



BCIS Admissions Policy

Purpose

- To define for prospective families, as well as all BCIS community stakeholders, the BCIS Admissions Policy
- To outline the admissions process and procedures, including: purpose, documentation, evaluation and information retention
- To ensure a clear and cohesive link between the inclusivity of the school's Admissions Policy and its Guiding Statements and approach to teaching and learning (see below).
- To support a mutual-choice, mission-driven admissions process, designed to enrol and retain students eligible for admission

Scope

This policy applies to all active members of the BCIS community – all students, staff, and parents, as well as all prospective and future members of the BCIS community.

Definitions

BCIS Mission

As a growing British international school in Chiang Mai, Thailand, we prepare our students to be creative, caring, and independent thinkers, to engage with and succeed in a complex world.

BCIS Motto

Brave Beyond embodies a spirit of continuous learning, personal growth, the development of future skills, and a lifelong commitment to making a difference in the world.

BCIS Vision

We envision a learning community where curiosity and creativity flourish, fostering responsible and engaged individuals who embrace diversity, build resilience, through a rich and relevant curriculum focused on future skill to equip them for success in a complex world.

Learning in BCIS

We aim for high-quality learning as a social and experiential practice. We aim to spark students' curiosity and stimulate their natural creativity. We inspire them to strive for excellence, and to take ownership of their own learning journey. This approach shapes the learner and the learning community, nurturing growth and new understandings.

Admissions Committee

- BCIS Admissions Committee is composed of senior leadership, Head of Admissions, and learning specialists, as required or requested. The final decision on all applications rests with the school Principal.

Policy Statement

- BCIS is an inclusive, British curriculum international school that seeks to actively enrol and retain students for whom a British education will address and provide growth for their unique learning profile.
- The school places a heavy emphasis on the importance of global citizenship and the role of student wellbeing in embracing change and developing new tools and resources needed to live productively and sustainably. This is especially important in community relations, both at the campus level and in coordination with our local host city of Chiang Mai, Thailand.
- The school's Admissions Policy is driven by its Guiding Statements for enquiry, innovation, and learning, which align with its programme design for learning for complexity and challenge and the development of future skills within a diverse and highly connected global world.
- It is the mission of the Admissions Department to support recruitment, enrollment, and retention in a professional and forthright manner, and to ensure that prospective and returning families understand the BCIS Mission, Vision, Guiding Statements, and learning approaches as they apply to our global learning community.
- We strive to give each family a thorough initial understanding of the international British curriculum and to respond to individual enquiries for additional information.
- Visits to the school campuses are scheduled on an individual appointment basis and are highly encouraged. These visits are available during school hours and during non-school hours by appointment, and should be arranged as early as possible through our Admissions department.
- All prospective families are encouraged to familiarise themselves with the school through the school website, www.bcisschool.ac.th and the Ambassador Education Group portal at www.aegcm.com.
- Prospective families are generally encouraged to apply as early as possible before the start of the academic year in order to mitigate the possibility of classes filling up. All application materials, as well as the admissions policy, can be accessed from the school website at www.bcisschool.ac.th/admissions.
- BCIS actively encourages applicants from a variety of educational, linguistic, cultural,

and learning backgrounds. The school provides dedicated student support services that address the multiplicity of student learner profiles, including some diagnosed learning needs, and English as a Second or Other Language (ESOL) assistance and immersion.

- Some learning support resources incur an additional fee and may be limited in scope or number of students. In the event that external support services are recommended by the Head of ESOL or student support team, these may require outside specialists and may incur additional expenses.
- While inclusiveness and differentiation are part of our programmes, the school offers a challenging British curriculum, and, as such, demands a high level of enthusiasm, motivation, and perseverance from students.
- Depending on certain factors, but especially in upper years, where a student may be changing from a different education model or language of instruction, the school reserves the right to refuse admission should it be determined that a student's needs will not be adequately supported throughout their time at BCIS.
- BCIS is determined to offer a programme of study that specifically emphasises language learning, experiential and service learning, and enquiry-driven research and imagination.

BCIS English Language Requirements for Admission

Early Years

Early Years students (pre-Nursery to Reception) aged 2-5, are normally admitted with no specific entry requirements apart from the official documentation required for every student (passport/ID, birth certificate, etc).

Students and parents will be interviewed to understand their expectations, background, and any medical or behavioural issues the school needs to be aware of. An informal language assessment takes place during the interview process, not a formal language assessment.

