

## Statement of Aims of Atelier 21 Future School – Parent Information

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 be a school where children's days are filled with challenge, inspiration, friendship and laughter. A place where relevant, meaningful learning experiences foster the skills young people need to compete and thrive in the 21<sup>st</sup> Century. These skills are namely, academic mastery, inquisitiveness, self-regulation, empathy, collaboration and creativity. The school will harbour a culture of mutual respect between its community of adults and pupils, and it will be a nurturing place for children to participate fully in their education through our well planned but flexible, emergent curriculum, which is based on the National Curriculum content. Our Personal Responsibility Model enables development of accountability as well as offering pupils the chance to be more self-directed and autonomous in their learning which builds a sense of agency and self-motivation, we hope for life-long learning.

Atelier 21 aims to 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.

Pupils will learn in a holistic way at our school through a combination of small group instructional teaching, project based learning and self-directed learning; however, I recognise that this must be backed up with a rigorous and structured broad and balanced curriculum that is formally assessed to evidence pupil's progress. Our school will foster a love of the natural world and outdoor learning through WILD Friday initiatives and an entrepreneurial spirit through the Enterprise element of our curriculum. Big Studies connect our humanities subject teaching with real world maths and science problem solving and development of English language will be taught discreetly, as well as be developed and enhanced through all elements of our curriculum. Our curriculum offers lots of opportunities to enrich the learning of the National Curriculum through pupils own independent research projects and our Big Studies.

Guy Claxton, the prolific education writer of the past two decades will be the Patron of Atelier 21 School. His 'Learning Power Approach' which teaches the development of a growth mindset and 'learnable intelligences' are corner stones of our values for enabling pupils to become fully in control of their ability to make progress at their appropriate pace with a positive and fearless attitude to learning in place. His approach will be used in our classrooms as a way to celebrate the grapple and effort required to make progress in anything human beings learn to do; and it will deconstruct the mechanics of learning so to make explicit to pupils the difference between 'learning mode' and 'performance mode' so our pupils truly learn *how* to learn.

Teachers and supporting staff at the school approach their relationship with pupils with mutual respect and a keenness to understand each pupil as an individual with differing skills, attributes and needs. Interactions between adults and children always remain positive with the aim of partnering with children in their journey of learning and childhood. Pastorally, this means supporting children with the challenges that school life will pose, socially, academically and personally. Our overarching aim is help children learn how to live well through childhood and in their future life, armed with evolved mental tools for managing themselves to enjoy learning now and for the rest of their lives, to enjoy living and socialising and seek out opportunities to challenge themselves and feel empowered to make mindful decisions about their lives independently.