenship:

The elements we are committed to for developing active and responsible global citizenship are (i) knowledge and understanding; (ii) skills; (iii) values and attitudes; and (iv) taking action.

Our pupils gain knowledge and understanding through developing an understanding around identity and diversity, global issues, sustainable development, human rights and service learning.

We encourage our pupils to take action personally, locally and globally, as they move through their learning journey, and develop skills such as communication, self-awareness, resilience, research and leadership. Wellingtonians are encouraged to develop values and attitudes where they have the COURAGE to make a difference, show KINDNESS and tolerance for all, extend RESPECT for people and human rights, take RESPONSIBILITY in environmental stewardship and exhibit INTEGRITY in communicating with others always.

Our Commitment to a Whole School Approach:

School Ethos: Global citizenship is reflected in our college's vision statement and is reinforced by our core values and identities

Curriculum: Global citizenship is promoted across our curriculum both within and outside the classroom in all core subject and in all key stages

Participation: Our pupils are empowered to participate and lead on projects that foster the knowledge, skills and values of global citizenship and intercultural learning through curricular and extra-curricular activities

Staff development: Our staff are empowered through industry leading CPD programs that foster intercultural skills, and an understanding of global citizenship that leads to the coordination of projects that promote sustainability, peace and equality

Transition: Our bespoke transition programmes use an understanding of global citizenship and intercultural learning to support through school transition and explore the place of global citizenship values and skills in further and higher education and the workplace

Community Engagement: Our College engages with our local community and our international network using global citizenship initiatives, and invites community members to related events



Additional Subjects

SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATHEMATICS (STEAM)

STEAM is delivered as part of our Inquiry units. STEAM helps to develop the skills and knowledge of science, technology, engineering, art and mathematics in an integrated way. The benefit of STEAM is that pupils get hands-on practical learning opportunities, linked with real-world contexts. Learning can also be linked to other curriculum areas such as literacy and numeracy, creating added opportunities for deeper learning. STEAM education also lends itself to working in groups, so pupils learn how to work together, communicate effectively, and solve problems with and through others.

PHYSICAL EDUCATION (PE)

All pupils have access to at least 2 hours of Physical Education every week. Pupils experience a wide range of physical activities appropriate to their age, ability and interests including athletics, yoga, games and sports. Through these, pupils will have opportunities to develop their range and control of movement as well as their co-ordination. They also learn how to be part of a team, learning and applying the conventions of fair play, honest competition and good sporting behaviour.

All pupils participate in the swimming programme once per week, during which pupils are given the basics of water safety as a foundation for the rest of their learning. They are then taught how to swim using front crawl, backstroke and breaststroke, with a focus on developing sound technique over time.

Physical activity is also encouraged at lunch and play times, with playground equipment available for the pupils to play with.

MUSIC

Music is a universal language that embodies one of the highest forms of creativity. Music lessons will engage and inspire pupils to develop a love of music and their talent as musicians, and thereby increase their self-confidence, creativity and sense of achievement. Pupils will work collaboratively to develop performance, improvisation, and listening skills, with a focus on the elements of music. Pupils are given the opportunity to showcase their practical work throughout the year.

Pupils will explore Western (from medieval to the present-day) and world musical cultures, music theory, and aural musicianship.

They will be taught to:

- Develop personal and transferable skills needed to be successful, no matter what they go on to do, such as confidence, creativity, communication and teamwork.
- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments fluently and with accuracy and expression
- Improvise and compose; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- Use relevant notations appropriately and accurately in a range of musical styles and genres
- Listen with increasing discrimination to a wide range of music from great musicians and composers from around the world. Pupils learn to analyse and discuss their music of study from the beginning therefore developing advanced aural musicianship.



