



ADMISSION_{TO}



Dulwich College Beijing



Head of College's Greeting

Dear Parents,

Besides home and family, school is one of the most important environments in a child's life. It plays an instrumental role in nurturing their potential and shaping their future selves. We hope you will select Dulwich College Beijing to educate your child.

At Dulwich College Beijing, we understand the significance of school selection and the weight this decision carries. The learning approach, traditions, community and values that students uncover and explore will guide their mindset, beliefs and interests, setting them on a successful future pathway.

We have assembled this Admissions Handbook for you to not only find important information on the application process but understand the overarching philosophy and principles that Dulwich College Beijing stands for.

A member school of the Dulwich College International family and the second of twelve Dulwich College International schools across Asia, Dulwich College Beijing draws on over 400 years of tradition and experience from our founding College in London. Since our opening in 2005, we have established ourselves as a world-class institution that is recognised in Beijing and beyond. With around 1,500 students across Early Years, Junior School and Senior School, our reputation stretches well beyond academic excellence alone, thanks to our diverse staff, state-of-the-art facilities, extensive extra-curricular offerings and safe surroundings. We strive to offer students a rich learning environment in which they can learn, collaborate and challenge themselves, as they grow and evolve into principled, creative and passionate human beings. Our series of international awards over the last few years, which includes the International School Award for Creativity in Learning in 2019, is a testament to our focus on shaping well-rounded, exceptional global citizens.



We remain at your disposition as you navigate this important decision. We hope that this Admissions Handbook will give you valuable insight into the framework that inspires our school and Staff. Moreover, we encourage you to explore our website and social media, as well as complement your information gathering with a visit to our campus. If you would like to speak to current parents about the quality of education and life at Dulwich College Beijing – or even if you would just like to know more about life in Beijing – our Admissions Team will be more than happy to arrange a get-together.

If you have any questions, please feel free to contact the Admissions Team. We look forward to receiving your application.

