Atelier — 21 —
a revolutionary response to school

Learning and Teaching Policy

This policy should be read in conjunction with;

- Mission Statement – The Vision and Aim of Atelier 21 Future School
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Management Policy
- Schemes of Learning
- Atelier 21 Project-Based Learning plans
- Assessment grid for each class.
- The National Curriculum Programmes of Study in all subjects
- Assessment Policy
- Anti-Bullying Policy
- E-safety Policy
- Supervision Policy
- Curriculum Statement
- Equal Opportunities Policy
- Assessment Policy
- Equality Act 2010
- ECT Policy

Rationale

The teaching at Atelier 21 is designed to promote pupils' independent and collaborative learning skills, foster their curiosity and provide them with the skills for lifelong learning. The curriculum is holistic but provides opportunities for pupils to achieve subject specific learning outcomes through mastery workshops, big studies, self-directed learning, enterprise and wild Fridays. Teachers facilitate learning through 'provocations' (opportunities to stimulate pupils' curiosity), 'challenges' (learning prompts for individuals or groups) and 'big questions'. Teachers act as facilitators and 'expert witnesses' (answering pupils' questions or providing additional information or clarification as required). The focus is on self-directed learning (SDL) rather than direct teaching. Teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think for themselves. In order to ensure a broad and balanced curriculum and give pupils opportunities to achieve well and make good progress there are subject specific learning outcomes and a structured system of formative and summative assessment (see schemes of learning and assessment grids). In English, mathematics, humanities, modern foreign languages, art, DT and PE teachers will use National Curriculum Programmes of Study when delivering mastery workshops. Information from assessment will ensure that the curriculum is adapted to meet the needs of all pupils. An important part of the

teachers' role is planning pupils' time so that all curriculum objectives are met and pupils develop the independent and collaborative learning skills that will support them in their future lives.

In addition, pupils will also experience Animation, Music Technology, Musical Theatre, Textiles, Ceramics, Creative Media, Outdoor Renovation in structured and planned self-directed learning workshops whereby teachers will enable pupils to build the foundations and skills to express their learning in a variety of ways in line with the pedagogy of Reggio Emilia. Teachers will refer to National Curriculum objectives in their project planning and assessment. Immersion weeks will also be held at the end of each term for subjects such as ICT, DT and Performing Arts whereby a week's activities will be planned and assessed with a bank 'I can' statements to explore subjects in further depth and showcase prior learning from the term. These workshops are designed with real life and relevant experiences alongside National Curriculum objectives.

Formative assessment is continuous and carried out through teachers' observations of pupils' work, their interactions with others and the development of key skills. Pupils are assessed against learning outcomes and are said to be working at an emerging, developmental or mastery level. Assessments are colour coded so it is possible for a pupil to be considered as amber, just into emerging level, at the start of a big study or topic and then see this change to green as the study or year progresses. During the three years that pupils are in a class they have the opportunity to reach mastery level in all objectives although the school expects most pupils to achieve the appropriate learning outcomes for their age and ability during each big study or topic. Summative assessment will be provided by the formative assessments for each half term and standardised assessments. Much of the evidence to support teachers' judgements will be found in pupils' workbooks, in pupils' ability to articulate their learning, during their 1:1 Learning Conversations, in their ability to contribute to discussion and in the progression of their learning skills.

Staff will be trained to carry out the assessments fairly and against appropriate learning outcomes, with regular moderation. Pupils will be partners in the assessment process.

Aims

- to ensure that all pupils make at least good progress from their individual starting points
- to deepen pupils' knowledge and understanding
- to develop curious and resilient learners who respond positively to challenge
- to encourage pupils to pursue their own interests while systematically gaining the knowledge, skills and understanding needed for their future lives
- to help pupils develop and apply new skills
- to encourage pupils to evaluate and review their work and progress and identify strengths and areas for improvement
- to ensure that all staff understand and support the values and vision of the school
- to promote excellence in teaching
- to create a supportive learning culture
- to ensure that all teaching is without bias and that teachers do not bring their personal views/political affiliation into school

