

Atelier — 21 —

a revolutionary response to school

- Relevant Meaningful Joyful -





Dear Parents,

A warm welcome to Atelier 21, we hope you enjoy our latest 'Look Book' designed to give you an insight into our unique environment and explain how our pioneering school approaches education as the UK's first Reggio Emilia inspired Future School for 4-16 years.

Our school teaches for academic and personal success with a core focus on independent thinking, agency, collaboration, creativity, resilience and emotional intelligence. All within a culture of respect, with responsive teachers who invest in our pupils as individuals. Children need and deserve an education fit for their future – not our past!

It is time that learning became more irresistible, joyful, motivating and deeply self-authored for young people today to have the self-reliance, confidence, courage and tools to face any challenge in life. Whilst academic rigour is extremely important at Atelier 21, our school looks beyond qualifications alone as the hallmark of a good education. By helping our children to learn *how to think, not what to think*, we can inspire them to have a robust mental tool kit that will allow them to navigate the world of opportunity and challenge that awaits them with excitement and gusto.

This 'Look Book' takes you through the journey of our pupils from Reception through Primary ages to studying the internationally renowned and Ofqual accredited, International Baccalaureate at senior school.

For further information, do visit our website at www.atelier21schools.co.uk, where you will also find some videos, podcasts and links to our social media pages.

Lastly, do have a read of our patron, Guy Claxton's 'What's the point of school?', an excellent book that sums up why we are here and how we intend to change a small corner of the world for the better.

Warmest Wishes

Hayley

Hayley Peacock
Founder and Head of School



Where the journey begins...



Explore

Wonder

Question

Create

Our Reception children make excellent progress with their learning and enjoy spending time researching, collaborating, creating, wondering, practising being mindful and connecting with our community through cross-curricular learning.

Lots of their learning is done outside in the fresh air, surrounded by the beauty and phenomenon of nature. The outdoor environment is used to their advantage in their studies, be it to measure the circumference of a tree or the height of a log, collecting pebbles on the beach to assist in counting or appreciating the landscape as stunning backdrops for their work of arts and creative writing.



Spotlight on Reception



Re-imagining the school day



Pupils who join in Reception have no concept of time – that is the magic of being four! They will often choose the most inappropriate moment to share with you their thoughts, feelings or experience. Sadly, as a teacher in a large school, it is often not possible to sit with that child and delve deeper, despite really wanting to. At Atelier, it is. With two teaching partners in every class and a flexible timetable it is possible to capture these moments and give every child the time they deserve.

Time is available to sit with individuals and explore books, to discuss and question and ensure that everyone has the opportunity to reach their full potential. The Early Learning Goals and National Curriculum are covered, just as in any other school. In the Early Years Foundation Stage (EYFS) pupils have time to explore and learn through play. Often this stops at Year 1 in traditional schools, but at Atelier 21 this is not the case.

*"I like doing my own research in Big Studies."
Charlie, aged 6 years*

*"I love free playing outside in the forest."
Matilda, aged 5 years*

*"I learn things that I didn't know before and get to play lots!"
Bella, aged 4 years*

Developing Independence & Individuality

Over the past few years, the term 'mastery' is used in many ways and the general concept of enabling pupils to gain skills with support rather than rote learning is considered better.

At Atelier there is a strong collaborative approach and the curriculum is not repeated from previous years, it is planned around the pupils' interests and real world problems in today's society. We build academic skills through areas of interest and proposals from the children that empower them in their learning. For example, Reception pupils write signs to remind the school of agreements made as a community at the start of term. What we want is for children to hold on to the love for learning or 'Learnish' (as we affectionately call it), they have in abundance in their early years - throughout their whole school life. Expert teaching partners and specialist teachers ensure that the enquiry-based learning approach to education continues throughout the school.



Life in Reception



Myth Busters

Traditional Learning - Atelier 21 is an academic school which covers the National Curriculum. The children learn National Curriculum content and when needed how to sit exams. The difference is that our learner-centred approach is more engaging and achieves more successful outcomes all round. The pupils also learn 21st Century skills and develop their own interests and passions through self-directed and project-based learning.

A Sporty School - The children at Atelier 21 are both active and sporty. We have a dedicated Head of Sport, a football, netball, basketball, athletics and equestrian team. We have wonderful facilities including swimming, all weather pitches, a sports centre and athletics track within a few minutes walk of the school. We love a bit of healthy competition, after all the world is a competitive place!