Warm regards,

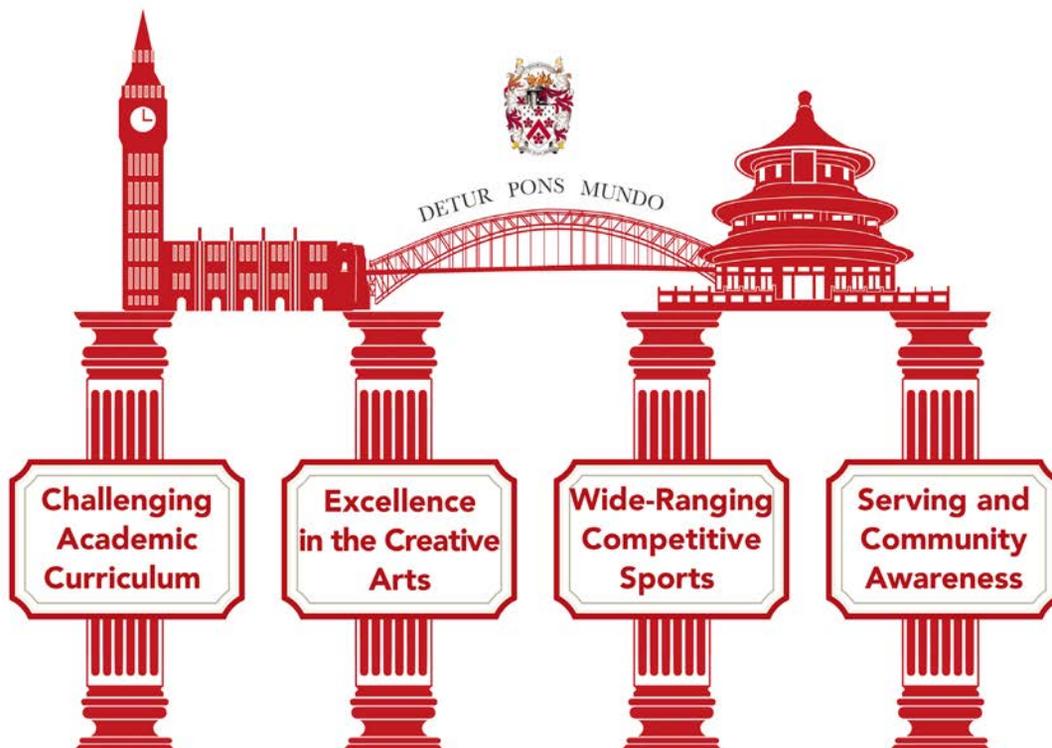
Anthony Coles
Head of College

COLLEGE GUIDING STATEMENTS

PHILOSOPHY & OBJECTIVES

Because children come first:

- We provide a safe, secure and stimulating environment
- We recognise that each child is unique
- We challenge each child to be the best they can be and support them in this
- We educate the whole child
- We emphasise the benefits and responsibilities of working together
- We know that meaningful learning involves taking risks
- We value awareness of the natural world and its resources
- We prepare children to live their lives with a spirit of respect for themselves and others
- We aim to prepare them for a future that is unpredictable



LEARNING PRINCIPLES

All of the above is guided by our learning principles, which are the foundation of our educational vision.



Learning is effective when it has a clear purpose:

- Students take ownership and responsibility for their own learning.
- Students use what they already know to construct new understandings.



Learning is effective when it is adapted and applied:

- Students make connections between knowledge, concepts and skills.
- Students transfer knowledge and skills to a variety of contexts.



Learning is effective when it is personalised:

- Students are appropriately challenged from their own starting points.
- Students can engage in meaningful and deliberate practice in lesson time.
- Students respond to quality feedback with concrete strategies for improvement.



Learning is effective when it is relational:

- Students engage in effective collaboration and build positive, safe relationships.
- Students are able to recognize mistakes as collective learning opportunities.

Two Core Outcomes

The long-term retention of valuable knowledge, concepts and skills.
The ability to transfer what has been retained into different contexts and situations.

OUR COLLEGE



DCB at Glance

Year Founded: 2005

Student Population: 1,500+

Number of Nationalities: 40

Age Range: 2-18

Average IB score: 38 (Class of 2020 IB average vs world average of 30*) *world average : preliminary as of July 2020



Governance

The College is divided into Early Years for students aged 2-7 (Nursery to Year 2), Junior School for students aged 7-11 (Year 3-6), and Senior School for students aged 11-18 (Year 7-13). Each school is run on a day to day basis by a Head of School who reports to the Headmaster. There are middle leadership teams within each school as well as responsibility posts for some whole College departments. The Headmaster, three Heads of School, the Director of Business Administration, the Director of Government and Public Affairs, the Director of Admissions and Marketing and the Director of Communications make up the College Leadership Team.

Language Acquisition & English Language Support

English is the main language of instruction. There is strong English language support through the whole College.

Pastoral Care

Pastoral care is at the heart of all we do, and students are supported by an excellent and committed staff. From Junior School, every student, as well as every teacher, belongs to a House, which is the basis of the system of guidance and welfare that enables us to take personal care of each student. Many children have mentors from older year groups, and our strong links to the community beyond the school gates mean that our students maintain a broad and compassionate outlook. In addition, we have a strong and active Wellbeing Committee.

Facilities

World-class facilities enhance and enable innovative learning for both students and staff. For example, our state-of-the-art STEAM & entrepreneurship hub, SE21, is one driving force behind interdisciplinary and enterprise education. Other impressive facilities include two air-filtered sports domes, a multi-purpose sports hall, six tennis courts, a weight room, a FIFA two-star-rated football pitch, a rugby pitch, a cricket pitch, a swimming pool and an ice-skating rink. The school building houses two large theatres with 755 seats combined, two black box theatres, three spacious music rooms, seven newly refurbished practice rooms, two ICT suites including one dedicated to music, a professional green screen film studio, five light and airy art rooms, Early Years kitchen and art room, three libraries, a radio studio, 10 well-equipped science laboratories, and well-lit classrooms with SmartBoards. DCB is a wireless campus supporting our 1:1 laptop programme from Year 4 onwards. Students from Year 6 onwards are required to have their own devices. All teaching staff are provided with laptops.