Assessment & Reporting

RATIONALE FOR ASSESSING PUPILS

Assessing pupils is vital in identifying their skills, knowledge and abilities, and finding out gaps so that teachers are able to personalise learning and to challenge and support pupils appropriately. Through assessing pupils in various ways, teachers are able to make sure that planning and resourcing is appropriate and has the most impact on pupil achievement. Assessments also allow teachers and the school to benchmark progress and attainment with their peers, across the school, between different Wellington schools, as well as nationally and internationally.

BASELINE TESTING

During the admissions process at Wellington, every child will take a CAT4 baseline test if they are in year 4, 5 or 6. This is an online assessment that tests four core inherent abilities (or 'batteries') – verbal; quantitative; non-verbal and spatial. If they are in Year 2 or 3, they will sit a series of diagnostic tests in numeracy and literacy in order to identify areas of challenge and support.

BENCHMARKED ASSESSMENTS WITH THE UK

We benchmark our curriculum and assessment systems with the UK and use a range of standardized diagnostic and assessment systems to measure progress, throughout the academic year:

- CAT 4 testing to set targets for older pupils
- Progress Through Maths (PTM), Progress Through English (PTE) and Progress Test Through Science (PTS) from GL assessments

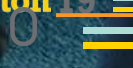
REPORTING ON ASSESSMENTS

There is a number of methods of collating and analysing the assessments that the school undertakes. In-class assessment and feedback is visible in books as evidence of pupils reviewing and redrafting work. Evidence in books, comparisons of baseline and end of unit writing (cold and hot tasks), in-class unit tests and results of exams are used to make judgements against UK standards.

Reporting in the Junior School follows the whole-school schedule on assessment reporting which can be found online, and in the term diaries that are published for parents at the start of every term. Parent evenings are held at the start of the academic year, and in the Michaelmas and Lent terms, where parents can talk about the progress that their children have made and how parents can support them at home. Targets will also be set for the term and tracked throughout the academic year.

In the Summer term, we hold pupil led conferences. Pupils will have this wonderful opportunity to discuss their own learning journey with their parents/carers.

The assessment platform we use in the Junior School is Learning Ladders and parents can access their Ladders at Home to view portfolio of evidence and reports online.



Ladders at Home

Ladders at Home is a parent platform that gives parents more information regarding their child's learning in real time. At Wellington College International Tianjin, we believe that building strong partnerships with parents is key to supporting all children to become successful learners.

Through the Ladders at Home platform, we seek to :

- Provide ongoing and regular information regarding progress through updated assessment of the Key Learning Objectives for every subject;
- Engage responsively in two-way conversations about their child's learning;
- Keep parents informed of exactly what their child is learning in school so that they can engage in conversations about learning at home;
- Provide accessible support articles explaining techniques and concepts to help parents to confidently support their child at home, translated in 100+ languages;
- Celebrate and share learning of significant moments in school, through staff uploading evidence to form a portfolio of their learning journey through the Junior School;
- Share bespoke, digital reports twice a year.

We know that parents, are their child's first teachers and know their child better than anyone. We value parents feedback and working partnership throughout their child's journey at Wellington College International Tianjin.

Homework and Independent Learning

Homework is set in the Junior School to support deeper learning in the classroom. It is customised to the needs of the pupil and is both challenging and achievable. A 'flipped' learning model is used where pupils develop and refine key skills, and then use them in the classroom to support them in tackling probing questions, reasoning, problem solving and rich tasks. This also helps them develop their use of learning with and through technology.

Homework also includes online learning, allowing pupils to work at their own pace, on areas of need so that they grow both in confidence and capability around challenging skills and tasks.

Pupils are given spellings each week, to be tested the following week. They are also expected to learn their times tables at home. In addition, pupils are given weekly Mathematics homework to consolidate what they have learned during the week. Pupils are expected to read each night from age-related reading books provided by the school. Whilst staff may monitor pupils' home reading each week, pupils are encouraged to read and select these books independently. In school, pupils take part in weekly guided reading tasks using more structured reading material.