NOT A Hippy School - Atelier 21 is a future facing school with the highest of aims for our pupils, not an alternative school. We are intentionally different as we know that enquiry-based learning enhances children's overall performance at school - as does the strong pastoral care and nurturing of deeply curious, social and motivated individuals. We support our pupils' well-being through strong relationship building with adults and other pupils, lots of creative opportunities and encouraging individual expression.



Wild Fridays!



The most popular of the school days at Atelier 21 is Wild Friday! The one day a week throughout the primary years where the whole learning community go out into wild spaces for outdoor learning and exploration. We climb trees together, build dens and explore rock pools alongside planned learning activities which cover core subjects like English, maths and science. We are often inspired by the children's inquisitive nature and many 'wonderings' during Wild Fridays which lead to a change in lesson plans for the week ahead - part of the beauty of an emergent curriculum.

We also have purposeful 'Adventure Days' - from rock climbing to Forest School, crabbing to raft building, kayaking and lots more. These days are about pushing ourselves, working as a team and having exhilarating new experiences together.

We need to ensure the next generation cares about the natural world enough to protect it. Greta Thunberg can only do so much!



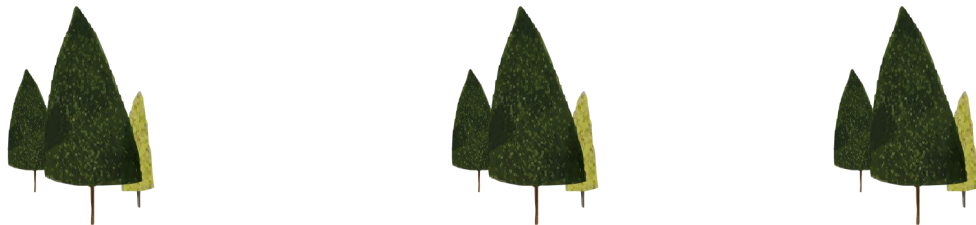
Big Studies



Big Studies are cross-curricular projects linking to an overarching theme, for the whole school to respond to over half a term. This project-based learning allows for pupils to develop agency and autonomy and is how our pupils learn about history, geography, religious studies, politics and current affairs - through relevant contexts meaningful to them.

They establish a good understanding of how to build a body of research by deep diving into topics. Learning is made meaningful as it is relevant to world wide challenges past, present and future, with links and connections to lots of other valuable skill sets.

At the end of each half term the children are assessed on half of their learning through teacher assessments and the other 50% on what they demonstrate they have learnt through the 'Big Share.' Pupils present their learning in various forms to the whole school community. It could be a podcast, presentation, sculpture, video, artwork, written documentation or a display using multi-media. This display always involves developing and honing their writing skills.



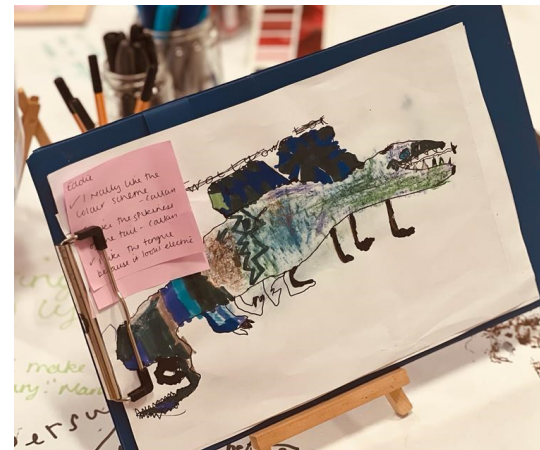
Parent and pupil testimonials

"Can we come to school on weekends and please can the holidays be shorter?"

Bea, aged 8 years

"School is my happy place"

"I love the school so much, it has a fantastic buzz about the place. When we go to see work the children have produced I love seeing the pride and commitment they have in their research and projects." *Jo, parent.*





Learning Powers - Guy Claxton



Our emergent curriculum is developed with pupils, taking account of their many questions and theories about the world. It is influenced by the Reggio Emilia Approach, the Montessori Approach and the National Curriculum. The way we work is underpinned by the principles of Guy Claxton's Learning Power Approach that celebrates the grapple and effort required to make progress when we learn things.

This means pupils learn not to fear making mistakes and become intelligent learners for life with a moral compass and a growth mindset in place. Guy Claxton is a cognitive scientist and prolific education author of the past two decades. He is also the Patron of Atelier 21.