Air Quality Measures

DCB was the first school in Beijing to install a filtered sports dome in 2011. We have advanced, primary fresh air filtration in our sports hall, classrooms, theatres and

common areas, backed up by computer-controlled secondary filtration in the ceilings of our classrooms and common areas as well as in both our filtered domes. Our Air Quality Policy aims to ensure a healthy and stimulating environment for all students and staff. Fortunately, the air quality in Beijing has drastically improved in the last few years.

Awards

- 2019 International School Award for "Creativity in Learning"
- 2017 British International School Award "Teaching Initiative of the Year"
- 2017 Diplomats' Choice Award "Best International School"
- 2017 Corporate Social Responsibility Award
- 2016 Expat Life Awards "Best International School"
- 2011 Independent School Awards "British International School of the Year"



INTRODUCTION TO EARLY YEARS

At DCB Early Years (up to Year 2), our goal is to create a caring, exciting and rewarding environment that gives all our children a love of learning.

We follow the Early Years Foundation Stage and the Key Stage One National Curriculum from England. Children in both Key Stages learn through a child-initiated and play-based approach. We use a Dulwich College International tool called Engaging Spaces to evaluate our early years environment that supports this approach to learning. A key aspect of the curriculum is outdoor learning, which, in the Foundation Stage in particular, means that indoor and outdoor time should provide learning of equal quality.

The curriculum is adapted to meet the specific needs of the children here in Beijing, many of whom speak Mandarin as their first language. Assistant Teachers, Dual Language Teachers and expatriate Class Teachers work together to provide a dual language programme, an important component of our teaching. This method aims to enable the children to acquire language skills in

English and their home language in a fluid way.

We have an interdisciplinary approach to planning, and children are able to lead their own learning through thematic or concept-based curriculum. Wellbeing, sensory and learning through play are important parts of our day. Chinese, PE, music and art are taught by specialist teachers. Children love taking advantage of our dedicated Early Years art and kitchen room as well as our beautifully designed library with age-appropriate elements.

Our Early Years children learn to take responsibility from the start. Regular cross-age play with Junior and Senior School students provide young children with opportunities to learn from the older children they look up to as they inch toward the transition to Year 3.



INTRODUCTION TO JUNIOR SCHOOL

At Junior School (Key Stage 2, Years 3 to 6), we believe that each and every child has the right to be heard and the potential to bring something unique to the world in which they live. In a safe, secure and stimulating environment, our students are able to thrive, both personally and academically, and it shows. Visitors to a DCB Junior School classroom or assembly are often struck by the children's enthusiasm and level of engagement. A primary teacher's role is to help students fulfil their potential in all areas, irrespective of cultural or educational background.

Education only flourishes if it successfully adapts to the demands and needs of the time, and learning is especially effective when it is personalised. Given our international setting in Beijing, students study an enhanced English National Curriculum, with cross-curricular topics that reflect student interests and at the same time, put into international as well as local contexts. Our approach aims to build a thirst for knowledge in both students and staff.

Junior School students are taught English, mathematics, science, humanities, culture and wellbeing by their class teacher. Specialist teachers lead AEN (Additional Educational Needs), EAL (English as an Additional Language), Mandarin, art and design, computer science, and music classes. A strong number of assistant teachers work seamlessly alongside class and specialist teachers.

A myriad of extra-curricular activities enriches learning for the students and enhances both hard and soft skills. Students participate in sports, music, drama, art, tech, community service and more, with continuous opportunities to develop confidence and leadership skills, which will take them, well prepared, to the next step of their education.