Objectives

- to ensure that pupils have excellent oral and written communication skills and effective mathematical skills and can apply them in a range of subjects
- to enhance pupils' knowledge and understanding of the world
- to ensure that they can use technology safely and effectively
- to ensure that they can disseminate information and identify reliable sources
- to create a supportive learning culture where the views of all pupils are valued and everyone is treated fairly
- to promote pupils' confidence and self-esteem and engender pupils a 'can do' attitude
- to provide pupils with opportunities to make at least good progress from their individual starting point
- to help pupils realise that errors and mistakes are effective learning tools
- to help pupils take pride in their work
- to help pupils take acceptable risks
- to model effective learning and working behaviours
- to use assessment and detailed planning to ensure that pupils are well motivated and understand their strengths and areas for improvement

Effective Learning

- is sustained/retained, lifelong and encourages further learning
- can be applied, is cross curricular and ensures a transference of skills beyond the classroom
- incorporates independent and innovative thinking, problem solving and develops resilience
- uses a variety of methods and stimuli
- is enjoyable and gives pupils the opportunity to extend their own learning and pursue their interests
- motivates pupils to reach or exceed their potential
- is relevant to the world and society as a whole
- is current and prepares pupils for their future lives
- promotes collaboration
- incorporates values, including British Values, and care and respect for others
- encourages pupils to ask questions
- maximises the use of technology and gives pupils the skills to use it safely
- develops pupils' communication skills
- encourages creativity of thought and action
- incorporates regular use of 'Learnish' and reference to the Learning Power Approach
- is Challenging, Adaptive, relies and reinforces Retrieval and Long-Term Memory (CARL)

Effective Teaching

In order for teaching to be effective teachers must understand the vision and values of the school and the national expectations for pupils of different ages. Key knowledge and skills will be delivered during Mastery Workshops and pupils' understanding will be enhanced through their work in Big Studies and

self-directed learning. Teachers will use information from assessment to plan the content of Mastery Workshops in order to ensure that the curriculum is adapted for pupils of all abilities.

Teaching at Atelier 21 follows a loop learning cycle as outlined below that ensures that prior learning and assessment is taken into account in every teaching opportunity.
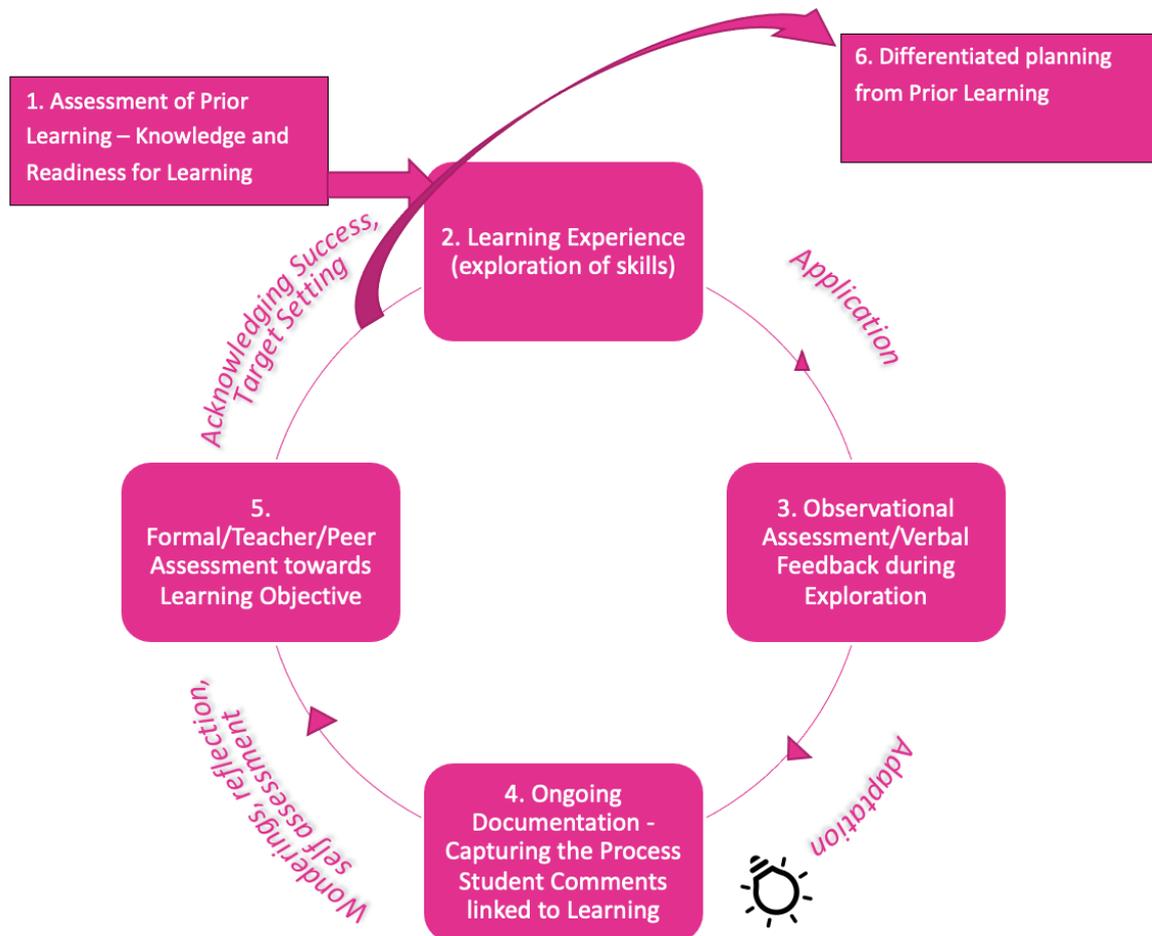
Effective teaching in any subject includes a number of key components.