This blend of chosen pedagogies from across the globe, helps children master the skills that will be demanded of them in the future – we call these the BIG 6 Learnable Intelligences:



Mental Agility



Decision Making Skills



Interpersonal Skills



Character Development



Thinking Skills



Emotional Intelligence

Viewpoint - James Ashcroft

I was thrilled to join the vibrant community at Atelier 21 as Executive Head. The school's ethos aligns perfectly with my educational philosophy. Born in England and raised in Amsterdam, where I attended an international school, my journey led me back to Cambridge to finish my schooling before heading to Norfolk where I trained as a teacher. I have broad experience working in boarding and prep schools in a variety of posts and now live in Kent with my family and (many) pets.

With a deep passion for education and pastoral care, I am committed to fostering a supportive learning environment for all pupils. I have championed the wellbeing of children in education for a while now; having chosen to write my Masters' dissertation on strategies to support the mental wellbeing of Year 6 pupils during their preparation for the 11+ and ISEB examinations.

My interest in metacognition drives my dedication to enhancing teaching practices and supporting pupils' holistic development. I have spent recent years training staff, so they are able to role model the development of metacognition to children. My interest in this area has led me to spend a great deal of time reading, completing courses, talking with specialists and I am thrilled to be continuing these discussions with Guy Claxton and Hayley Peacock. I am currently reading 'The language of thinking' by Ron Ritchhart.

Open communication and collaboration is central to my approach. I am committed to working closely with pupils, parents and staff to create a strong sense of community and to provide the best possible educational experience and outcomes for our pupils. I look forward to introducing you to Sally, my trusty dog who has her own wellbeing qualification and is very much a part of the Atelier 21 family. She is an eight-year-old cockapoo and is happy to sit and read with children or fall asleep and snore under a chair in staff meetings – as she has done many a time!



A young boy with light brown hair, wearing a grey hoodie, is shown in profile, looking through the viewfinder of a professional video camera. The camera is black and has a microphone attached to it. In the background, there is a grassy field with some trees and other people, suggesting an outdoor setting. The overall tone is educational and focused on learning through practical experience.

The Learning Power Approach

Learning HOW to think rather than WHAT to think!

For children to grow their own intelligence they need to be more independent and confident in learning for themselves. This learning power will assist them both now and in the future as they navigate an ever-changing world. Scientists and professors such as Guy Claxton have discovered that it is possible for children to become smarter, their intelligence is not fixed at a certain level. In effect, children can be taught the art of learning. Children learn how to be resourceful, resilient and reflective people who are not afraid to make mistakes and take on new challenges. We even have a 'Mistake of the Week' board in every class where we celebrate our best mistakes with each other and how we learned from them. Our pioneering school is a revolutionary response to a mainstream school system that needs taking apart and putting back together in an improved, learner-centred way. It sets young people up to be connected to the world in a more meaningful way that captures a love of learning new things for life.

Immersion weeks

To further spark the children's interest in different subjects and a greater understanding of them, once a term we collapse the timetable to enable everyone to develop a deeper level of learning in a particular area of study and experience true *flow*.

This gives pupils the opportunity to discover the subject by working collaboratively together in teams to explore different activities and provocations. For example, during our 'Space' themed immersion week, the pupils practiced many of the essential technical and teamwork skills required to be a successful scientist. They made all kinds of different rockets (rocket mice, straw rockets, balloon rockets, water rockets and fizzy rockets) and designed spacesuits which Class 1 then showcased on their own fashion runway! The week ended with an impressive egg drop from the top of the Piazza simulating a returning space capsule from orbit.

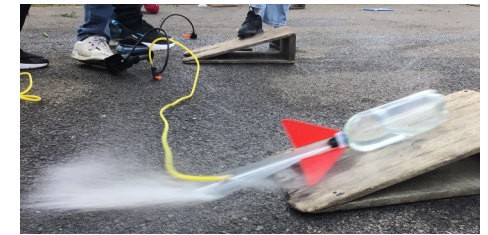
Other immersions have included an IT week where the children learned key programming and practical skills and took part in 'Robot Wars.' In DT week the whole school were challenged to work together collaboratively to create a wooden outdoor classroom, a shelter, table and chairs, waterproof storage and a rain collection system for hand washing.

