



a revolutionary response to school

Curriculum Statement

To be read in conjunction with:

- E-Safety Policy
- Safeguarding and Child Protection Policy
- The Special Educational Needs and Disability (SEND) Policy
- Equal Opportunities Policy
- Equality Act 2010
- Learning and teaching
- EYFS Policies and Procedures
- EYFS Teaching and Learning

Vision & Aims

Atelier 21's vision is to be a school where children have lots of time and autonomy over what they want to learn and are encouraged and supported to master skills at their own pace. All set in a culture of respect where adults see themselves as researchers of children who are committed to delivering an entirely relevant and personalised educational experience to every child, taking into account ages, aptitudes and needs of all pupils, including those with an EHC plan.

Atelier 21 aims to:

- create a democratic space for children to learn that enables high levels of self-directed learning, assumes personal responsibility, and fosters innovation, curiosity and creativity, and respect for others which will help young people compete, contribute and thrive in an ever-changing modern world.
- develop confident, curious and resilient learners who can apply a range of higher order and subject specific skills to real life situations. Our pupils will make at least good progress from their individual starting points and develop a lifelong love of learning and the knowledge, understanding and skills which will support them in their future lives.

The Curriculum

Atelier 21 has an independently curated, emergent curriculum model, which is influenced by the Reggio Emilia Approach, the Montessori Approach and the National Curriculum - with underpinning principles from Guy Claxton's Learning Power Approach, where children exceed in mastering the skills that will be demanded of them in the future – thinking skills, interpersonal skills, emotional intelligence, mental agility and development of character. We are privileged and proud to announce

that Guy Claxton is the Patron of Atelier 21. He is excited to work with the staff in a consultancy role at the school.

The provision of full-time education is in accordance with section 8 of the Education Act 1996 with the curriculum based on the Early Years Foundation Stage Framework in the Nursery and Reception classes and the National Curriculum in Years 1 to 9. The curriculum is broken down into schemes of learning for each class, age group and subject. English and mathematics are delivered through published schemes of learning Hamilton Trust for English and White Rose for Maths, and those devised by the school and teachers' A21 Project Based Learning plans.

The curriculum is delivered in a holistic way which covers all areas of learning;

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social
- Physical
- Aesthetic and creative

The school does not have a religious ethos, religious education is delivered through social, moral, spiritual and cultural education (SMSC), the personal, social, health and economic education (PSHEE) programme and self- directed learning (SDL). Pupils learn about the main world religions and are encouraged to reflect on their own beliefs and respect the beliefs of others.

The curriculum focuses on the application of skills and knowledge. There are mastery workshops (short-focused lessons), big studies, self- directed learning, enterprise and innovation projects and 'Wild Fridays' (opportunities to explore the natural world outside the classroom). The provision of personal, social, health and economic education reflects the school's ethos and encourages respect for other people.

Curriculum Review December 2021

How we use our Schemes of Learning

Reflecting over our use of the published schemes of learning throughout the last year, the teaching team and SLT have made the following adaptations to their use in planning. These schemes are useful in providing a point of reference as to where pupils' learning should be placed and provide a framework for our own project-based planning. They support progression and avoid repetition. However, a point of difference between the curriculum at Atelier 21 and the curriculum in other educational institutions is that our curriculum is emergent and relevant. Therefore, it has been vital that the pupils and staff are given autonomy and are able to deliberately choose the content of each Big Study to ensure that pupils are invested in a relevant and authentic learning experience.

An example of this in practice: Previously the Year 7 Nature and the Natural World Big Study focused on 'islands – how can we survive on a deserted island?'. This was chosen by the class teachers and key objectives were chosen from the published SOL to ensure adequate coverage of KS3 objectives. Reflecting on this project and using further KS3 Geography and Science resources, we discovered there were gaps in knowledge based on the water cycle. Consequently, the next year's Big Study was devised by the class teachers to be 'How can water support life?'. Pupils were then given the opportunity to

draft a variety of questions that they had about water and life. This led the class teachers to review the NC programmes of study and a variety of published KS3 schemes of work online to deliberately choose objectives that not only met the pupils' gaps in knowledge but also ensure that teachers avoided repetition and allowed for progression. The pupils' questions then became the focal point of each mastery workshop, demonstrating that the A21 curriculum is informed by the interests and needs of the school population and cultural capital they bring with them and those with special educational needs and/or an EHCP.

