



KING'S COLLEGE
INTERNATIONAL SCHOOL
BANGKOK

A great heart
takes you
further



Good Manners • Kindness • Wisdom



King's College International School Bangkok (King's Bangkok) is centred around the values of good manners, kindness and wisdom. We work closely with King's College School, Wimbledon and ensure that we build our education on three central pillars: a strong academic curriculum, a broad and varied set of co-curricular activities and a pastoral care system which ensures that our students are happy and excited to come to school each day.

We opened in August 2020 in the prestigious Ratchada–Rama 3 area of Bangkok. Our state-of-the-art facilities include an Olympic-size swimming pool, outdoor and covered tennis courts, a FIFA-standard football field, an outdoor running track, an indoor jogging track, two floors of sports and activities space in a specialised building, a 600-seat auditorium (the Great Hall) and specialist Science, Music, Robotics and Art classrooms, as well as an Early Years Centre with outstanding outdoor and indoor learning areas.

The education we offer may be very different to the one you probably experienced. Children will be given the chance to follow their own interests and try new hobbies to make them well-rounded. They will be given independence and asked to make mistakes so that they can learn from them. They will have staff who know them in a variety of contexts and will be there to support them whenever they need it.

King's Bangkok works together with parents to give our children every chance to be happy, strong and confident young men and women who can live their lives with a great heart. We look forward to welcoming you to our campus to find out more and to meet our team.



HEADMASTER'S WELCOME

Our students will leave us with academic qualifications desired by the top universities in the world and a range of skills and interests, which will give them a balance in their lives between work and play. They will have the confidence and creativity to make a difference in the workplace, and an education in the importance of valuing people, working hard and doing the best for yourself and the community you are part of. Everything we do for our students will be based on the values that King's College International School Bangkok holds dear.

It is this focus on character development that makes us so popular with parents, because we know that all we want for our children is happiness and a great heart. **We are building a community of good people who will create much more than just a school.**

A school is merely a set of buildings to put knowledge into people's brains, but King's Bangkok is a place where we focus on the heart because the mind will follow afterwards. A school is a place where people learn from books, but King's Bangkok is a place where everyone learns from each other. The students at King's Bangkok will teach us as much as we will teach them. A school is a place on a map whose influence stays within its walls, but King's Bangkok is wherever our students are and the good work they do when they leave us.

King's Bangkok is not just a school; it's a community and it's a community centred on kindness. We are honoured to be building a place where children will grow up with these values. If you want the same things that we do, I hope that you will apply to join us and we look forward to welcoming you to our campus soon.

Thomas Banyard

Headmaster

BA Physics (first-class honours), PGCE
University of Oxford



WELCOME FROM THE HEAD OF PRE-PREP

At King's Bangkok, we strongly believe that it is our duty to provide the best learning opportunities for the young people who come here. We are responsible for a large part of a student's development whether it be academic, social, physical or creative and this is something we take very seriously.

Students are at the heart of everything we do at King's Bangkok; every decision we make centres around what is best for our students, not just for now but also their futures. Our facilities were designed to provide the broad curriculum they deserve but, more importantly, our philosophy on education and our values are centred around what we believe is best for children growing up in the complexities of the 21st century.

Education here is quite different from the way we learned at school. Our students need to grow into adults who are confident, flexible, creative thinkers who are prepared to learn from others and from their own mistakes. On top of all this, our students should be humble and kind as this is what makes a person truly happy.

King's Bangkok is a most wonderful environment for young people to learn in. I am proud to be part of creating it and I wish I had had the opportunity to be a student here.

A handwritten signature in blue ink that reads "H.C. Searle".

Helen Searle

Head of Pre-preparatory School

BA hon's, PGCE, MBA in Educational Management



WELCOME FROM THE DEPUTY HEAD (SENIOR SCHOOL)

The education at King's Bangkok will always place our students at the centre of everything we do. Our aspiration is that every child will leave fulfilled, empathetic, internationally focused and prepared for the future. By ensuring that we have varied and broad academic and co-curricular programmes, students will be challenged to thrive in a range of challenges and disciplines.

We understand that this is only possible if every student receives the requisite nurture and support to maximise their potential. This is why King's Bangkok will replicate the ethos of King's College School, Wimbledon and make pastoral care the principal responsibility of the school community. Every member of staff and every student will demonstrate that kindness, humility and honesty are fundamental to everything the school does.

I very much look forward to seeing King's Bangkok deliver a first-class education in a world-class environment and hope you will be excited to join us on this exciting journey.



Matthew Gibson
Deputy Head (Senior School)
BSc Biochemistry, PGCE
King's College London



KING'S COLLEGE SCHOOL, WIMBLEDON

King's College School, Wimbledon is an independent day school. Founded in 1829 by royal charter, it is a school of over 1,400 students and is one of the most academically successful schools in the world. King's Wimbledon is consistently among the very top schools in national league tables.

Outstanding results

Over 300 boys and girls have won places at Oxford or Cambridge in the last six years, with over 90% of students achieving their first-choice university offer. In 2019, 50% of all Sixth Form grades were A* at A level or 7 at IB Higher Level and 83% of all GCSEs were graded A* or 9/8.

A path to the world's best universities

Around 25% of all Sixth Form students gain places at Oxford or Cambridge each year, with students also going on to attend some of the best universities in America such as Harvard, Stanford and Yale.

Well-rounded students

King's College Junior School is equally sought after for its combination of superb academic teaching, pastoral care and sports and activities. Drama and music in both the Junior and Senior Schools are among the best in the UK, and the Junior School also has an impressive record of top positions in national sporting and academic competitions. King's Wimbledon prides itself on its combination of innovation and tradition.