Every summer we also showcase a whole school performance. The children put on 'Matilda Junior' at The Hawth Theatre, following their very successful first ever outdoor performance of 'Seussical the Musical' the previous year. This year they did a medley of their favourite three musicals with 'The Magic of the Musicals' - including Shrek, Frozen and Annie to critical acclaim.



'The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.'

Loris Malaguzzi



We Care About Creativity

Class 2 created some striking charcoal art pieces, through repetition of movement, to introduce the idea of physicality in their art work. This helped them to see ways to make art that is less about what their brain prescribed and more about accessing their subconscious organic creativity.



Experimenting with charcoals

Creating sculptures



"Everyone is an artist, everyone is a creative in their own way and that creativity is a great thing. It's a human thing and it needs to be nurtured and it can help us go down life's path and help us to become deeper, richer, more satisfied human beings."

Raiinn Wilson

Performing Arts



At Atelier 21 creativity and collaboration is at the heart of our performing arts. It is not just an opportunity for the children to grow in confidence on stage, it is far more than that. It is about our pupils working collectively on a project to improve their organisation skills and stage direction. It is about working together as an ensemble and having and valuing a supportive crew behind the scenes, to ensure we put on the most professional staging.

We value the opportunities for social interaction that comes with working on a whole school production and the strong teamwork and perseverance that goes into each performance. This makes the end result even more rewarding. Skills developed to successfully memorise lines, project your voice, take risks, improvise, do things out of your comfort zone and overcome pre-performance nerves are all valuable life-long lessons.

Expertise that can be applied to giving presentations, being able to articulate clearly to others and making your voice heard are all enhanced by our drama curriculum. In 2021, our pupils put on the most impressive performance of 'Seussical the Musical' outdoors with professional staging. We have also hired The Hawth Theatre in Crawley to put on high-end productions such as 'Matilda Junior' - for the full theatre experience!

Pupils who are passionate about drama also have the opportunity to create and perform their own scripts together during our mastery workshops. Our extensive range of specialist teachers, including a professional LAMDA tutor, guides them in everything from scriptwriting, choreography and performance, to prop making, stage direction and costume making.

Our older pupils as part of their topic on the 'Future of Technology', did us proud with their broadcasting performances at the Sky TV Studios, getting stuck in to all of the activities and working with a team of experts and cutting edge technology to compile and present news reports with style. The final screening video was amazing!



COLLABORATION
EMPATHY
TEAMWORK
ENTREPRENEURSHIP
RESILIENCE
DETERMINATION
INDEPENDENCE
THINKING GLOBALLY
DISCOVERY
MINDFULNESS
CRITICAL THINKING
RESPECT
COMMUNICATION
CREATIVITY
PERSEVERANCE
ENGAGEMENT



Our Senior School



Sports

Pupils at Atelier 21 take part in a wide range of sports (as well as PE and yoga) including football, basketball, netball, hockey, athletics, horse-riding and swimming, amongst others. We also run sports after school clubs and there is the opportunity for them to play competitive fixtures against other schools.

Our school is more active than most with the opportunity for pupils to skateboard, roller skate and scoot. Taking part in water sports, walking, mountain biking and climbing trees are actively encouraged at play times and during Wild Fridays. The children also learn about nutrition, lifestyle, exercise, physiology and first aid.

We make the most of the excellent sports facilities at K2 sports centre and the 3G pitches at Broadfield Stadium both of which are within walking distance, as well as extensive sports fields a short minibus drive away. Our football team also benefits from sponsorship by Sussex Security Services for its football strip and training sessions at the 3G pitch.



International Baccalaureate (IB)



We are now authorised to deliver the Middle Years Programme, with our first cohort sitting their e-Assessments in May 2025. Our school has experienced IB teachers, three of our teachers have taught at more than one International school and two have been IB exam markers. All of our senior school teachers have been given bespoke IB training for the delivery of each subject specialism and regularly participate in standardisation meetings with other IB schools. This ensures higher quality teaching and learning experiences.

Why do we follow the IB Programme?