APPS WHICH CAN BE USED TO CONTINUE LEARNING AT HOME

To encourage independent learning to continue at home, pupils are encouraged to use the following apps as tools for learning:

- IXL – Maths and English
- Letterjoin.co.uk – Handwriting
- EPIC! – online library for reading at home
- Times Table Rockstars – Times Tables practice

Blended and E-learning at Home

DIGITAL CITIZENSHIP

As part of our digital citizenship programme pupils' study 6 Core Topics, from the Commonsense Education, of Digital Citizenship. These are: media balance and well-being, privacy and security, digital footprint and identity, relationships and communication, cyberbullying, digital drama and hate speech, news and media literacy. We link these topics to our Positive Enhanced Education Curriculum (PEEC). PEEC is founded upon the PERMAH model of wellbeing to help pupils flourish through 6 core elements: positive emotions, engagement, relationships, meaning (purpose), accomplishment and health (Norris & Seligman, 2015).

BLENDED LEARNING

We are the only 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 Team platform as a virtual classroom hub delivering lessons, sharing learning and resources, asking questions, submitting assignments and working in breakout groups.

We believe that by learning through our e-learning platform, our pupils become better prepared 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, develop independence and technological skills sets which prepare them for life in our globally connected world.

E - LEARNING AT HOME

As a school we are fully 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 blended 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.



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 Junior School are expected to play a major role in the school's activities' programme. There are formal slots for activities after school on Mondays, Tuesdays and Thursdays. Attendance is compulsory. Details of the activities offered are available from teachers to allow pupils a chance to enjoy a full, rich and balanced range of extra-curricular activities.

Our 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 offers.

PREP TIME

Prep time is an opportunity for the school day to be extended to allow pupils to work independently, be supported in their homework, and to prepare themselves for the next steps in learning. Prep time allows staff to have a dialogue with individual pupils about the learning that has taken place during that day, and reflect on what they have done, and develop their learning.

The Language Acquisition and Mandarin teams also undertake interventions during prep time so that those pupils that would most benefit from personalised input, have additional opportunities to be supported. This is in addition to any interventions that they may be part of, during the school day.

ASSEMBLIES

Assemblies for Junior School pupils are on Wednesdays, starting at 3pm and are held in the Theatre. Assemblies are an opportunity for pupils to celebrate and showcase their learning. Throughout the year, we have a range of speakers from across the school to talk about specific or whole school themes, as well as inviting Senior School pupils to make connections with us. We have class weekly assemblies, and we always welcome attendance from parents.

EDUCATION OUTSIDE THE CLASSROOM

Taking pupils out into the community helps them make connections with their in-class learning which is an integral part of any curriculum. Over the course of the school year, teachers will arrange half day or full day trips to enrich the pupils' education and parents will be notified of these field trips as they take place. Permission slips will be sent home as appropriate. Pupils will be expected to wear school uniform on all field trips unless advised otherwise.

Usually, there is an annual Year 4 residential trip within Tianjin, Year 5 trip to Shanghai, and an annual trip to London for Year 6. These are designed to enrich pupil experiences, develop their independence and build up to additional educational opportunities, learning outside the classroom, in the Junior School.



• Chang: Second quiz! Does anyone know the answer?
• Daric: super easy! No it doesn't!
• Chang and Chris: Wow! You are so smart!
• Daric: Thank you so much!
• Chris: Let's see what we do!

Learning Support and English Language Acquisition

LEARNING SUPPORT (SEN)

Children learn at different rates and their experiences and baselines vary greatly. We want all pupils to make progress, academically as well as socially and emotionally. Identifying ability and potential as well as celebrating high attainment is important to us. We are committed to developing a pupil holistically and offer wellbeing lessons alongside our academic lessons. We have an experienced Junior School Inclusion Team 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

Within our Junior School, we have developed an Inclusion Team, consisting of staff members, led by our Assistant Head (pastoral), who are experienced in supporting pupils with SEN, which can include academic needs or social and emotional needs.