Values

King's Wimbledon's approach at all levels encourages students to look beyond the academic curriculum, as the vibrant success of its drama, music and games departments all indicate. The whole school is committed to the values of good manners, kindness and wisdom. Just as important to King's Wimbledon is its partnerships with 27 local schools, a scheme that was praised by the British government.

One of the world's most academically successful schools

The Sunday Times published the 2020 issue of Parent Power and we are delighted to announce that King's College School, Wimbledon has retained its place at the top of the table for boys' and co-ed independent schools in London. This is the third consecutive year that we have achieved this position and it is testament to the hard work and excellence of our students and their teachers.

"As a parent I have had full confidence that King's is providing the best possible experience for my son."

PARENT 2018

MISSION, VISION, VALUES AND AIMS OF EDUCATION

Mission

To produce well-rounded, academically successful, happy young men and women.

Vision

At King's Bangkok, it is important that our teachers engage, inspire and extend our students so that they love learning and are excited to come to school. We aim to develop independent and enquiring minds by offering individualised care and a huge variety of experiences designed to help children grow into young men and women who can make a positive contribution to society.

Values

Everything we do is laid on the foundations of good manners, kindness and wisdom. They run through every interaction we have with children and the messages we give them when dealing with success, failure, conflict or emotion. They start the day with a smile and wai and end it with a 'thank you' and the offer to hold the door for a friend or parent.

To achieve our mission, vision and values, we believe that there are three pillars that contribute equally to this. These are the academic curriculum, co-curricular programme and pastoral curriculum.

Aims

- To be one of the best schools in Asia.
- To build a happy, kind community that every member is proud to be a part of.
- To develop a strong academic curriculum.
- To produce an exciting and varied set of learning opportunities as part of a broad and balanced curriculum.
- To have a wide range and variety of opportunities outside of timetabled lessons to develop well-rounded individuals who are lifelong learners.
- To enable students to be calm and confident through robust and caring pastoral care systems which equip them to deal with life's challenges.
- To produce young men and women with a great heart who are prepared for the best universities in the world.
- To ensure students are ready for life in a rapidly changing workplace and make a positive contribution to their society.
- To develop individual abilities and foster independence, curiosity and creativity.
- To work in partnership with the local community, which includes engaging our parent body to be actively and positively involved in the education of their children.
- To employ and then develop outstanding staff.
- To provide a safe, friendly and stimulating environment which enables all students to feel secure and motivated to reach their potential.



KING'S COLLEGE SCHOOL

WIMBLEDON



WHAT OTHERS SAY ABOUT US

We are very proud to be part of the King's College School community. See below what others say about King's Wimbledon:

The Sunday Times

"King's College School, Wimbledon is the embodiment of everything you could want in a school. Under the thoughtful, assured leadership of Andrew Halls, the school continues to go from strength to strength."

Tatler Schools Guide 2018

"A friendly, inclusive, outward-looking place."

The Good Schools Guide

"Intellectually exhilarating yet principled...A real golden ticket."

"Articulate, poised and likeable students."

"A great sense of camaraderie among students."

ISI Inspection Reports

"Pupils' learning, attitudes and skills: excellent"

"Curricular and extra-curricular provision: excellent"

"Pastoral care: excellent"

"Teaching: excellent"

"Links with parents: excellent"

Comments from students

"King's is such a warm, friendly and respectful school."

"The School has shaped who I am and its teachings will continue to define me in the future."

"A real sense of companionship and camaraderie between students and an absolutely brilliant host of staff who are inspiring and who have a great sense of humour."

"Teaches you how to think, not what to think."

"It's a unique and wonderful school."

Comments from parents

"The pastoral side has been very supportive and informative, and it has equipped my daughter to cope well with the challenges that lie ahead."

"The academic side has been faultless."

"Superb quality of education."

"Professional, pleasant, encouraging and fair."

"The teachers' brilliance and dedication have been inspirational."



WHAT SETS KING'S APART?

King's develops well-rounded, confident and happy boys and girls who will make a positive difference to their communities. We do this through placing equal weight on:

- A **strong academic curriculum** developed with the King's Wimbledon team. The King's curriculum has a proven track record of producing academic excellence as well as creative alumni who go on to have success in a wide range of fields: from famous musicians and actors to high court judges, software developers, writers, surgeons and academics.
- A **pastoral system** which gives children the support and guidance to become calm, happy adults. The tutor and house systems work to give children a sense of community and purpose so that they enjoy coming to school and have a network of people to go to in times of need.
- An extensive **co-curricular programme** which offers a wide range of clubs, societies and activities to provide children with a varied and exciting school week. These involve lunchtime activities, compulsory activities within their timetable and optional activities after school for children in reception and upwards.





Why King's Bangkok?

Happy children in a kind school learn more

At King's Bangkok, we aim to offer stimulating and challenging lessons from passionate and well-qualified teachers. From the Early Years upwards, we want to develop every child's intellectual curiosity and eventually help them achieve outstanding examination results so that they can attend the best universities worldwide. This requires more than a world-class academic curriculum; children need to feel happy in school and have strong moral values to direct them along the right path in life. We aim to provide them with a wide range of co-curricular activities to help them become confident, empathetic, resilient and versatile adults. Our children will achieve much more than academic success.

Teachers

All of our Form Tutors have gone through an extensive recruitment process that culminated in an interview with a Senior Leader at King's College School, Wimbledon. Not only does this make us confident that we have found the best teachers, it also gives parents the peace of mind that we have the same quality of students as our partnership schools.