We have chosen to deliver the IB in our senior school instead of GCSEs. This means we now have a world leading recognised exam system which fits our school ethos and approach to learning. Paired with our revolutionary curriculum, which focuses on making learning relevant, meaningful and globally connected, the IB ensures our pupils build 21st Century skills, a broader range of knowledge and interests and the dispositions that young people need to compete and thrive – on top of fantastic exam results. The International Baccalaureate Middle Years Programme (MYP) is designed for pupils between the ages of 11 and 16. It is taught in 108 countries around the world, is accredited by Ofqual as having the same status as GCSEs and respected by universities in the UK and abroad. The MYP is highly compatible with the Atelier 21 philosophy and enables us to nurture in our pupils the character and strength of mind for them to succeed in adult life. There is a strong focus on 'learning to learn' through the systematic development of approaches to learning, skills for communication, collaboration, organisation, self-management, reflection, research, creative and critical thinking. It also fosters intercultural understanding and global engagement – essential qualities for young people today. Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of pupils and prepares them for further academic study in an increasingly interconnected world. GCSEs have highly prescribed curriculums that lend themselves to teacher-led direct instruction, with assessment almost entirely through final examination. By contrast, the MYP assessment is achieved through a wider breadth of activities, including projects and ePortfolios of students' work, with only five exams to sit at the end of Year 11 – allowing more time for overall personal development.

Which subjects do our pupils study at IB?

Subjects Covered:

- Language Acquisition
- Language and Literature
- Individuals and Societies (Humanities)
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design

IB Global Contexts:

The subject areas are taught within the six global contexts of:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and personal innovation
- Globalisation and sustainability
- Fairness and development



There is a natural synergy between these and the Big Studies that Atelier 21 pupils will be familiar with from Reception to Year 6.

Community Project:

An opportunity for pupils age 13-14 to pursue service learning involving planning and implementing community projects.

Personal Project:

A student-centred and age-appropriate practical exploration through a cycle of inquiry, action and reflection. An independent learning experience of approximately 25 hours.

Assessment:

At the end of Year 11 the pupils gain the MYP Certificate. For this they will have completed the following:

- Two-hour eAssessments in five subject areas (language and literature, individuals and society, sciences, mathematics and interdisciplinary learning).
- An ePortfolio in language acquisition.
- An ePortfolio in one of the following: design, arts or physical and health education.
- An externally moderated Personal Project.
- A record of their Community Project.
- Each subject area is scored out of seven, leading to a final mark out of 56. To gain the certificate students need a minimum of 28 points and three or more in each subject.

Entrepreneurship



We believe young people need to develop financial literacy and an entrepreneurial spirit to thrive. Entrepreneurs know how to navigate challenges through an ever-changing environment, they are resourceful, adaptable and are not afraid to take measured risks in life. It has never been more important to ensure our children understand how to develop multiple revenue streams (even if they don't want to run a business), how they can build wealth for themselves and do good things with it as adults. Our whole school community operates a school business that the children run and all have some involvement in. They are responsible for designing products and services, building a website, marketing, and managing the finances of their businesses. They then democratically decide whether to save it or invest it back into the school. For example, as well as the annual business fair, the pupils run a tuck shop at break times. This thriving business has even gone through a marketing re-launch, implemented by the pupils to increase sales, after they conducted research that indicated healthier food options were in higher demand.

For older pupils we teach them about wealth accumulation strategies, from looking at freelancing your skills to getting on the property market, or understanding cryptocurrency and stock market trading. We also read books like 'Rich Dad, Poor Dad' together as part of this learning.

Further education post - 16 years

One of our key aims for our 16 years olds is that they build their momentum for learning throughout school and leave wanting to know more - not exhausted from learning. Having studied at the UK's first future school, the forecast for pupils at Atelier 21 is very exciting. Atelier 21 alumni will be skilled across multiple areas with a 'globally thinking' mindset, intercultural understanding and global engagement, all being essential qualities for young people today. The 'softer' skills are achieved by collaborating in a team, showing empathy and learning how to 'get things done' by working hard, persevering and utilising the wide range of 'life skills' they have acquired at school.

Future employers are looking for undergraduates or school leavers with a great set of grades who also possess the 'wow factor' in terms of communication skills, interests, stamina and the ability to work in a team. Following Atelier 21 we expect pupils to either follow the International Baccalaureate route via the diploma, switch to A-levels or other qualifications post-16, or make the most of their entrepreneurial abilities by setting up their own businesses or pursuing another talent - the sky's the limit! The most important factor is that the qualifications pupils will gain at Atelier 21 are as valuable, recognised and of equal status to GCSEs. We are frequently asked by parents if we can continue the Atelier 21 journey at 16 years and we are not ruling this out as we continue to grow and establish



