



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 the 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 remains 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**

<b>Mastery workshops</b>	<b>Big studies</b>	<b>Self-Directed Learning</b>	<b>Enterprise and Innovation</b>	<b>Wild Fridays</b>
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	Forest School sessions inc. nature exploration, bush

			manage it in entirety	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 and SDL and Wild Fridays.

Science- 3 hours of mastery workshops/STEAM

Music - 1 hour

Art- 1 hour

Modern Foreign Languages- 1 hour

Technology – 3 hours (SDL workshop)

Performance arts- 3 hours (SDL workshops)

Sports and games- 2-3 hours

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

Self- Directed Learning - 4 hours (includes 3 hours of workshop)

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

Enterprise and innovation- 1 hour

PSHEE- 1 hour

SMSC-1 hour

The school day begins at 8.30am and ends at 4.15pm meaning 7 hours 45 minutes a day. Pupils have a flexible 20 minute break each morning taken at the discretion of the class teachers, and a short lunch hour of 45 minutes. There is morning and afternoon registration and a flexible break time in the afternoon of 20 minutes. Reception pupils learning through the EYFS attend school from 9am -3.15pm each day.

### **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

### **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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