Spaces to play in clean air

We have invested in spaces for our students to play both outside and inside. Outside, we have tennis courts, FIFA-endorsed astroturf and huge playspaces for both the Pre-prep and the Junior School children. Inside, we have many air-conditioned spaces, including one level of multipurpose space, a Dance Studio and the Sports Hall. All air-conditioning units are equipped with MERV 13 air filters which purify the outdoor air and reduce PM2.5 to the occupied space.

PRE-PREPARATORY SCHOOL

Early Years and Key Stage 1 education is such an exciting time in our children's journey, as it provides the necessary building blocks for later in life. It is also when we see the biggest changes and developments in children. A good start to education has big effects on young people and we do not take this responsibility lightly.

World-class facilities

Our children begin in the Early Years Centre in year groups of Pre-nursery, Nursery and Reception. These students have their own facilities in a safe, friendly and stimulating environment, including extensive outdoor areas where they can learn through play.

The transition to Key Stage 1

In Year 1 and Year 2, students move out of the Early Years Centre to join the older students. They benefit from large specialist classrooms and more Specialist Teachers while keeping the structure and support of a Class Teacher. They also have their own inside and outside play and learning areas.

Outstanding teaching staff

All students are taught by at least one fully qualified and experienced international teacher and every class has an Assistant Teacher who is adept at speaking both Thai and English, to help students who are learning English as an additional language. The Early Years classes are also supported by a team of Nannies to help ensure that children are cared for throughout the day.

A curriculum underpinned with our values

Whichever part of the Pre-prep they are in, children study an exciting and challenging curriculum that develops individual abilities and fosters independence, curiosity, problem-solving skills and creativity. We also ensure that all students become respectful, tolerant, kind and caring individuals who are sensitive to the needs of others. These values run throughout our school.

A curriculum from one of the most academically successful schools in the world

In all year groups, King's Wimbledon and King's Bangkok broadly follow the national curriculum of England and Wales. The King's Bangkok curriculum has been adapted to suit the environment we live in and the needs of the students we have. Our curriculum has been approved by King's College School, Wimbledon.

	Communication and language	Physical development	Personal, social, health and economic education (PSHE)	Literacy	Maths	Understanding the world	Expressive arts and design, including music	Languages/ Mandarin	Thai language and culture
Government Early Years framework	✓	✓	✓	✓	✓	✓	✓		
The King's Wimbledon curriculum	✓	✓	✓	✓	✓	✓	✓	✓ from Reception	
The King's Bangkok curriculum	✓	✓	✓	✓	✓	✓	✓	✓ from Reception	✓

Early Years Centre

In their very first years of education, the children will experience a curriculum that is designed to give them plenty of opportunities to develop, have fun and be challenged both in and outside of the classrooms. Giving children this education requires outstanding teaching staff and world-class facilities.


According to the UK government, “a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.” Therefore, our Early Years Centre combines educational research, decades of teaching experience and innovative modern designs to fully prepare our children for their education further up the school.

The designs are centred around providing spacious and fully equipped classrooms (of no less than 64 square metres) which give students space to explore. In addition, we have developed rich and varied outdoor spaces to ensure that our students spend time in a variety of learning environments and develop all of the skills they need to help them achieve later on in their school life and beyond. We have a large playground, sandpit, opportunities to climb, bicycle tracks, a Cooking Room, an Early Years swimming pool and splash area and a section of the main library. This gives us the tools to offer a truly world-class education which will ensure that every student is ready for the next key stage of their learning.





“A friendly, inclusive,
outward-looking place.”

A full-page photograph of two young boys in school uniforms. They are standing in front of a red brick wall. The boy on the left is taller, with brown hair, wearing a red blazer, a white shirt, and a red and blue striped tie. The boy on the right is shorter, with blonde hair, wearing a red blazer, a white shirt, and a red and blue striped tie. Both boys are smiling and looking towards the right. The boy on the right has a crest on his blazer pocket.

"A great sense of camaraderie
among students."



Pre-nursery and nursery

A child-centred curriculum

We deliver a curriculum based on a child-centred, play-based approach, meeting individual needs across all areas of learning and development. We base our teaching on the Early Years Foundation Stage of the English national curriculum, as this is world renowned for providing an excellent base for young people.

Learning through play

A great deal of teaching is through child-initiated activities both inside and outside the classroom. Teachers help children develop by being involved in the children's play in addition to individual and group activities. By allowing students to choose, problem-solve and work together, we foster initiative, creativity, confidence and the ability to negotiate, all of which are skills necessary for success later in life.

One Class Teacher

We believe that children do their best when they have one teacher and one Assistant Teacher who sees them for the majority of their lessons in school. These teachers know each child's strengths and weaknesses. They can support and challenge regardless of the subject they are enjoying. However, we also want our students to receive specialist teaching in Music, swimming and Thai language and culture to give them greater depth in these specialist areas.

A schedule designed to help students grow

In Pre-nursery and the first term of Nursery, we believe that children can only learn effectively for half a day. Our days are fun, exciting and packed full of learning and children find this tiring.

In the second and third terms of Nursery, we extend the day to a full day but we build in a rest time for children to nap, rest or play quietly in the afternoon.

This helps students to develop without rushing them. Our students will love their time with us but will also associate school with learning.

Example day in Pre-nursery and Nursery term one

7.30am	Soft start. An opportunity for students to explore the learning areas inside their classroom and in the adjoining gardens, and a chance for parents to speak to the teacher.
7.50am	Registration. The day begins with some time together to look forward to the activities of the day.
8.00am	Learning time which is either child-initiated or led by the international teacher and the Assistant Teacher. Specialist teaching in Music, Thai Studies or swimming.
11.00am	Lunch.
11.40am	Continued learning time and a review of the day to help children understand what they have learned.
12.20pm	Hometime, where parents have the chance to talk to their child's Class Teacher.





