

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 confidence, understanding and enjoyment of mathematics through a diverse and high quality approach to teaching. Through the use of the below procedures, students should be sufficiently challenged and supported to allow the development of resilience, creativity and critical thinking skills to allow them to thrive and achieve as individuals.

Procedures

1. Planning

The school follows the National Curriculum for England and aims for children to succeed in its' expectations for the end of each Key Stage.

In planning, objectives from the Rising Stars Progression Framework are used to structure targets within year groups. Teachers decide on the best way to organize the curriculum throughout the year to ensure coverage and depth and this is reviewed yearly.

Daily lessons are planned using a consistent format including details such as learning intentions, differentiated activities, resources, introductory information, assigned tasks for teachers and LSAs and assessment opportunities.

2. Teaching

Children should receive at least 5 hours of mathematics lessons per week.

Teaching should be suited to the content; ie. Individual, paired or group work used as appropriate; independent discovery and guided understanding used when appropriate; at the teachers professional discretion. However, a balance between these techniques is expected over the course of the year.

Lessons should be engaging, interesting and inclusive.

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.

Children complete a weekly mental mathematics challenge and their progress in recalling number facts and applying them is tracked throughout their time at Ambrosoli, with regular rewards given for achievement in this area.

Children should be individually tested on the core objectives covered at least once a term using test questions directly related to the curriculum objectives.

Overall assessment is taken from a mixture of observations during lessons, discussions, class-work and test data.

4. Inclusion

Wherever possible, teachers should provide equal access to the mathematics 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.

See the inclusion policy for further information.



Robert Kabushenga

Chair of the BoG on behalf of the BoG