Personal Projects



When our pupils reach senior school age our Wild Fridays change shape with Years 7-11, spending time developing ideas for rich and challenging personal projects as part of the International Baccalaureate, MYP. Tutored by their teachers with mentoring from our founder, Hayley Peacock and renowned entrepreneurs, they have the opportunity several times a term to dedicate some Fridays to these projects. They can use this time in a way that is meaningful to them, be it entering national competitions in art or creative writing, designing and making new products, charity work and setting up small businesses. Personal projects involve pupils in a wide range of student-planned learning activities that extend knowledge and understanding, whilst developing important academic and personal skills. The personal nature of the project is important as it allows students to explore an area that both motivates and interests them. Projects have included 'Patched Up', a business selling iron-on patches for the school communities' hoodies, a Runner vs Rider fundraising event which three pupils organised to raise funds for IT equipment in the school, creating sculptures for an exhibition and building new websites having identified gaps in the market for a particular product or information. For example, one pupil identified there was little access to information about the different types of feed available for performance horses and set up a one stop website for supply and feed options for competitive riders and horse owners.

Mastery workshops

A twist on traditional lessons, our mastery workshops are an afternoon a week where pupils of all ages work together across the school for a few hours. Pupils sign up to the workshop they want to join for half a term and these are a blend of direct teaching from a specialist teacher and time for self-directed learning in various disciplines; radio production, art, music, maths, STEAM, creative writing, musical theatre, sports leadership, eco-activist work, textiles and community outreach work.

To develop your passions in life you have to have time to tinker and think, time to invent, create, research, read, write, play and be with others in dialogue in hundreds of different ways. Teachers are also close by to challenge pupils and help frame learning when it's needed and teach certain skills. Sometimes pupils work alone, sometimes in small or large groups and very often with children much older or younger than them – it's completely up to them as trusted, autonomous members of our learning community.





Our older pupils also benefit from the beautiful environment that surrounds Atelier 21.

Passion Pays



Passion Pays is a series of talks and workshops from inspiring adults in the community who have developed a career or revenue stream from a passion they started in childhood. We want to encourage our pupils to follow careers doing what they love in life. Professional UK skateboarder and four-time UK champion, Lucy Adams, gave an inspirational talk (and showed us a few tricks) about her work around the world as a semi-professional skateboarder. Lucy was invited to inspire the children's skateboard self-directed project. The budding entrepreneurs in Class 1 also raised money from baking and selling cookies to buy the parts for the skateboards they were keen to build from scratch in DT workshops. The children have enjoyed a LIVE zoom workshop with video game designer, Hannah Curran from Creative Assembly, as well as personal visits from Lee Maggot, a special effects artist and Mandy Hickson, the 2nd female tornado fighter pilot in the RAF.

Our senior school pupils also enjoyed a Passion Pays talk from STEM ambassadors from Thales UK, about life as an engineer and had the opportunity to test the thermal conductivity of a space suit using different materials.

"Success is the ability to go from one failure to another with no loss of enthusiasm." **Winston Churchill**

Our inspirational visitors



Games designer Yasmin Curran, on Zoom.

Rising pop star Josie Proto films her latest pop video 'Problem Child' at Atelier 21 and some of our pupils star in her video!



Mandy Hickson, 2nd Female Fast Fighter Pilot, gave a talk about her fascinating career.



Professional skateboarder, Lucy Adams, demonstrates her skills.



Lee Maggot, former SFX make-up designer.

artworks and products



Plastic wave by Hannah



Climbing hold by Hannah



HDPE climbing hold by Nic



HDPE climbing holds by Henry



HDPE bowls by Graci



eco paper decorations by Aleena



eco sketchbook by Indy



HDPE plastic owl by Leo



HDPE dessert spoon by Naomi



HDPE ring by Millie



Teaspoon by Issy



HDPE climbing hold by Elena



HDPE bowl by Hannah



HDPE bowl by Nic



eco Christmas card by Florence



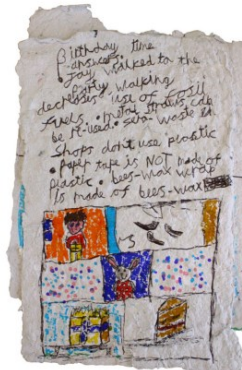
HDPE ring by Arthur



Recycled planters by Lottie



eco comic by Noah



Recycled stingray by Archie



*Inspired Artwork by
Alice in Year 10.*

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 **Atelier — 21 —**
a revolutionary response to school

“Nothing without Joy!”

Loris Malaguzzi