Example day in Nursery terms two and three

7.30am	Soft start. An opportunity for students to explore the learning areas inside their classroom and in the adjoining gardens, and a chance for parents to speak to the teacher.
7.50am	Registration. The day begins with some time together to look forward to the activities of the day.
8.00am	Learning time which is either child-initiated or led by the international teacher and the Assistant Teacher. Specialist teaching in Music, Thai Studies or swimming.
11.00am	Lunch.
11.40am	Continued learning time with Class Teachers or Specialist Teachers.
1.00pm	Rest time. Students rest or nap on beds or work quietly on self-initiated activities.
2.20pm	A discussion time or storytime.
2.40pm	Hometime, where parents have the chance to talk to their child's Class Teacher.

Reception

World-class curriculum

In Reception, our curriculum follows the same philosophy, but becomes more academic as we teach the children the more formal skills of reading and writing. We base our teaching on the Early Years Foundation Stage of the English national curriculum, but we encourage all our teachers to be adventurous in going beyond the curriculum and bringing the very best out of every child.

High expectations

We have high expectations of our children but also celebrate individuality and want our children to show character and be proud of who they are. Developing the whole person, spiritually, socially, physically and morally is extremely important to us and values and manners are a vital part of our education.

ECAs

In Reception, children are given opportunities to take ECAs (optional activities) after academic lessons finish to broaden their experiences.

Example day in Reception

- 7.30am Soft start. An opportunity for students to explore the learning areas inside their classroom and in the adjoining gardens, and a chance for parents to speak to the teacher.
- 7.50am Registration. The day begins with some time together to look forward to the activities of the day.
- 8.00am Learning time which is either self-initiated or led by the international teacher and the Assistant Teacher. Specialist teaching in Music, Thai Studies, Mandarin, EAL, PE or swimming.
- 11.00am Lunch.
- 12.00pm Continued learning time with Class Teachers or Specialist Teachers.
- 2.40pm Hometime, where parents have the chance to talk to their child's Class Teacher or for children to have a snack and get ready for ECAs.
- 3.00pm Optional ECAs run by Specialist Teachers and experts (40 mins).





Key Stage I (Years 1–2)

Our approach

We draw from the work of King's College School, Wimbledon in delivering an excellent curriculum underlined by strong values, in addition to teaching Thai Studies, outdoor learning and Mandarin.

Supporting the transition from Early Years

Key Stage I is the transition between the Early Years and the junior section of the school. Our expectations become more academic but our philosophy does not change and we continue to provide the children with a friendly environment where everyone is challenged to improve. We still have a learning focus, which encourages children to think, be creative and develop problem-solving skills.

Learning-centred approach

We provide a rich and diverse range of learning opportunities to stimulate, challenge and support each student's learning at a level appropriate to their ability. Lessons are more subject-based through mini topics, with numeracy and literacy lessons taught daily. Mandarin, Sport and Music Teachers extend our children's interests and skills.

ECAs

Our students are also given opportunities to take part in clubs and societies during lunchtimes as well as CCAs and ECAs in the afternoons.

Key Stage 1 curriculum (Years 1–2)

	English	Maths	Science	Art and design	Computing	Design technology	Geography	History	Music	Physical education	Theology and philosophy	PSHE	Languages/Mandarin	Thai language and culture
Government national curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
The King's Wimbledon curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
The King's Bangkok curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	part of PSHE	✓	✓	✓

JUNIOR SCHOOL (Years 3–6)

Developing lifelong learners

We believe that this is an age group where the flame of learning still burns brightly and we wish to build on this enthusiasm, as there is a risk it can diminish at this age. Students are fascinated by the world around them, but they need challenges and guidance by outstanding teachers to continue to excel and develop.

Curriculum for excellence

With a truly international cohort, we place literacy and language development at the centre of our curriculum in the Junior School, as this allows access to and success in every other subject. Around this, we develop the highest levels in all other areas of the curriculum to stretch and challenge our students so that they are ready for the Senior School. We teach, through an enquiry-based approach where possible, to develop skills that students need for later in life.

Connected learning

Co-curricular programme

Key Stage 2 curriculum (Years 3–6)

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SENIOR SCHOOL (Years 7–13)

What makes a school outstanding? Teachers who love working with students, love their subject and love teaching it. The best possible pastoral care that makes every student feel they are as important to the school as it is to them. A whole world of sports, music, drama and activities beyond the classroom with first-rate facilities. A body of students who care as much about the successes and happiness of their friends as their own.

We are a forward-thinking and innovative place in which to learn. We offer students the opportunity to study from a wide curriculum that leads to IGCSEs and A levels before they move on to universities around the world.

Academic

The quality of teaching at King's Bangkok is outstanding and colleagues know how important it is in the Senior School to continue establishing a love of learning, good habits of concentration, understanding, imaginative flexibility and discipline. Lessons are fun, exhilarating and purposeful, creating the best possible foundation for a lifetime of open-mindedness, learning and creativity.

Students are taught by Specialist Teachers in English, Mathematics, Biology, Chemistry, Physics, Geography, History, Art, Design Technology, Drama, Music, Computing, PSHE, swimming and PE. All students will study two languages as well as English. Thai students will study GCSE Thai (which is also an option for non-Thai students if they choose it).

Pastoral

Our pastoral support is exceptional. The students are placed in forms, allowing them to build long-lasting friendships with each other. Students meet with their Form Tutor every day, who ensures that they are looked after and encouraged to make the best of the numerous opportunities on offer.