INTRODUCTION TO SENIOR SCHOOL

At Senior School, we believe that every staff member has a pastoral responsibility, essential in supporting students as they strive to achieve their personal best and become confident, independent and compassionate young people. Surveys consistently reveal that our students feel valued and have a strong sense of belonging here at DCB.

Each student belongs to a tutor group. They are looked after by tutors, year leaders, social and emotional counsellors, university counsellors, Heads of Key Stage, and the Senior School Leadership Team. Our teachers are subject specialists, focused on best practice, dedicated to both supporting and challenging students.

The challenge and rigour start with the enhanced English National Curriculum for students in Key Stage 3 (Years 7, 8, 9), characterised by a skills-based curriculum and assessment model currently in development across subjects. Our IGCSE programme in Key Stage 4 (Years 10 and 11) provides students with both breadth and depth of study. In addition, we have developed our

own liberal arts course and an award-winning STEM programme as further options. In Key Stage 5 (Years 12 and 13), all students study the IB Diploma Programme. DCB offers a broad IB curriculum, and students receive a high degree of personal attention.

We are proud of our outstanding academic success but equally, we believe that our extensive enrichment programmes are vitally important in providing our students with the very best experiences, which will shape their futures. Students participate in sports, music, drama, art, service, debate and more. They are given the opportunity to collaborate with their peers at DCB and across the Dulwich family of schools. Many of our extra-curricular activities are led by students. Their leadership is authentic and far reaching, with numerous student initiatives aiming for greater social impact. As students graduate from DCB, we are confident that the values we have nurtured will enable them to make a positive difference in the world.



DULWICH COLLEGE INTERNATIONAL



The Dulwich College International group (DCI) was founded on Dulwich College's vision to take its 400 years of educational experience, academic excellence and innovation abroad. The first of the British independent schools to venture overseas, Dulwich College Shanghai was opened in 2003. Since then, DCI's enrolment has grown to over 9,000 students from over 60 countries attending Colleges in Beijing, Seoul, Shanghai Pudong and Puxi, Singapore, Suzhou and Yangon, International High Schools in Suzhou and Zhuhai, and Dehong Chinese International Schools in Shanghai, Beijing and Xi'an.

DCI has grown into a family of schools embracing the same core values and practices of Dulwich College and is dedicated to inspiring our students in every facet of their education. The group is committed to leveraging its network of schools to deliver exceptional education to its students and provide its teachers with enriching and rewarding careers. It follows a simple and clear set of values which govern each College's development. These are an unwavering commitment to put the student first, aiming for excellence in everything we do and recognising that a pioneering spirit has a substantial part to play in DCI's growth and success.

To learn more about DCI and watch teacher testimonial videos, visit www.dulwich.org/careers.

DULWICH COLLEGE

OUR FOUNDING SCHOOL IN LONDON

The dynamic partnership between Dulwich College in London and the DCI group aims to establish the Dulwich College vision in Asia and further afield by bringing the best education to students around the world.

Dulwich College was founded in 1619 by Edward Alleyn, renowned Elizabethan and Jacobean actor. It is an academically selective boys' school in south London, attracting students from the top 15% of the UK academic range. It is one of the UK's most prestigious independent schools and has the largest overseas network of any British independent school.

Dulwich is recognised as a pioneer in education. It introduced the Modern Curriculum in the 1880s and was one of the first schools in the UK to introduce Mandarin Chinese into the curriculum. In 1996, it became the first British independent school to open a campus in Asia. The College has produced leading scientists, actors, film directors, musicians, sportsmen and writers, a number of whom have visited Dulwich College International (DCI) schools to talk of their experiences.

To learn more about our founding school, visit www.dulwich.org.uk.