THE ENGLISH LANGUAGE ACQUISITION (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 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 both socially and academically. 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, so they are prepared for the next phase of their learning journey.

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.

Our Junior School ELA coordinator is Ashley Li:
Ashley.Li@wellingtoncollege.cn

Pastoral Care at Wellington

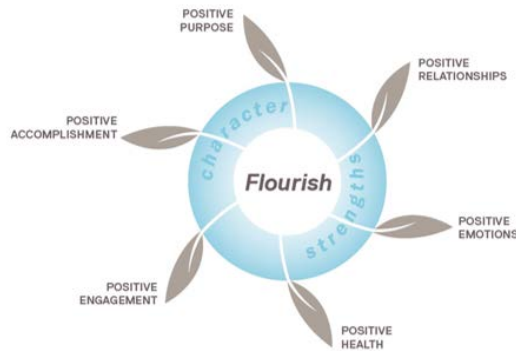
Good pastoral care is essential in the development of young people. Research indicates that a strong programme of support for the pastoral needs of children, through an educational programme that embraces wellbeing and fosters good mental health, can add between 10-20% to a child's grades in examinations. Wellington places a very strong emphasis on raising the whole child, nurturing his or her social and emotional growth, as well as providing for their academic needs.

The purpose of our pastoral system is to create confident, safe and successful children who are well prepared for the challenges of life after school and will achieve beyond their age-related expectations.

Pastoral care is for every young person, not just those with social and emotional difficulties. Effective learners need good mental health. We follow the PEEC wellbeing curriculum (Positive Education Enhanced Curriculum) in our weekly wellbeing lessons, or whenever any issues arise which need to be addressed immediately. Through our curriculum, pupils experience positive emotions such as joy, gratitude, interest, and hope. We foster engagement by planning learning that uses pupils' skills and provides them with appropriate challenge. Having positive relationships with staff, peers and members of the wider school community helps to build a sense of belonging and a purpose that extends beyond the self. Pursuing academic and personal success, develops a sense of mastery and accomplishment. Learning about sleep, exercise, and diet are also a significant part of our robust positive education program.

Our Inclusion Lead and Assistant Head (pastoral), oversee this programme and facilitate events such as Mental Health Awareness Week, World Kindness Day and Anti-Bullying Week.

We believe pupils are ready to learn and succeed when they feel safe, happy and valued.



Norrish et al., 2013, in Hoare, Bott, & Robinson, 2017, p. 59



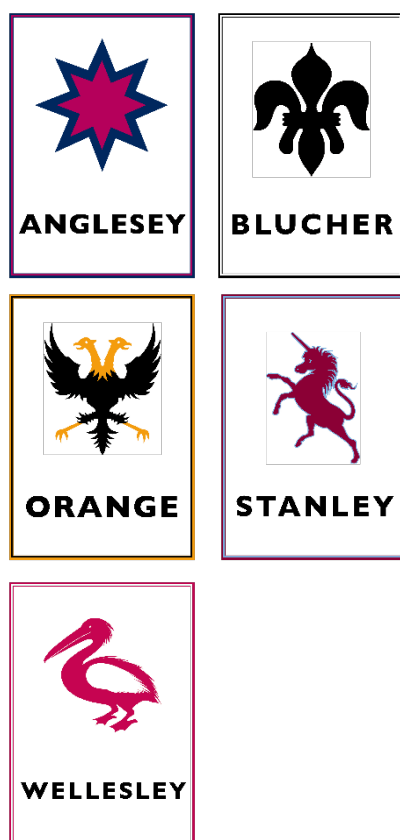
The House System

Every pupil belongs to a House led by a Housemaster. The Houses provide pastoral support for every child, ensuring the development and promotion of the school values in actions.

Leadership and responsibility is promoted through the houses through selecting House Captains and Deputy House Captains, who set an example for the house members to follow and aspire to.