Effective Planning

- is based on schemes of work and assessment information, teachers must use day-to-day assessment to plan work and activities for individuals
- has specific learning outcomes, outcomes are written as verbs (to apply, write, compare, evaluate, calculate, research), we do not say that pupils will know something because this is impossible to assess and if knowledge is worth having it takes longer than a day or a week to embed. Teachers will regularly refer to the Schemes of Learning to ensure progression and sequencing over the year groups and Key Stages.
- has precise learning outcomes, if the teacher is not clear about the purpose of an activity or task pupils will be confused and make little progress

- has achievable learning outcomes which are differentiated for different ages or abilities, one outcome cannot cover the whole mixed age or mixed ability group
- introduces new topics by identifying what individual pupils already know and then ensures that all pupils have opportunities to extend their learning, even if pupils have covered topics in a previous school, they can be challenged to consider a different perspective. Projects will be designed around a driving question that will progress the learning of the pupils
- identifies the pace of lessons and considers time management, although the focus is on pupils' learning teachers must ensure that there is full coverage of the curriculum and that pupils learn to manage their own time
- ensures that lessons of any kind are purposeful
- uses assessment information to ensure that there are appropriate levels of differentiation for all abilities
- takes account of health and safety and supervision, particularly during independent and collaborative work
- considers the resources that are required and ensures that there are sufficient resources to meet individual pupils' needs
- annotates short-term planning each day in order to provide appropriate support and challenge for individual pupils

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.

Effective Teaching

- takes account of pupils' learning and is flexible, if pupils grasp a concept quickly move onto the next activity, if they are bored change the approach
- checks on the progress made by individuals and provides additional support and challenge where necessary (through discussion or questioning)
- is clear and succinct and models effective communication skills
- provides aide memoires for pupils who find it difficult to remember instructions or information
- recaps information to a group or to the class where necessary
- asks open ended questions and ensures that all pupils can answer or participate (does not allow individual pupils to shout out answers or dominate the lesson)
- has high expectations of pupils' achievement
- varies delivery showing awareness of the different ways in which pupils learn
- creates a positive relationship with all pupils and expects very high standards of behaviour
- evaluates his/her work and seeks to improve
- has secure knowledge of curriculum objectives
- involves well-planned lessons and effective teaching methods
- shows a good understanding of the aptitudes, needs and prior attainment