Twice a week, students meet in their 'tutor groups' which comprise students in Years 7–9 or students in Years 10–13 led by their House Tutor. This allows students to make friends across year groups and experience peer mentoring, where the older students can take on leadership and share knowledge to their younger peers. In addition, the House Tutor is on hand to provide parents with guidance on all aspects of school life. Should we feel a student is not happy or not making the academic progress expected, the House Tutor will be the first person to invite parents in to discuss the best way forward.

As well as helping each student fulfil his academic potential, we want to see him or her develop in many other ways too. For this reason, students join a senior house as soon as they enter the Senior School. House events, Games, the arts, clubs and visits all combine to form an exciting experience and help students quickly get to know each other and care about each other's wellbeing.

SENIOR SCHOOL (Years 7–13)

Academic

Sixth Form students study A levels, an internationally recognised qualification which prepares them for any university around the world. For A levels, students pursue three or four courses in the Lower Sixth and sit A level exams in three or four subjects at the end of the Upper Sixth.

Careers and universities

Careers guidance begins in Year 9 and we work closely with King's Wimbledon to ensure that we provide our students with the best possible help and support. Parents and students are given a broad range of information so that they can make the best choices moving forward. Part of this is advising students on GCSE and A level choices as well as helping them to prepare university applications. We focus on helping students to find a course and university that they will enjoy and succeed in rather than forcing them to apply to set universities or to specific courses.

Years 7–9 curriculum

	Maths	English	Science	History	Geography	MFL	Latin	Art	Design Technology	Drama	Music	Theology and philosophy	PSHE	Computing	Physical education	Games (sports)	CCAs	Form time	Thai culture
The King's Wimbledon curriculum	4	4	6	2	2	2 (3 in Y9)	4	3	1	1	1	1	1	1	1	6	—	2	
The King's Bangkok curriculum (Years 7–9)	4	6	6	2	2	3 (two options from French/Spanish/German/Mandarin/Thai)	—	2	2	1	2	—	1	2	6 (4 PE and 2 swimming)	2	—	—	

Years 10–11 curriculum

Our students will study 8–11 GCSEs or IGCSEs which they will sit at the end of Year 11. All students will take a core set of GCSEs: Mathematics, English, Biology, Chemistry, and Physics. They are then able to choose options from a list which is likely to include Thai, Mandarin, French, Spanish, Art, Music, Drama, Design and technology, Physical Education, Geography and History.

THE WIDER CURRICULUM AND CO-CURRICULAR PROGRAMME

Our approach

We want our students to be individuals with their own unique mix of talents and interests. Not only is this important for their general wellbeing, this also allows them to access the world's best universities who now want much more than academic results. This is why we attach such importance to the students' involvement in our co-curricular programme. We have a unique mix of clubs, societies, CCAs and ECAs which involve sports, academic and creative pursuits.

CCAs

The CCA programme works alongside the curriculum lessons in order to provide an outstanding educational experience for our students. The aim is to help students balance the academic and co-curricular aspects of their lives, to allow as many students access to as many different opportunities as possible and to provide a structure that ensures all students take advantage of the programme, thereby embedding the habits and values of commitment and wider education. From Year 1 upwards, period 9 on a Tuesday and Thursday is taken up with these CCAs. They are compulsory for all students.

For students, the CCA programme will provide new challenges, give them the chance to make a difference to the lives of others or simply the freedom to approach a new situation by themselves to discover and develop skills they did not realise they had.

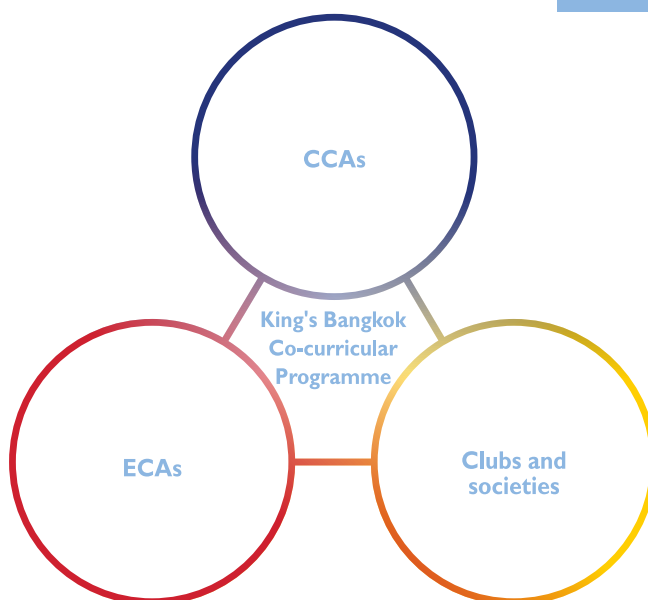
Clubs and societies

From Year 1 upwards, students are able to attend optional clubs and societies at lunchtime.

"Intellectually exhilarating yet principled...
A real golden ticket."

THE GOOD SCHOOLS GUIDE





ECAs

ECAs provide a variety of optional events after the school day for students to choose from. These may be extensions of the CCAs or may be other activities. Many of these activities are carried out by our school staff who are passionate about sharing their interests with the students. We have also worked hard to find the best external providers to enrich our provision and have worked with dancers, sportspeople, musicians and many more to ensure that our children can follow their passions.

Sport at King's Bangkok

Sport and physical recreation are essential parts of life at our school. Experienced in a safe and supportive environment, these are vital contributors to a student's development and wellbeing. We focus on enjoyment and participation while stretching and challenging our elite sportspeople. We value sports not just for recreation and physical wellbeing. Our coaching also encourages students to build leadership, develop self-reflection and improve their teamwork.

