

TIS Admissions Policy

Policy Statement

Tema International School (TIS) is an inclusive school that accepts students capable of accessing our curriculum, physical structures, opportunities and experiences. At TIS, we believe that the IB experience is essential in developing our students into lifelong learners. We also believe that each student has talent. Even so, students must be prepared to change, be open-minded and be risk-takers to take advantage of the TIS opportunities and experiences to discover and develop their talents. Students must demonstrate balance by participating in academic, sporting, cultural and service activities that serve their interests and needs.

Implementation

TIS offers the IB Primary Years Programme (PYP) K-6, Middle Years Programme (MYP) MYP2 – 5 in Grades 7-10 and the Diploma Programme (DP) DP1-2 in Grades 11-12. Admission interviews are conducted in the language of instruction (English). Students are expected to have a minimum level of English language on admission. Students must exhibit language competency for the grade to which they apply. Non- English speakers must take a Common European Framework of Reference for Languages (CEFR) test or provide a recent CEFR or equivalent test result.

Admission into Grade 6 is under review. Admission to Grade 10 and Grade 12 is only encouraged where the student was taking the courses offered here in TIS in their former school. Progression between the IB programmes is continuous. PYP students must complete the Exhibition. MYP students must complete a Personal Project. National curriculum students can be admitted without the BECE to MYP4.

Applications for admission are open throughout the year, starting from 3 October (TIS Founders' Day) for the following year. All applications for admission are accepted through OpenApply only (at <https://tis.openapply.com>.)

All prospective students take an online cognitive ability test and must attend an English interview before being admitted into the school. The cognitive ability test identifies a student's verbal and visual learning abilities and relates this to likely future attainment in subjects across the curriculum. The results are also a valuable guide for the students and parents regarding future subject selection for MYP and DP.

Academic Integrity: The school upholds academic integrity and warns parents not to assist their children during any part of the testing process.

Review

August 2023

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Supporting Statements

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability.

CEFR Global Scale

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Bibliography

Council of Europe: *Common European Framework of Reference for Languages (CEFR), Global scale - Common reference levels* [Online]; available at: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

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