HOUSE COMPETITIONS

We have five houses in the Junior School, and pupils stay in their selected house throughout their time at Wellington:



Members of the Senior School Student Council are allocated to the Junior School to make sure there is collaboration at a student level, and they involve themselves in house activities and working collaboratively with the Student Council and House Captains of the Junior School.

There are several House competitions held throughout the year to celebrate pupils' skills in sports and performing arts. We also hold specific House Days throughout the year, linked to the UN Sustainable Development Goals. It is important for our pupils to understand the concept of sustainability and how their actions can impact the environment and society. By learning about the Sustainable Development Goals, pupils can develop a sense of responsibility towards creating a better future for themselves and future generations.

Additionally, teaching about Sustainable Development Goals can also help pupils develop critical thinking skills and encourage them to discover creative solutions to address global challenges.

In year 6, pupils start their induction into the Senior School through a programme of transition in the summer term and this process involves visits to their House rooms on a regular basis.



Pupil Health

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. 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 diarrhea they should remain at home to stop the spread of infection. School recommends that child remains away from school 3 days (72 hours) after all symptoms are clear and medication is not required to control symptoms.

SAFEGUARDING

We take our responsibility to safeguard and promote the welfare of children very seriously. We work closely 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

In the Junior School, we have adopted the Positive Behaviour for Learning principles which focuses on teaching pupils' positive behavior and social skills. This approach has led to a reduction in disruptive behavior, an increase in positive interactions between pupils and teachers and has ultimately improved pupil well-being.

This system has been deliberately devised to reward positive behaviour and to encourage the pupils to take ownership and eventually manage and regulate their own behaviour.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour and is part of the wider ethos of positive discipline.

Our pupils:

- Are praised and congratulated;
- Awarded house points which are monitored on a weekly basis;
- Receive positive reinforcement on pieces of work through the use of stamps and stickers;
- Are selected to be the "Star of the Week" and celebrated in assemblies;
- Work towards earning Trust Awards and Values badges.

While the overriding ethos regarding discipline is of positive reinforcement, our pupils understand that the school has high expectations and that there will be sanctions for unacceptable behaviour.

ANTI-BULLYING POLICY AND SANCTIONS

At Wellington, there is zero tolerance for bullying. The aim is to empower our pupils so that they feel secure and confident enough to report any instances of bullying to their teacher, another trusted adult or the Head of The Junior School.



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 companies 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.

After school, on Mondays, Tuesdays and Thursdays the bus will depart from school premises at 17:00hrs. On Wednesdays and Fridays, the bus 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 to maintain order and discipline on the bus.

Pupils are required to always listen to the Bus Monitor's instructions, 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.

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 the stop in time.
- All pupils under the age of 9 years must be physically collected from the bus door (exit). These pupils will not be permitted to exit the bus without being physically collected.
- School does not recommend that pupils under the age of 5 years take the School Bus. Special approval from the Master is needed for any specific request.
- 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. Shouting on the bus is not acceptable. There should be 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 will not be recorded late in their daily registration if caused by the school bus.

If you wish for your child to travel to Wellington via the school bus, please contact our bus coordinator at 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
022-87587199-6039
- ✓ Service supervisor by e-mail at lisa.liu@wellingtoncollege.cn
022-87587199-6020



Attendance

Please inform the school office by telephone if your child is absent from school before 09:00hrs. School administration staff will ring home to check if a message has not been received by that time.

We do ask that you keep your child at home if he/she is unwell. If pupils have stomach bugs, we do request that they remain at home for 72 hours after recovery to ensure that germs are not passed on to other pupils in the class or school.

Likewise, if your child is unfit to take part in the full range of school activities, a telephone call is essential. If you require your child to leave school early, you should send a letter or contact the school office and your child will have to be signed out of school at the main office. The school registers close at 8.30am in the morning and 1.00pm in the afternoon. Pupils arriving between 8.30am and 9.00am will be marked as late.

If your child becomes unwell at school, we will always contact you, so please ensure the office has your up-to-date contact details.