Competition

Students have the opportunity to participate in a variety of sports including football, gymnastics, swimming and basketball among many others. There will be opportunities to represent the school in competitive matches within the house system and against other schools. On top of this, we offer an extensive co-curricular programme to give students countless opportunities to find an activity that gives them enjoyment and a sense of achievement.



“Pupils’ learning, attitudes and skills: excellent”



Celebrating the arts

Academic excellence is a key part of our education but creativity is equally important for us. We want all of our students to gain confidence and enjoyment from the creative and performing arts in our school. This will help to develop creative and imaginative thinkers with enquiring minds. We truly believe that these skills help our students in every aspect of their life and work hand in hand with each and every aspect of school life.

Art and design

Art and Design Technology (DT) are important aspects of our curriculum as they encourage students to come up with their own solutions and experiment with different media. The development of creativity and discovering how to learn from mistakes help students develop as individuals and grow in confidence.

Music

We have 14 music practice rooms and two beautiful music classrooms as well as three performance areas for students to show off and develop their skills. We offer a wide range of musical experiences for students including choirs, ensembles and bands. Our focus is on building confidence and community through shared endeavour. As well as this, the creativity and problem-solving skills involved in composition helps students in every area of their school life. Students can also opt to take additional music lessons with peripatetic music staff.

Drama

Drama and roleplay are essential for us because they allow students to develop language and work together in front of an audience. Enriching the school life with plays in our world-class theatre and performances in our concert hall and amphitheatre are yet more ways in which we bring the school community together to celebrate the efforts of our students.

In the future, “individuals will be rewarded for the capacity to think critically, solve problems, and take advantage of new technologies. Schools will therefore need to teach flexible thinking rather than emphasizing memorization; they will need to show students how to cooperate and work with individuals with different backgrounds as well as to compete, and will need to nurture the ability to challenge, confront, and critically appraise differing ideas.”

Global Competitiveness Report 2016–2017
World Economic Forum

Learning beyond the walls of our campus

Trips

Well-planned educational visits provide our students with valuable experiences that enhance their learning. Students from Year 3 upwards will go on yearly residential trips and our teachers will run trips to enhance the curriculum throughout the year. By seeing the world outside of our campus, our students achieve a fuller understanding of the knowledge they learn in school.

Charities

At King's Bangkok, we have a firm belief in giving back to our community and developing young men and women who want to actively contribute to their society. Students at all ages will have the opportunity to take part in various projects and celebration days linked to the idea of giving back to those around us.



PASTORAL LIFE

"At King's Bangkok, every member of staff is involved in looking after the wellbeing of our students, from the classroom staff to the groundspeople."

Helen Searle

What it means to us

One of the central pillars of our school is its outstanding pastoral care. Pastoral care refers to how our school looks after every student as an individual. It is the way in which we, as a school community, work together to share information and develop a sense of wellbeing and belonging in our children, so that they look forward to coming to school each day. It also involves how we work with parents to ensure that students are getting the help and support that they need to succeed.

House system

We are very proud to be able to share the house system with King's Wimbledon. In the Pre-preparatory School students are assigned to a house just before they join Year 1. They work together to gain house points which reward behaviour that models our values of good manners, kindness and wisdom.

Students also compete in house competitions which gives them both purpose and pride in shared achievements. This also allows them to build networks of friends across year groups within the framework of friendly competition.

Every house has a Head of House who also looks out for the students in their house to further support their wellbeing. The house also gives students the chance to take on responsibility and develop their leadership.

"King's is such a warm,
friendly and respectful school."

STUDENT

The three house systems

Year group	Years 1-2 (and at the end of the Reception year as part of transition)	Years 3-6 (and at the end of the Year 2 as part of transition)	Years 7-13
House names	Hanuman (red) Manin Mung Korn (green) Naga (blue) Vayupak (yellow)	Norman (red) Stuart (green) Tudor (blue) Windsor (yellow)	Layton (red) Kingsley (purple) Alverstone (green) Major (yellow) Maclear (grey) Glenesk (blue)
House events	We are likely to have one house event a term to give the children an excitement for house events, but they are too young to do many of the events done higher in the school.	House events may include house art, house running, house music, house football, house basketball and house reading.	House events may include house art, house creative writing, house reading, spelling bee, house running, house music, house football, house tee-ball, house basketball, house chess, house drama, house badminton, house table tennis, house singing, house tug-of-war.
House points	House behaviour points accumulated through Class-Dojo with rewards at assembly. Children get 1 house point for every 10 ClassDojo points they receive. These are added up every half term and work towards a house cup.	House behaviour points accumulated through Class-Dojo with rewards at assembly. Children get 1 house point for every 10 ClassDojo points they receive. These are added up every half term and work towards a house cup.	Students are awarded merits for demonstrating our values, for high effort, for improving performance or for attaining high academic standards.

"For many students, representing their house in a range of competitive and collaborative events will give them both purpose and pride in shared achievement.

Our house system gives each student numerous opportunities to do their best for a common cause, to exercise responsibility and to build loyalty and respect for others through house events, which are wide and varied to allow every student to apply their talents.

Another key reason behind this is to build networks across the school. We know that our students will go on to be successful and we want them to help each other in later life."

Thomas Banyard

"King's is a kind, compassionate place."

TATLER SCHOOLS GUIDE



We are all involved

We are all involved in the pastoral care of our students and we hope that our focus on kindness will help every student feel that they have a number of people they can go to if they have a problem.

PSHE lessons

PSHE (Personal, Social, Health and Economic Education) lessons provide a framework for teaching equal respect and tolerance for beliefs of others and a commitment to and responsibility for others.

