

## **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, the IB experience is essential in developing our students into lifelong learners. We also believe that each student has talent. In line with this, prospective students must be open to change, open-minded, and risk-takers [who are] ready to take advantage of the TIS opportunities and experiences to discover and develop their talents. Students must meet the minimum academic [requirements] for each programme and express interest in sporting, cultural, and service activities.

### **Implementation**

TIS offers the IB Primary Years Programme (PYP) for Kinder - Grade 6, Middle Years Programme (MYP) for MYP2 – MYP5 in Grades 7-10, and the Diploma Programme (DP) for DP1-2 in Grades 11-12. Admission interviews are conducted in the language of instruction (English). However, as required, the PYP makes provisions for language support during the admission interview. Students are expected to have a minimum English language proficiency upon admission. Students must exhibit language competency appropriate 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 for the MYP and DP.

Admission into the final year of each programme is only encouraged when the student is taking the courses offered here at TIS in their previous school. Progression between the IB programmes is continuous. PYP students must complete the Exhibition. MYP students must complete a Personal Project, whereas students from the national curriculum can be admitted without the BECE to MYP4 upon submission of a transcript. 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 Open Apply only (at <https://tis.openapply.com>).

All prospective MYP/DP students take an online cognitive ability test and must attend an English interview before being admitted. The cognitive ability test identifies a student's verbal and visual learning abilities and relates these to likely future attainment in subjects across the curriculum. The results are also a valuable guide for students and parents regarding future subject selection for the MYP and DP. All prospective PYP students go through a social interaction session to help understand the student's readiness.

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

### **Evidence**

- Ad.1 Admissions data.
- Ad.2 Admission test reports
- Ad.3 Admission process learning diversity and inclusion recommendations for individual students.

### **Review**

August 2025

## TIS Admissions Policy

### Supporting Statements

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

#### CEFR Global Scale

Proficient User	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.
	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 User	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.
	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 User	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.
	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.

## TIS Admissions Policy

### 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>

International Baccalaureate Organization, 2020. *Programme standards and practices*. Cardiff: Peterson House.

International Baccalaureate Organization, 2021. *Access and inclusion policy*. Cardiff: Peterson House.

International Baccalaureate Organization, 2022. Middle Years Programme. *MYP: From principles into practice*. Cardiff: Peterson House.

International Baccalaureate Organization, 2023. *Developing and aligning a school inclusion policy with the Programme standards and practices*. Cardiff: Peterson House.