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 through the Compass Canteen App. On this app, parents can view the menu for the coming week. Packed lunches are permitted. In addition to lunch, a morning and an afternoon snack will be offered to our Junior School pupils.

We are a Nut free 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 the catering company, please contact with them by e-mail compass.tianjin@wellingtoncollege.cn or dial 022-87587199-6023



Services

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 International 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 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 and coats must be school uniform or may be black, navy or grey.

SUN HATS

We encourage all our pupils to wear sunhats in the hotter months. We discourage outside play in the sun unless a pupil has a hat.

JEWELRY/MAKE UP

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

- A single set of earrings; these being plain studs or sleepers worn in the lower ear lobes.

- A watch.
- A discrete necklace or chain that must be tucked inside the school shirt or not visible.
- All jewelry is to be removed by pupils before playing sport and for practical PE lessons.

Makeup, tattoos, body piercings, stickers, message buttons, etc. are not acceptable at school.

HAIR

Hair is to be clean, neat and tidy at all times. No excessive use of hair styling agents i.e. gel, mousse, hairspray, wax and other hair products for unconventional or unnatural hairstyles is 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 colour must be consistent with natural hair colour.
- Girls: hair of shoulder length or longer is to be worn tied back as a health and safety measure. Ribbons, clips, bands and 'scrunchies' should be navy or black.
- Boys: boys' hair length may not fall below the top of the shirt collar.

FOOTWEAR

Black, leather 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.

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

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.

If you would like to contact the uniform shop, please send an email to uniform.tianjin@wellingtoncollege.cn or dial 022-87587199-6013.



WELLINGTON COLLEGE
INTERNATIONAL
TIANJIN



Parental Engagement & Communication

PARENTS AND THE SCHOOL

Parents considering sending their pupils to Wellington College International Tianjin are very welcome to visit the school. All staff and pupils ensure visitors receive a warm welcome and answer any queries they may have.

When a pupil joins us, at whatever time of the school year, whether it be at the start or halfway through a term, we will ensure a smooth transition takes place so that both the child's needs and those of the family are catered for.

Term

Michaelmas Term

- Meet the teacher
 - Open Morning
 - Parents consultation
 - End of term report
-

Lent Term

- Parent consultation
 - Open Morning
-

Summer Term

- Transition programme for Y1
 - Open Morning
 - Pupil led consultation
 - End of year report
 - Transition Meetings for Y6
-

Parents need not wait, of course, for an official opportunity to meet with teachers, but are kindly requested to make an appointment in advance. Email is usually the best method of contact. There are three formal Parent Evenings, one in the Michaelmas term, and one early on in Lent, and one early in the Summer term. Parents will have a written report, identifying their child's progress and effort in all subjects. Pupils can attend with their parents to discuss individually tailored targets and progress. Pupils are involved in these sessions to give them a sense of ownership of their targets and progress.

If problems do arise during the year parents are encouraged to discuss them with the class teacher or Head or Deputy Head of the Junior School before they become major difficulties. Please feel welcome to come along to school no matter how minor the problem. During the summer term you will receive a detailed written report on your child's progress. This can also be discussed at a drop-in session if you have any concerns or questions.

We value the support of parents, some of whom help in a voluntary capacity in the classrooms, or during the ASAs. If you would like to help, please let the school know.

Emergency Procedures & Parent Information sharing

EMERGENCY PROCEDURES

Fire drills

The College has regular fire drills and evacuation practices.

Lockdown drills

The College has regular lockdown drills in case there is a serious security risk.

Medical

The school has a qualified nurses and an equipped medical room. In the event that the nurse is not available a number of staff are first aid trained. Parents will always be contacted in the case of an emergency.

Earthquake drills

Although the school has been constructed to high standards, earthquake drills are periodically conducted.

Pollution

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 to place to limit the amount of exposure that pupils have to contend with. Outdoor activities are restricted.

