

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.

Alongside the Early Years Foundation Stage (EYFS) and English National Curriculum for English and maths, Ambrosoli International School uses the International Primary Curriculum (IPC) and believes that all children will be better prepared for life after school if they are creative, curious and globally aware.

We believe that children learn best in different ways and at Ambrosoli we provide a rich and varied learning environment for children from many different nationalities, cultures and religions, which allows all children to develop the knowledge, skills and understanding necessary to become responsible global citizens of the future. We believe that the attributes required for 21st century learners include creativity, adaptability, independence, resilience and respect. We encourage all members of the school community to develop growth mindsets and positive attitudes to learning and to be kind and thoughtful.

In order to help our children to develop appropriately, learning at Ambrosoli is planned to be active, relevant, broad and taking into account the context of our school. Learning includes all areas necessary for the development of the whole child : - sciences, arts, language arts, social, global awareness, physical and emotional.

Effective learning in all areas of the curriculum :-

- Requires teachers to have good subject knowledge
- Is interesting, varied and fun
- Meets the needs of all learners (including EAL, with support as required)
- Is a result of good, reflective, planning and assessment and includes oral and/or written feedback
- Ensures engagement, enthusiasm and challenge
- Encourages exploration and questioning
- Provides opportunities for children to work on their own and in small and large groups.
- Requires high expectations
- Starts from where the children are
- Is relevant and authentic
- Uses the indoor and outdoor learning environments
- Draws on the children's own knowledge and understanding of host and home countries

Teachers at Ambrosoli come from a wide range of backgrounds and have different experiences. This enhances the learning and teaching opportunities for the children.

Effective teaching happens when :-

- Teachers model the personal learning goals and are motivated, enthusiastic and fun and who are themselves, lifelong learners
- Teachers work cooperatively and collaboratively with parallel year group teachers and assistants.
- Teachers have a secure knowledge and understanding of subjects taught
- Teachers use the terms knowledge, skills and understanding in their teaching and facilitate an understanding of these concepts by the children
- Lessons are planned, prepared and differentiated to meet the learning needs of all children and develop individual talents and interests
- Lesson management ensures that tasks are appropriately organised and resourced.
- The learning environment is safe, positive and calm
- Ongoing assessment of children informs next steps and planning
- Children and teaching staff have opportunities to reflect on their learning and how / if it could be more effective.
- Classroom management incorporates appropriate routines, agreed rules, access to resources and a rich and vibrant environment which promotes good, active learning
- Children are encouraged to think independently and take some responsibility for their learning
- Includes a wide repertoire of teaching styles and strategies providing access to a variety of rich learning experiences including the appropriate use of technology for learning.
- Promotes the development, in the children, of a love for learning

Effective planning:-

- Has clear learning objectives and success criteria which are shared with the children and revisited during and/or at the end of the lesson
- Is built on previous learning and on assessment
- Is flexible in terms of meeting the needs of the children and includes reflection
- Includes differentiated tasks according to children's abilities and level of support required
- Provides a variety of learning methodologies and opportunities
- Ensures that the needs of all children are considered.

Effective learning and teaching ensures that all children work towards the fulfillment of their potential and make good progress within a happy, caring and safe environment with high expectations for all. It is most effective where teachers are enthusiastic, skilled and knowledgeable and encourage children to become independent learners.

High expectations require children and teaching staff to be clear about the learning outcomes of a lesson and about what they are expected to do. Children's work should be marked against the learning objectives and success criteria or, in IPC lessons against the rubrics. Children need to be on task and good work habits encouraged. The classroom should reflect and celebrate the learning taking place.

Personal learning goals

There are 8 key attributes that are embedded in all aspects of life at Ambrosoli to help to prepare our children for the future. These personal goals are taken from the International Primary Curriculum (IPC) and are woven into the fabric of all that we do. They are learned, celebrated and developed throughout the school.

Enquiry - Being able to ask questions and then plan and carry out investigations related to those questions, collect evidence from a range of sources and think about wider issues.

Adaptability - To know about a range of views, cultures and traditions and to respect others. To approach new ideas with confidence and to be able to suggest ideas and solutions in a range of situations.

Resilience - To be able to stick with a task until it is completed and to learn to try again if unsuccessful the first time round.

Morality - To learn about the moral issues associated with different subjects and to respect alternative viewpoints as well as give reasons for their own.

Communication - To be able to make their meaning clear using different ways of communicating and a range of tools and technology to aid their communication. To learn how to communicate in more than one language.

Thoughtfulness - To be able to use a range of thinking skills in solving problems whilst considering others points of view. To reflect upon what has been learned and its implications on their own lives and the lives of others.

Cooperation - To understand that different people have different roles to play in groups and to adopt a different role depending on the activity and the needs of the group. Be able to work alongside and in cooperation with others.

Respect - To learn about the varying needs of other people, living things and the environment and to show respect for the world itself.

Monitoring and evaluation

The implementation of the learning and teaching policy and the quality and consistency of practice across the school will be monitored by the SLT and subject coordinators through the school's appraisal system, lesson observations, work scrutinies, sharing children's work in staff meetings, moderating meetings, subject meetings and through discussions with children.

Staff development needs will be identified and actioned in line with this policy. The Learning and Teaching policy has been formulated to provide a basis for all teaching staff to evaluate the quality of learning and teaching in their classrooms and across school.