Year 1 through Year 11

General Requirements

- Students in Year 1 through Year 11 will be admitted after the submission of all application documents and proof of tuition payment.
- Additionally, all students in these years are required to complete the school's English-language (ESOL) assessment. Other documentation may be required, including diagnostic assessments, special needs reports, samples of student work, an essay, and more.
- Students may test out of ESOL at any time by requesting a Cambridge ESL test from admissions and paying the testing fee.

Additional Requirements

Common European Framework (CEFR) is a framework of guidelines for the identification of English-language skill levels. Students in Years 3 through Year 11 must meet established minimum English-language competency levels in order to be admitted, as represented in the following table:

Year	CEFR* Admission Decision	
Early years	No ESL requirement	
Year 1-2	A2 and above	Enrollment
	A1 and below	Enrollment with ESL Support
Year 3-5	A2 and above	Enrollment
	A1 and below	Enrollment with ESL Support
Year 6	B1 and above	Enrollment
	A2 and below	Enrollment with ESL Support
Year 7-8	B1 and above	Enrollment
	A2 and below	Enrollment with ESL Support
Year 9	B2 and above	Enrollment
	B1 and below	Enrollment with ESL Support
Year 10-11	B2 and above	Enrollment
	B1 and below	Enrollment with ESL conditions***

The Cambridge CEPT Scoring System:

- Below A1: 0–9
- A1: 10–19
- A2: 20–29
- B1: 30–39
- B2: 40–49
- C1 or above: 50

** In some cases of enrollment, it may be suggested that a student attend one or more summer school courses, ESOL programmes offered by the school or an outside provider, or English language course(s) during after-school activities.

*** Enrollment with conditions means a student may be enrolled, but have extra tasks or certain courses that are required. These may include: required participation in intensive English courses within or outside the school, English acquisition courses instead of other languages, mandatory extra English language course(s); and/or after-school English support sessions.

British Concordance International School (BCIS): Guiding Statements and Vision

Introduction

British Concordance International School (BCIS) is dedicated to fostering a world-class learning environment that prepares students to be successful global citizens. This document outlines our guiding statements, which demonstrate our unwavering commitment to both a high-quality international education and the development of well-rounded individuals ready to contribute to the world stage.

Guiding Statements

1. Academic Excellence:

- We offer a rigorous and internationally recognized curriculum that challenges and inspires students to achieve their full potential.
- We foster a love of learning through inquiry-based instruction, critical thinking skills development, and a commitment to lifelong learning.
- We provide diverse learning pathways that cater to individual student needs and learning styles.

2. Global Citizenship:

- We cultivate an inclusive and diverse learning environment that celebrates different cultures and perspectives.
- We promote intercultural understanding, empathy, and respect for all people.
- We develop students' critical thinking skills to enable them to navigate complex global issues and become responsible global citizens.
- We encourage international collaboration and engagement through student exchange programmes, virtual partnerships, and global awareness initiatives.

3. Personal Growth and Development:

- We nurture students' social and emotional well-being, fostering self-confidence, resilience, and strong character development.
- We provide opportunities for leadership development, teamwork skills, and independent learning.
- We encourage creativity, innovation, and critical problem-solving skills.
- We promote a healthy lifestyle and lifelong well-being practices.

Alignment with High-Quality International Education

BCIS's guiding statements are designed to align with the hallmarks of a high-quality international education. Our curriculum is internationally recognised and prepares students for success in further education and their future careers. We utilise innovative and engaging teaching methods that promote critical thinking, problem-solving, and collaborative learning

skills. Additionally, we emphasise the importance of intercultural understanding, fostering open-mindedness and respect for diverse perspectives.

Commitment to Global Citizenship

BCIS is dedicated to nurturing responsible global citizens. We believe that education plays a vital role in preparing students to contribute meaningfully to the world around them. From years 1-9, global citizenship is taught once a week for every student, so it becomes part of their thinking and awareness. By fostering intercultural understanding, critical thinking skills, and a sense of global responsibility, we empower students to become agents of positive change. We provide opportunities for students to engage with global issues, collaborate with peers from different cultures, and develop the skills needed to tackle complex challenges in an interconnected world.

Conclusion

BCIS's guiding statements serve as a compass, directing our educational philosophy and ensuring our commitment to both academic excellence and the development of well-rounded global citizens. We believe that by nurturing intellectual curiosity, fostering global awareness, and promoting personal growth, we can empower our students to thrive in a dynamic and interconnected world.