Pupil and Parent identification

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 underground parking accessible beside the side entrance. 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/side gate or car park. All parents are issued with personal ID cards, which will allow access through side entrances at certain times of the day. The school has 24-hour security and all visitors without an appropriate ID card will be asked to sign in. Pupils will not be released to adults other than their parents, or another named adult and, if leaving prior to 5pm, will require the written permission of the Master or Head of the Junior School to leave the school.

PARENT INFORMATION SHARING

The 'Week Ahead' digital newsletter

is produced weekly outlining details of school events during the forthcoming week; it also reviews what has been happening at Wellington. It is available through the email and WeChat.

Parent Portal

The School operates a Parent Portal, available through the school website. Reports and other information will be available through the portal and, upon admission to the College, registration information will be sent to parents. As the College becomes increasingly digitalized more and more information will be placed on the portal. Notification is sent by email and TChat when new information becomes available.

Parent briefings

Specific briefings are organised on a regular basis. The purpose of these briefings is to share information regarding the programmes and the curriculum we follow in the Junior School. We also like to share information on the latest research-based topics, which will help parents understand fully how we teach their children.

Parent workshops

The purpose of parent workshops in the Junior School is to provide parents with information and tools to support their child's education and development. These workshops are typically focused on specific topics, such as english, maths, or social-emotional learning. These workshops help parents understand the curriculum and teaching methods used in the school, as well as to provide them with strategies for supporting their child's learning at home. Workshops may also cover topics such as behaviour management, communication skills, and technology use. The goal of these workshops is to build a partnership between parents and the school, and to empower parents to play an active role in their child's education.

Livestreaming via WeChat

Tune in to hear more about various aspects of our curriculum, our pedagogy and child psychology/development. Our staff go online on a regular basis to discuss these very important issues, for parents to listen to. Please look out for the advertisements or speak to our Marketing department if you would like to find out more information regarding our livestreaming programme.

School website

The school website is updated regularly with information on school events and news. The Parent Portal is available through the website (<http://www.wellingtoncollege.cn/> tianjin)



WELLINGTON COLLEGE
INTERNATIONAL
TIANJIN

13TH OCTOBER

PINK DAY



Wellington Junior School Staff

It is very important to the welfare of all our pupils that parental communication with the School is 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 it is 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.

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.

BULK SMS MESSAGES

There are times throughout the year when it is necessary for the school to communicate quickly and efficiently with parents. 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. We will always keep such communication to a minimum. Parents are responsible for ensuring that they provide the School with a current mobile telephone number.

GENERAL ENQUIRIES

E-mail

info.tianjin@wellingtoncollege.cn

Telephone

+86 22 8758 7199 Ext 8066

MASTER

Yang.yang@wellingtoncollege.cn

BURSAR

Julia.ji@wellingtoncollege.cn

DIRECTOR OF ADMISSIONS & MARKETING

Peter.randall@wellingtoncollege.cn

DESIGNATED SAFEGUARDING LEAD AND PUPIL SUPPORT LEAD

Edward.batey@wellingtoncollege.cn

HEAD OF JUNIOR SCHOOL

Melissa.meyers@wellingtoncollege.cn

DEPUTY HEAD OF JUNIOR SCHOOL

Melissa.meikle@wellingtoncollege.cn

ASSISTANT HEAD OF JUNIOR SCHOOL (PASTORAL)

Lucia.wang@wellingtoncollege.cn

KOREAN LIAISON

Ella..kim@wellingtoncollege.cn

If you have a question about the academic progress of your child: Please contact your class teacher (Nest and Junior School) or Deputy Head (academic). Contact details are on the website: www.wellingtoncollege.cn/ tianjin

For medical concerns, please contact the school nurse:

Candy.chang@wellingtoncollege.cn

(+86 22 8758 7199 Ext 6040)

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

Cissy Zhao: Cissy.zhao@wellingtoncollege.cn

+86 22 8758 7199 Ext 8006

Be You. Be More.

— tianjin.wellingtoncollege.cn —