GUIDE TO THE CURRICULUM AND KEY STAGES

Age as at 1st September	Dulwich Year	Grade Equivalent	Dulwich & UK Key Stage	Curriculum	
2	Toddler	Pre-Nursery	Foundation / Early Years	Follows standards set in the English Early Years Foundation Stage Framework	
3	Nursery	Nursery			
4	Reception	Pre-K			
5	Year 1	Kindergarten	Key Stage 1 / Early Years	Dulwich College Curriculum based on English National Curriculum	
6	Year 2	Grade 1			
7	Year 3	Grade 2	Key Stage 2 / Junior School		
8	Year 4	Grade 3			
9	Year 5	Grade 4			
10	Year 6	Grade 5			
11	Year 7	Grade 6	Key Stage 3 / Senior School		
12	Year 8	Grade 7			
13	Year 9	Grade 8			
14	Year 10	Grade 9	Key Stage 4 / Senior School		(I)GCSE (International) General Certificate of Secondary Education
15	Year 11	Grade 10			
16	Year 12	Grade 11	Key Stage 5 / Senior School		International Baccalaureate Diploma Programme
17	Year 13	Grade 12			

AGE CUT OFF DATE

Year level placement is determined by an applicant's age as of 1st September in the academic year of entry (see the "Guide to the Curriculum Key Stages" above). Applicants come from many different countries with varying school calendars and enrolment age practices. Our 1st September cut-off date and year level placement policy reflects what we believe to be the most appropriate alignment for academic and social readiness. An exception to this policy would require the approval of the Headmaster and would only be made when all the evidence suggests it is in the child's best interest to be enrolled in a year other than what his/her age suggests.

CLASS SIZES

The maximum number of students in each class is as follows:

- Toddler – 20 students
- Nursery – up to 20 students
- Reception – up to 20 students
- Year 1 to Year 11 – up to 22 students
- IB Diploma (Years 12 and 13) – 14 students

The College may increase the number of students in each class under special circumstances with approval from the Head of College.



ADMISSION TO DULWICH COLLEGE BEIJING

To succeed at Dulwich College Beijing students must be willing to work hard and be committed to our programme. Teachers provide the support necessary for students to become confident and independent learners. Additionally, we expect parents to support and be involved in their children’s education.

Applicants are admitted based on:

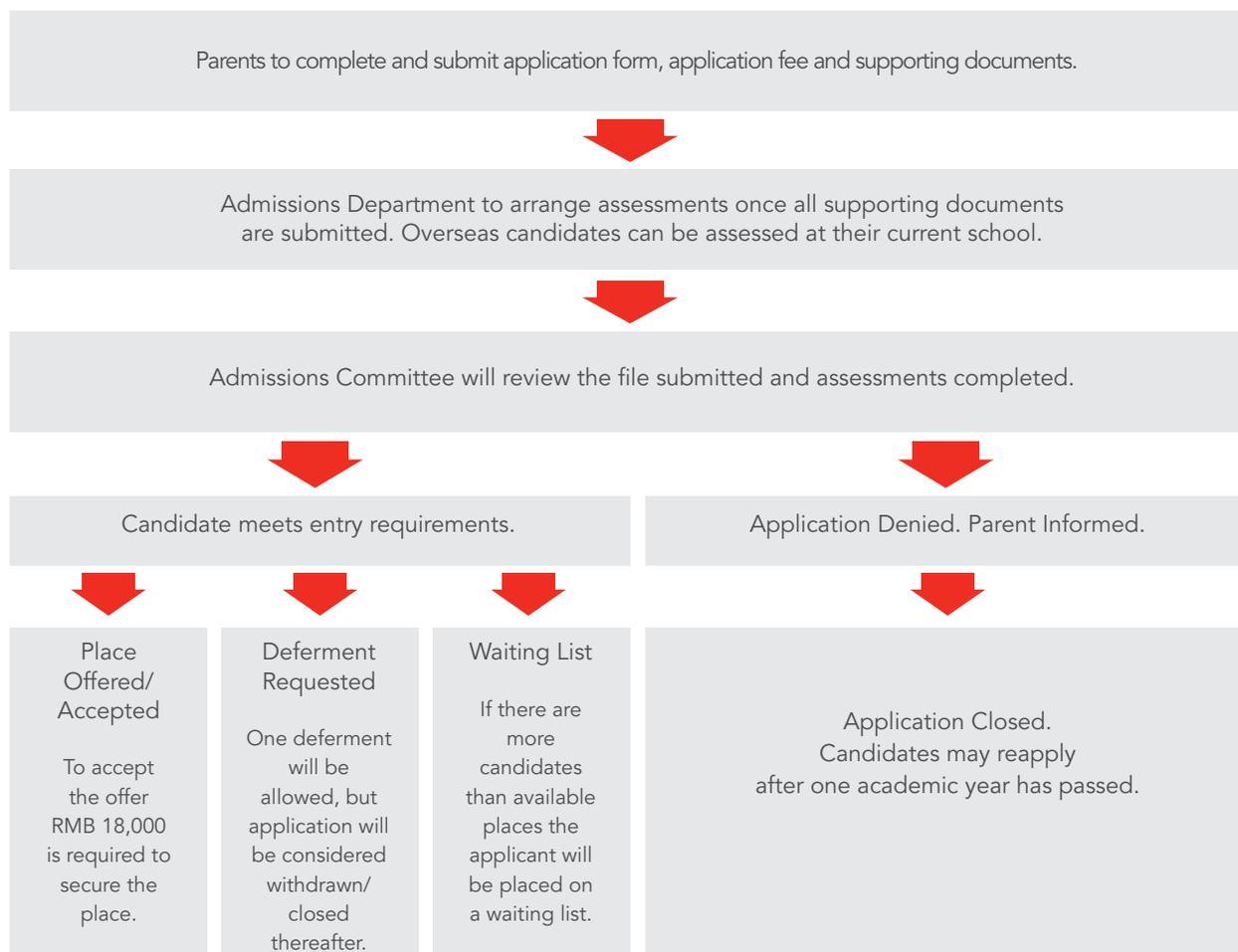
- Ability to succeed socially and academically in the learning environment of Dulwich College Beijing
- Ability to demonstrate a good work ethic
- A history of school-appropriate behaviour
- A desire to attend Dulwich College Beijing
- Sense of community

The decision to offer a place to a prospective student is taken by the Admissions Committee, comprising the Head of School, the Admissions Department and, if relevant, the English Language and Additional Educational Needs Departments. Admission and year level placement are based on academic evaluations and assessments, English proficiency, past school records, student interviews, teacher recommendations, the birth date of the applicant and any diagnostic testing that will help the Admissions Committee understand any special learning needs an applicant may have.

AN INTERNATIONAL ENVIRONMENT

Dulwich College Beijing expects students and parents to understand and support the school’s aim to serve a diverse population. Our students come from a variety of racial, ethnic, cultural and socioeconomic backgrounds. The administration, teachers, students and parents are always working to maintain an environment that is welcoming for all students.

ADMISSIONS PROCESS





ADMISSIONS CRITERIA

Students wishing to enroll in the College must hold a foreign passport and a valid work (Z) dependent Chinese visa. If they are PRC Nationals with foreign permanent residency, they must meet the requirements of the Chinese Government.

In addition to providing the application and supporting documents, all students wishing to enroll in Dulwich College Beijing are subject to the admissions criteria set out below.

Students applying for Toddler/Nursery/Reception

Students applying for entry in Foundation classes must submit current and prior school records if the student has had previous education. Students entering Nursery and Reception must be toilet trained, and admission is based on the visit, and a meeting with the Head / Deputy Head of Early Years.

Students applying for Years 1 – 2

Students applying for entry into Year 1 and Year 2 must submit current and prior school records. Admission is based on the visit, and an interview with the Head / Deputy Head of Early Years.