Classroom Management

- creates flexible working spaces within the classroom(s) so that pupils can work in a variety of different groupings
- ensures that the space is tidy with no trailing wires or other trip hazards
- ensures that any medicines are stored safely and within easy access
- organises resources so they are easily accessible to pupils and can be located independently

- assesses the risk in activities, especially those which take place outdoors and ensures that pupils are always supervised
- creates a bright and stimulating environment with purposeful displays, provocations and documentation
- insists on high standards of behaviour and care for others
- is consistent
- develops pupils' independence
- helps pupils to manage risk and deal with challenges
- teaches pupils to care for the school building and resources
- teaches pupils to tidy up and put resources back in the correct places
- teaches pupils about health and safety procedures (handling equipment, carrying out investigations, working outdoors)
- ensures class and school displays celebrate the learning of all pupils, cover a range of subjects or topics

Feedback and Assessment

- feedback is a positive process, it is linked to the individual pupils starting point, target or learning aim
- pupils' work is considered each day, usually in collaboration with the pupil
- feedback provides a clear analysis of what has been achieved and provides suggestions about next steps, for younger pupils this is done through '*two stars and a wish*'
- comments are positive, clear, succinct and personalised to the age and ability of the pupil
- pupils have time to act on marking by reviewing, editing or improving an agreed section of work, this should not be used as a disciplinary measure but should always be seen as an improvement strategy
- feedback recognises effort, original ideas and/or progress
- teachers use information from day-to-day assessment to inform future activities
- assessment focuses on pupils' achievement against curriculum objectives it is formative (short term) or summative (long term)
- summative assessment usually takes place at the end of a topic, half term or term, formative assessment is ongoing
- teachers track pupils' progress using formative assessment and baseline data
- teachers use summative and formative assessment data to identify pupils who may be at risk of falling behind or those who require more challenge
- the outcomes of summative and formative assessment are used when reporting to parents
- teachers can assess pupils' attainment and progress (teacher assessment) or they can use standardised tests
- pupils are said to be working at one of three levels (emerging, developmental or mastery) the intention of our school is that pupils will deepen their knowledge and understanding rather than gain a superficial understanding of lots of curriculum objectives

Monitoring Teaching and Learning

In order to ensure the consistency of teaching across the school and to ensure that all teaching is of the highest quality there will be one formal lesson observation each half term. Lesson observations

will be carried out by the proprietor/members of SLT, subject leaders or consultant. In addition, the proprietor will evaluate class and individual data and carry out work scrutiny. Lesson plans will be evaluated each week during the first two terms. Teachers will receive oral and written feedback after all monitoring activities, and they will be given opportunities to respond.

The proprietor monitors the quality of teaching and learning in order to identify good practice which can be shared with others, inform individual professional development, ensure pupils make good progress and to inform school improvement strategies.

Newly qualified and unqualified teachers receive more frequent observations and benefit from the support of a mentor who will help them with lesson planning and assessment.

Teaching Partners

Teaching Partners are not responsible for planning lessons, but share all the duties of teachers. Teaching Partners may complete lesson planning provided it is approved by the Class QT. Teaching Partners make work with the whole class, groups or individuals.

Teacher Training

- all new staff undertake a 2/3 day induction before taking up their post
- all staff receive safeguarding training, including anti-bullying and E-safety
- staff are responsible for reading all school policies and signing to say they have done so
- all teachers are trained in learning approaches, feedback, assessment and school expectations
- there will be a weekly staff development session
- the proprietor will determine any other training needs by using the outcomes of school self-evaluation

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1.3	Review and reflection amendments	B Gooding	September 2021
1.4	Curriculum review with external advisor	B Gooding	January 2022
1.5	Amended monitoring and teaching	R Keightley	March 2022

Appendix 1 - Planning Verbs

- annotate
- answer
- assess
- create
- discuss
- draw
- explain
- formulate
- hypothesis
- improve
- make
- map
- observe
- present
- read
- review
- solve
- write
- reflect
- collaborate

Appendix 2 - Skills

- analysis
- annotation
- communication
- estimation
- evaluation
- hypothesis
- presentation
- synthesis