Our vision and intent remain the same:

'Atelier 21's vision is to be a school where children have lots of time and autonomy over what they want to learn and are encouraged and supported to master skills at their own pace. All set in a culture of respect where adults see themselves as researchers of children who are committed to delivering an entirely relevant and personalised educational experience to every child, taking into account ages, aptitudes and needs of all pupils, including those with an EHC plan.'

However, our implementation has adapted over time to accommodate the fact that the SOLs were proving difficult to be emergent with prescribed objectives each term. It also became apparent that the breadth of content in our published SOLs does not allow for the depth of study our pupils wish to invest in their projects and had the potential to restrict and limit their curiosity.

To be relevant in terms of progression and building on prior learning, the SOL must remain flexible and informed by assessment. In its pure form they provide the framework for sequential learning and progression and with regular collaboration between teaching teams and subject leads, and reflecting on the curriculum plans and A21 PBL plans, we ensure progression and avoid repetition and build on prior learning.

The impact of this style of curriculum is that students have the opportunity to, and do, achieve well in areas that they have seen that they are involved in and have a personal investment their learning.

EYFS

Pupils within the EYFS classes will have a programme of activities that is appropriate to their educational needs in relations to personal, social, emotional and physical development and communication/language skills.

Special Educational Needs and/or Disabilities (SEND)

The school accepts pupils with special educational needs and disabilities (SEND), this includes those with education and health care plans (EHC plans) and those with social, emotional or behavioural difficulties (SEBD), each application is considered on a case by case basis. Pupils with learning or physical needs receive differentiated work and additional support in class. The school works with external agencies where appropriate.

Curriculum Organisation

Mastery workshops	Big studies	Self-Directed Learning	Enterprise and Innovation	Wild Fridays
Real life Mathematics	Myself- a study of how our brain and body works in order to thrive mentally and physically.	Setting own goals	School business – pupils set up a business and manage it in entirety	Forest School sessions inc. nature exploration, bush craft, survival techniques

Literacy and communication	Our planet, our choice – the impact of humans on planet earth.	Independent research projects of pupils choosing – often extensions of class work.	Studying and setting up a website and marketing tools for the school business	Adventure sports – eg. kayaking, rock climbing, raft building, bouldering
STEAM	Nature and the natural world- a biological and geographical study of nature.	Mastering new skills- playing an instrument, individual sport, cooking etc.	Studying the mechanics of different business structures	Hiking and rigorous outdoor exercise
Music	Events that changed how we live – the lessons learned from historical, cultural and political variance	Gardening, vlogging, podcasting, film making, music production, play writing	Exploring careers – work experience and work taster opportunities	Outdoor maths problem solving, curriculum link challenges to Literacy and STEAM
Modern Foreign Language	Current affairs – a real time study of political and cultural events.	Speakers corner – opportunity to share learning	Wealth accumulation and wealth building strategies – ie study of text ie Rich Dad Poor Dad	Community camping with families
Art	The Big Share – an exhibition/production/presentation or other form of sharing of pupil learning half termly	Learning Conversations- 1:1 reflection and mentoring sessions with a teacher to develop a growth mindset towards pupil learning	Making a difference with money – charitable acts and impact	Big Studies curriculum link opportunities to study the natural world and the geographical and historical/political links and impact on nature
Technology				
Performance Arts				
Sports and games				

Pupils will be taught in mixed age and mixed ability groups; there will be a teacher and a teaching partner with each group. The teacher is responsible for the planning of high quality lessons, but lessons can be delivered by the teacher or teaching partner. Both members of staff will support, assess and challenge pupils.

Lesson Timings

English- 4 hours of workshop time, including Literacy 5, school meeting, class meetings. 1 hour of skills application through big studies, Wild Fridays and SDL (Self Directed Learning).

Mathematics- 4 hours of workshop time, including Numeracy 5. 1 hour of skills application through big studies, SDL and Wild Fridays.