Students applying for Junior School (Years 3 – 6)

Students applying for entry into Years 3 – 6 must submit current and prior school records.

All Junior School candidates are required to take the Cognitive Abilities Test, consisting of verbal, quantitative, spatial and non-verbal reasoning assessments, a 30-minute writing assignment in English, and an interview with Deputy Head/Assistant Head of Junior School. Test scores are not disclosed to parents.

Students applying for Senior School (Years 7 – 13)

Students applying for entry into Years 7 to 13 must submit current and prior school records.

Candidates are required to take a Cognitive Abilities Test, consisting of verbal, quantitative, spatial and non-verbal reasoning assessments and a 30-minute writing assignment in English. Test scores are not disclosed to parents.

All candidates whose first language is not English are required to take an additional English proficiency assessment.

Candidates for the IGCSE and IB Diploma Programmes will also be interviewed by the Head / Deputy Head of Senior School. Candidates for Key Stage 3 (Years 7, 8 & 9) will also be interviewed by the Head / Deputy Head of the Key Stage.

Entry into Year 11

- Applications for enrolment in Year 11 are considered on a case-by-case basis and are typically not considered for Term 2 and 3, as current students will be on study leave for mock exams and final exams for a significant portion of this period.

Entry into Year 13

- The College will very rarely consider entry into Year 13. To be considered, students must be applying from a nearly identical IB programme and will be evaluated on a case-by-case basis.

After admissions assessments have been completed, the student's application will be reviewed and parents will be informed of the decision. Students deemed able to succeed academically, socially and emotionally will be accepted based on placements available. Test scores are not disclosed to parents.

OVERSEAS CANDIDATES

Special arrangements can be made for the entrance assessments to be administered at the candidate's current school. If a candidate cannot be interviewed, a provisional place may be offered, subject to withdrawal if the College later determines it cannot support the child's needs or there is a concern raised that was not previously known.





ADDITIONAL EDUCATIONAL NEEDS (AEN)

Candidates with Additional Educational Needs are accepted to the College on a case-by-case basis. The needs of the child are considered alongside current levels of staffing, expertise and resources within the school.

We offer support that is tailored to fit the individual student, but in general ranges from individual education plans to supporting the curriculum in the classroom. We may withdraw students individually, withdraw them in groups or support them in class, depending on the most appropriate method for each student. Sometimes a student's progress is just monitored and reviewed at a later date. The AEN Department works with class teachers in adapting aspects of the curriculum for individual student's needs. We are also able to provide detailed information and teaching strategies for specific conditions.

Additional adult support or specialist resources may be necessary for the school to make adequate educational provision for a student. The additional cost for this will be met by the parents. The College will only admit those students who can be adequately supported, and generally this means supporting those with mild, as opposed to moderate or severe needs.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Candidates whose first language is not English may be subject to an additional entrance assessment for EAL. The purpose of the assessment is to further explore whether the candidate can access the English-based curriculum and the level of support needed fits within the level of staff support available.

Students who require additional English language assistance to access the curriculum successfully are provided with EAL support.

Our EAL specialists help students develop the skills necessary to complete their school work in English by working and planning with the students' class and subject teachers. Students who are not native English speakers, but who are fluent in English and also have age appropriate literacy skills in English, are not classified by the College as EAL learners. To ensure a balanced and diverse student body, Dulwich reserves the right to limit:

- a) the enrolment of EAL students per class and year group.
- b) the enrolment of EAL students who share a mother tongue. The College will only admit those students for whom it can make adequate provision of support.