This supports the school's aims for bright, intellectually inquisitive girls and boys who will enjoy and benefit from the challenging and exciting teaching provided here. It also plays a fundamental role in helping our students make a positive contribution to society through the cultivation of appropriate social skills.



Child protection

Safeguarding

The school takes safeguarding extremely seriously. The core safeguarding principles of the school are that:

- it is everyone's responsibility to protect and promote the children's welfare. This includes all school teaching and nonteaching staff, parents and visitors;
- children who feel safe are happier, more emotionally secure and are most likely to achieve their potential; and
- students, staff, parents and governors will be involved in the development and review of policy, processes and implementation.

Keeping students safe

The school seeks to continuously develop and improve safeguarding policies and procedures. We at King's Bangkok, through a carefully planned curriculum, instil in the students the skills they need to keep themselves safe in a variety of different situations that they may face, eg personal safeguarding, online security or stranger danger. We also ensure that all staff go through safer recruitment checks and have regular training on child protection.

"Teaches you how to think,
not what to think."

STUDENT

KEY STAFF

Headmaster

Thomas Banyard

BA Physics (first-class honours), PGCE
University of Oxford



After achieving a first-class degree at Oxford University in Physics, Thomas completed a Postgraduate Certificate in Education (PGCE) to become a teacher at Tonbridge School in Kent, one of the UK's top boarding schools. From there, he was promoted to Head of Physics at King's College School, Wimbledon where he was amazed that so many components of boarding life were accomplished in the shorter hours of a day school. His interest in all areas of education led him to develop the teaching and learning at the school and join the Senior Leadership Team. In this role, he combined pastoral and academic responsibilities to help the school continue to improve, despite already being consistently rated one of the best schools in the UK.

Thomas could not turn down the opportunity of leading one of the first King's Wimbledon international schools in Hangzhou, China. His interest in learning from other cultures and in using his knowledge to build new schools meant that he was a valuable member of the Founding Leadership Team.



Head of Pre-preparatory School

Helen Searle

BA honours, PGCE, MBA in Educational Management

After her degree at Hull University in Southeast Asian Studies and the Malay Language, Helen went on to complete a Postgraduate Certificate in Education (PGCE) in Early Years and Primary Education. She then taught in Luton for two years where she was responsible for Geography and developing the outdoor environment. After this, Helen moved to Kuwait where she completed an MBA in Educational Management through Leicester University and qualified as an Inspector of Schools. She held senior posts in three very large British schools which included Deputy Headteacher, Headteacher of Primary (Nursery to Year 6) and finally Headteacher of Pre-prep (in charge of 800 children) at Kuwait English School where she spent 14 years.

Helen helped set up the Pre-prep and Junior Schools at King's Bangkok and knows that King's Bangkok will be a truly outstanding school.



Deputy Head (Senior School)

Matthew Gibson

BSc Biochemistry, PGCE

King's College London

Matthew graduated from the University of Nottingham with a degree in Biochemistry and completed a Post-graduate Certificate in Education (PGCE) at King's College London. He joined King's College School, Wimbledon in September 2011, tutoring students and teaching Chemistry. As Head of Kingsley House, Matthew was a key leader at King's Wimbledon, responsible for the academic development and pastoral welfare of more than a sixth of the Senior School. In this role, he helped students from the time they joined the Senior School, through the difficult process of choosing GCSE, A level and university options, to life beyond school. As well as this, Matthew has been coaching rugby, football and cricket and has been extensively involved in the school's community partnerships programme.

Matthew is exceptionally excited for this new chapter in his career and he looks forward to helping implement the ethos of King's College School, Wimbledon at King's Bangkok.



Deputy Head of Pre-prep

Raj Ladvá

BSc hon, PGCE, NPQ in Middle Leadership.

Raj is highly experienced in Early Years and Key Stage 1 education and is passionate about making a difference to young people. He is experienced in developing curricula and leading pre-prep schools both in Thailand and the UK. Raj joins our Senior Leadership Team from a British international school where he was one of the leaders of curriculum and learning. He has gained a bachelor's degree in Psychology, a PGCE in Primary Education (ages 3–7) and an NPQ in Middle Leadership.



FACILITIES

King's Bangkok has worked with teachers, parents and leading architects to ensure that we have world-class facilities. We have over 42,000 square metres of state-of-the-art school facilities which include:

- **Early Years Centre** designed to give students from Pre-nursery to Reception opportunities to develop, have fun and be challenged both inside and outside of the classrooms. Spacious and fully equipped classrooms of 64 square metres, large playgrounds, bicycle tracks, sandpit, cooking room, large multipurpose hall, swimming pool, and splash area.
- **Bangkok and Wimbledon Academic Block** for students from Year 1 upwards with modern and spacious (64sqm) classrooms for students, optimised for learning in the digital era.



- Four state-of-the-art science labs.
- Design Technology Studio and Robotics Lab.
- **The Heart** which houses Music and Art rooms.
- Library with open spaces and meeting rooms to allow students to learn independently or in a group setting.
- **The Great Hall**, an auditorium with 600 seats designed for student music and drama productions.
- Mini Concert Hall to allow children to perform for their peers and the wider King's Bangkok community.
- Dining Hall with 600 seats.
- **Aquatics Centre** with an indoor Olympic-size saltwater swimming pool (50 metres) designed with natural light and shade to ensure that students have optimal water temperature all year round.
- **Sports Centre** with an air-conditioned sports hall housing three full-size basketball courts, an indoor jogging track and a climbing wall, which enables students to do a number of activities and sports in any weather.
- More than 2,000 square metres of shaded recreational facilities that can adapt to the needs of our students, including a fitness room, indoor futsal and other activities for student's optimal social and physical development.
- Two outdoor sports courts and two outdoor tennis courts, shaded for multipurpose use all year round.
- Additional 10,000 square metres of FIFA-standard astroturf for allround sports use. Playgrounds fully equipped for different age groups to explore and play.
- Dean & DeLuca.
- Multistorey car park with 250 parking spaces.



