

Mission Statement

Ambrosoli is a community minded school that nurtures curiosity, creativity and global awareness through an inspiring, broad and engaging curriculum. Children learn to become resilient and respectful in an environment where each child is challenged and encouraged to thrive and achieve as an individual.

Our Vision

Empowering pupils to become confident compassionate and internationally minded learners.

Policy

At Ambrosoli International School we aim to enable all members of the school community to develop curiosity, creativity, global awareness, and respect for other cultures and beliefs through the International Primary Curriculum. The IPC is an engaging curriculum that is designed to make all learning exciting, active and meaningful for children. The IPC focuses on the process of learning and is accompanied by the learning goals: communication, cooperation, morality, thoughtfulness, respect, resilience, enquiry and adaptability.

Procedures

1. Planning

Year 1-6 follow the International Primary Curriculum and also matches the science and humanities learning goals of the National Curriculum of England. There are units for; milepost 1 (years 1 and 2), milepost 2 (years 3 and 4), milepost 3 (years 5 and 6). The IPC units support the development of knowledge, skills, and understanding in the following subjects: history, geography, science, technology, international, social, ICT, PE, art, and music. We also link to English and maths learning objectives when possible. In planning, objectives from the IPC are used to structure targets within mile posts. Teachers plan according to the IPC route plan that is reviewed yearly. Each unit is allocated a different amount of time in weeks. The unit starts with an entry point, knowledge harvest, explaining the theme, followed by research and recording activities and ends with the exit point. This is the best way to organize the curriculum throughout the year to ensure coverage and depth. Each unit follows the IPC teaching and learning process to inspire the children's curiosity, help children build on prior knowledge and complete research and recording activities to promote their learning. Units are planned using a consistent format including details such as learning objectives, differentiated activities, resources, introductory information, assigned tasks for teachers and LSAs, class trips, the personal learning goals, international mindedness, parental involvement and assessment opportunities.

2. Teaching

Children should receive at least 5 (45 minute) lessons of IPC per week. IPC lessons should be internationally minded, creative, engaging, and allow for the children to explore their curiosity.

Lessons should mostly be hands-on and children should have the opportunity to work individually, in pairs, or in groups. Every class is expected to have an IPC learning display.

3. Assessment

Children's progress is tracked using Classroom Monitor. Regular evidence from class-work and in-school activities should be attached to the tracked data throughout the year. Evidence can also be collected through photographs and videos of the children's progress.

Children are given awards each week based on the personal learning goals. Overall assessment is taken from a mixture of observations during lessons, discussions, class-work, skills and photographs and video. Classroom monitor assesses the children's skills and it's up to the teacher to keep records and assess the children's knowledge and understanding.

4. Inclusion

Wherever possible, teachers should provide equal access to the IPC curriculum by differentiating appropriately for all children. Support from the ILN co-coordinator is provided where needed for children with language needs and other special educational needs. Especially gifted children should be recognised as having needs and should be supported and challenged within their classes, as well as provided with further enrichment opportunities throughout the school year. Refer to the inclusion policy for further information.



Robert Kabushenga
Chair of the BoG on behalf of the BoG