CANDIDATE LISTS AND WAITING LISTS

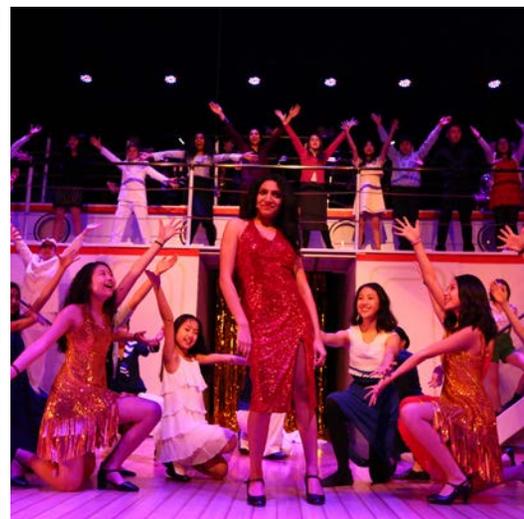
An applicant will be placed on the Candidate List after the initial application (a signed and completed application form, supporting documents and non-refundable application fee) has been received.

Once all items are received and the Admissions Committee has determined that the applicant meets the entry requirements, the candidate will be offered a place or, if there are no available places or the application is for a future academic year, placed on a Waiting List. Subject to availability, priority will be given to:

- a qualified sibling of a current student who has been deemed admissible
- a child transferring from another Dulwich College

It is in the applicant's best interest to complete the admissions process quickly to ensure the earliest possible decision and position on the Waiting List. Waiting List positions are not disclosed to parents.

Waiting Lists are maintained for one academic year only. After one academic year has passed, parents of candidates on the Waiting List will be contacted and asked if they wished to re-apply for the next academic year. Latest supporting documents and Application Fee will be required for such cases.



ACCEPTANCE AND PLACEMENT DEPOSIT

Applicants accepted for admission will receive an invoice following the acceptance letter. Upon notification of acceptance, parents are requested to confirm their intention and pay a refundable Placement Deposit of RMB 18,000 (subject to Terms and Conditions). If payment is not made by the date specified in the invoice, the applicant's place will be forfeited and may be given to another applicant. No student will be allowed to attend class until his or her tuition and placement deposit have been paid.

ADMISSION APPEALS

Parents may request an appeal if they can show additional evidence that demonstrates readiness, but as all evidence is typically already included in the assessment procedure, changes in admission decisions are rare. Students are permitted to re-sit the assessment tests after one academic year has passed. The College is not under any obligation to release the results of the assessment tests.

School Bus Service

Bus service is available from many locations throughout the city and there should usually be at least five students per stop on each bus route. One way bus riders are charged the same as round trip bus riders. Bus refunds for students withdrawing from the College are calculated in the same manner as tuition fee refunds for withdrawing students. Bus refunds for students who need to change their bus arrangements during the school year will be handled individually.

School Lunch

The school lunch programme provides students with a choice to either bring a lunch from home or choose to pay for the lunch provided by the School's caterers. A selection of different balanced set menus is available and will be served to students attending a full day of school (Nursery upwards to Year 13).

All full time students will be on an ID/lunch Card system and will be charged as and when they have a school meal. The ID/lunch card can be topped up periodically to cover the costs of lunches or snacks purchased (prices vary).

School Uniform

All students except IB students (who adhere to a business dress code) and toddler children are required to wear the school uniform. The school uniform is different for warm and cold weather, and students should adhere to seasonal requirements.

Assisted Places / Financial Aid Policy

Assisted places are awarded based on the applicant's demonstrated financial need. Parents requesting consideration for an assisted place must provide details of economic information on our Confidential Statement of Financial Circumstances form, which can be requested from the Admissions Office (initial or renewal application) by emailing admissions@dulwich-beijing.cn. Please contact Admissions staff for additional information and application deadlines.

School Trip Fees

Fees for compulsory school trips are covered by tuition. Optional school trip expenses will be borne by the parents.

Public Examination Fees

Examination fees for the IGCSE/GCSE and IB programmes are included in tuition fees.

89 Capital Airport Road, Shunyi District, Beijing
北京市顺义区首都机场路89号丽京花园
Tel: +86(10) 6454-9002
Email: admissions@dulwich-beijing.cn