“The teachers’ brilliance and dedication
have been inspirational.”

PARENT

ADMISSIONS

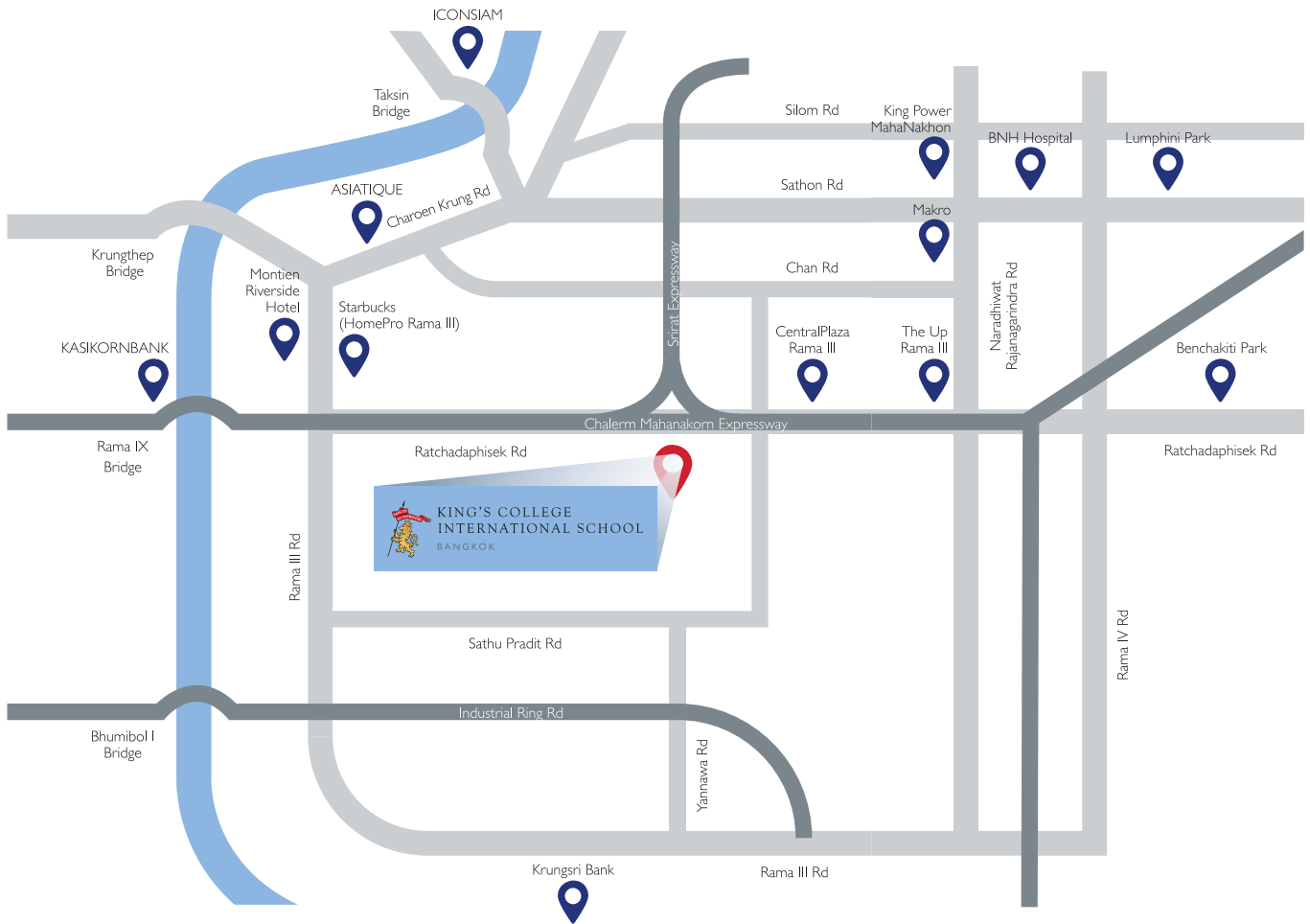
Process and criteria

Our admissions process aims to identify families who share our vision and values. We are looking for families who want their children to be academically successful, well-rounded and involved with many different activities, but also kind and well-mannered members of the community. Prospective students will be assessed on their current progress as well as their academic potential in addition to other interests and skills that reach beyond the academic curriculum.

This table shows the age ranges in each year group:

AGE	YEAR	KEY STAGE	SCHOOL
2	Pre-nursery	Early Years	Pre-prep
3	Nursery		
4	Reception		
5	Year 1	Key Stage 1	
6	Year 2		
7	Year 3	Key Stage 2	Junior
8	Year 4		
9	Year 5		
10	Year 6		
11	Year 7	Key Stage 3	Senior
12	Year 8		
13	Year 9		
14	Year 10	Key Stage 4	

Years 11–13 will be open in the academic year 2022 onwards.



LOCATION

King's College International School Bangkok is located in the prestigious Ratchada–Rama 3 area of Bangkok, with easy access to the financial district and the city centre.

3 mins	Central Plaza Rama 3
9 mins	Asoke Intersection
14 mins	Siam Paragon
14 mins	Central Plaza Rama 2
15 mins	The EmQuartier

ENQUIRIES

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admissions@kingsbangkok.ac.th

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