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

'Transition' describes the movement that takes place from one setting to another. Before and after transition children need to be supported to become accustomed to their new learning environment. This will ensure pace and quality of learning is maintained in preparation for future learning and development. Planning and assessment as well as classroom organisation and teaching styles will be adaptable to ensure that teaching and learning are harmonised at the point of transition.

Procedures

- Transition is individualised focusing on the child's holistic being.
- Collaborative meetings between past and future setting will occur to attain individualised documentation of progress and development.
- Teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well being and development of the child.
- Planning is based upon assessment information and not pre-conceived notions of what is appropriate for the next key stage.
- There is a professional regard for the information from the previous setting.
- All children visit new classes and work alongside new teachers on Transition Day in the summer term.
- Annual tracking of children's progress via classroom monitor will be accessed by the new teacher.

Transition from Home to Sunflowers/ Existing setting to Ambrosoli;

- We recognise the role that parents have played, and their future role, in educating the children. We do this through: talking to parents about their child during the first weeks their child starts in our school; invited parents to a meeting during the term;
- Discussions occur between teachers and staff from other settings;
- Individual tours of the school are offered to all incoming parents and children;
- Parents receive a 'Parents' Handbook' with information about the school.

Interschool transitions;

Sunflower to Reception **–** The Foundation Stage builds on the 7 Characteristics of effective learning outlined in the Development Matters guidelines. The children will be independent emotionally and physically. For example they will separate from carer with ease and be able to dress independently.

Foundation Stage to Year 1 **-** The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning. The first term a learning journey will be prepared for every child outlining the developments that have made that were not yet achieved from the Early Years Learning Goal.

Key Stage 1 to Key Stage 2 **-** Provision will be made for under achieving children and interventions will be in place to aid their progress. Children should be able to undertake tasks independently using the teacher as a facilitator and mentor.

Secondary Transition;

Since Ambrosoli ceases to educate children beyond year 6 (11 years old); it is important that we ensure that students are fully prepared for a seamless transitions between Primary and Secondary school. Ambrosoli is committed to ensuring that any difficulties that may arise are kept to a minimum and the experience is as pleasant as possible for all students and indeed parents. Maintaining good relationships with Secondary schools is an essential way to ensure a smooth transition occurs.

Students are prepared for the routines and academic requirements of their new school, through:

- increasingly given extended projects which encourage them to focus and organise their studies with increasing independence e.g. World War 2 museum project;
- encouraged to be independent and take responsibility for their belongings and studies and specific duties in the classroom including time management;
- invited to visit different secondary schools in Kampala including induction days (even if their chosen school is not in Kampala as children from Ambrosoli move on to a wide variety of schools for secondary education);
- able to visit and gain familiarity with secondary schools via inter schools events e.g., swimming galas, football matches, music festivals.

Role of the Head of School in transitions

The Head of School will;

- make working links with all schools that students may move on to in Kampala;
- regularly meet with Heads of schools in Kampala to be aware of school requirements, routines and the curriculum;

- inform parents of secondary choices in Kampala and support dialogue for 'other' schools;
- establish links with 'other' schools as required;
- fill in the appropriate paperwork to support smooth transition;
- set up and administer individual entrance testing (as required) for schools;
- <u>follow up (in term 1) on the settling of ex-Ambrosoli students and act on information given by receiving teachers;</u>
- ensure that all records and reports are sent promptly to secondary schools in July (or earlier if requested). Additional information to be passed on if a student has an IEP (Individual Education Plan) or specific learning need;
- proctor for school specific entry assessments.

Robert Kabushenga
Chair of the BoG on behalf of the BoG

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WE ARE AN **ACCREDITED** SCHOOL

INTERNATIONAL PRIMARY CURRICULUM