Science- 3 hours of mastery workshops/STEAM

Music - 1 hour

Art- 1 hour (plus Wednesday workshops – eg. textiles/ceramics/animation/photography)

Modern Foreign Languages- 1 hour (Spanish)

Technology – 2 hours (ICT and Wednesday Workshops – Music and Radio Production/animation/coding)

Performance arts- 1 hour (plus Wednesday Workshops – Musical Theatre)

Sports and games- 2.5 hours (Plus Football Coaching SDL option/riding team)

Big Studies- 2.5 hours – multi-disciplinary, project-based learning of history, geography and religious education including current affairs

Self- Directed Learning - 3 hours (includes 1 hour of Enterprise & Innovation)

Wild Fridays- 3 hours (see above as this includes time for Maths and English time allocation)

PSHEE- 1 hour

SMSC-1 hour

Assessment

Pupils' achievement will be assessed against National Curriculum objectives. Pupils are deemed to be working at an Emerging, Developing or Mastery level within each objective. Teachers use formative and summative assessment to track pupils' progress.

Teachers will assess pupils' progress each week during 1.1 meetings and pupils are encouraged to be self-evaluative and set personal goals.

The Curriculum Statement should be read in conjunction with;

- Schemes of learning
- Teachers' long, medium and short-term plans
- Curriculum Policies including the Assessment Policy

Measuring Pupil Performance at Atelier 21

Although robust planning is in place, our pupils learn within a partly emergent curriculum as well as through discreet teaching, particularly with regards to learning in humanities and creative subjects.

To inform this style of learning, teachers and teaching partners will regularly observe and document pupils during class work, activities and self-directed learning. These observations will enable teaching staff to reflect on what pupils are learning and areas that need further development. Observations can also be measured against the National Curriculum and cumulative data over a period of time can determine whether a pupil is working at an Emerging, Developing or Mastery Level.

In pupils' exercise books they will have slips that contain key objectives that they have been working towards. These can be stuck into their books and offer a space for both student and teaching staff to reflect on what has been achieved and areas for development with two stars and a wish.

Once every half term, pupils will meet with their mentor for a Learning Conversation. This will allow for dialogue between pupil and mentor about achievements and areas of further focus and intention setting. Pupils will record their progress in their Progress Portfolio, which contains 'I can' statements based on our assessment grids and the National Curriculum. Teaching staff will use the **Pupil Progress Portfolio** and the Learning Conversations in their meetings to record, reflect and plan for the following subject lessons and will inform suggestions to progress a pupil's self-directed learning.

When pupils begin at Atelier 21 from year 3 and above, their **baseline reading, writing, spelling and numeracy** scores will be assessed using CAT tests (Cognitive Ability Test with numeracy indicator) and NGRT and NGST (reading and spelling). This will give us information about a pupil's strengths and weaknesses in these areas and determine whether any extra support or intervention is required. This will be revisited on an annual basis and will give a clear picture of how pupils are progressing. This data is used to inform the yearly curriculum development plan.

At the end of each half-term or Big Study, pupils will complete a range of assessed pieces of work that can be included in the Big Share. Achievement can then be relayed to parents via Evidence Me or during Parent's Evenings and Parent Intention Setting Review meetings. During the year there will also be an annual written report that will outline key areas of progress and development in each subject area, at least twice a year.

SMCS, British Values and Citizenship

When pupils leave our school we want them to be the most motivated they have ever been to burst into the almost adult world, ready to make the most of their lives and assume responsibility for themselves and their place in the world. We want them to want to contribute, and to do that we promote the fundamental British Values.

Values won't be assumed because schools *demand* they are, particularly if they're very different from those at home: they have to be arrived at through mutual exploration, critical analysis and understanding.

'Fundamental British values' comprise:

- democracy
- the rule of law

- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs, and for those without faith.

Through strong teaching and quality lessons in SMSC development and PSHE we aim that we will:

- Enable every student to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of Britain.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- For those pupils of secondary age they will receive up to date careers guidance that is impartial and helps them to fulfil their potential

Monitoring and evaluation

As the school grows the curriculum will develop alongside it. This curriculum will be monitored and evaluated each term by the Head of School and Senior Leadership Team and on an as and when needed basis during biweekly Senior Leadership Team meetings.

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