



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
- Assessment Policy
- Subject Policies

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, considering 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

In the Primary setting, Atelier 21 has an independently curated, emergent curriculum model, which is influenced by the Reggio Emilia Approach and the UK 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.

This style and model of learning is continued in the Secondary setting where students study a five-year Middle Years Programme awarded by the International Baccalaureate. The mission statement of the IB aligns with the key values of Atelier 21:

'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better more peaceful world through intercultural understanding and respect.'

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.' IB MYP: From Principles into Practice

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 11. The curriculum is broken down into schemes of learning for each class, age group and subject. Mathematics is delivered referring to published schemes of learning on 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), the sex and relationships education (SRE) 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 development of dispositions, and the application of skills and knowledge. There are mastery workshops or 'skill slams' (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. This is in continuous review and development based on research and training within Reggio Study Tours and IB professional development.

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, considering 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.

Curriculum Organisation (review in progress 2023-2024)

Mastery workshops/Skill Slams	Big studies	IB MYP		Self-Directed Learning	Enterprise and Innovation	Wild Fridays
		Subject Groups	Global Contexts			
Maths: Fundamental	Myself- a study of how our brain and body works in	Maths	Identities and Relationships	Setting own goals	School business – pupils set up a business and	Forest sessions inc. nature

Skills and Real Life	order to thrive mentally and physically.				manage it in entirety	exploration, bush craft, survival techniques
Literacy/ English	Our planet, our choice – the impact of humans on planet earth.	Language and Literature	Globalisation and Sustainability	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 – e.g., kayaking, rock climbing, raft building, bouldering
Science – discrete workshops and within Big Studies	Nature and the natural world- a biological and geographical study of nature.	Integrated Sciences	Scientific and Technological Innovation	Mastering new skills- playing an instrument, individual sport, cooking etc.	Studying the mechanics of different business structures	Hiking and rigorous outdoor exercise
History/ Geography/ Big Studies	Events that changed how we live – the lessons learned from historical, cultural and political variance	Individuals and Societies	Orientation in Space and Time	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
Music	Current affairs – a real time study of political and cultural events.	Visual and Theatre Arts	Personal and Cultural Expression	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
Spanish	The Big Share – an exhibition/production/ presentation or other form of sharing of pupil learning half termly	Language Acquisition (Spanish)	Fairness and Development	Speaker’s corner – opportunity to share learning	Wealth accumulation and wealth building strategies – i.e., study of text i.e., Rich Dad Poor Dad	Community camping with families
Art – Discrete workshops and incorporated into Big Studies					Pupil led Tuck Shop	
Technology – textiles, cookery workshops, ICT and immersion weeks		Design including ICT, 3D Product design including hard materials, fashion and food				
Performance Arts – immersion weeks and whole school productions						
Sports and games- PE lessons, fixtures and Sports Day		Physical and Health Education				

Pupils will be taught in mixed age and mixed ability groups; there will be a teacher and a float teaching partner. 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

Primary (KS2)

English- At least 4 hours of either discrete literacy skill slams, integrated project work, reading, spelling Wild Fridays and SDL (Self Directed Learning). (5 hours total)

Mathematics- At least 4 hours of either discrete numeracy skill slams, integrated project work, Wild Fridays and SDL (Self Directed Learning). (5 hours total)

Science- integrated project work, skill slams and immersion days – equating to 2 hours weekly.

Music - 1 hour plus Wednesday workshop in music or radio production

Art- integrated project work, skill slams and immersion days – equating to 2 hours weekly (plus Wednesday workshops – e.g., textiles/ceramics/animation/photography)

Modern Foreign Languages- 1 hour (Spanish)

Technology – integrated project work, skill slams (ICT and Wednesday Workshops – Music and Radio Production/animation/coding)

Performance arts- Immersion weeks and Whole School Production

Sports and games- 2 hours (Plus weekly football, netball, riding team and after school clubs)

Humanities/Big Studies- multi-disciplinary, project-based learning of history, geography, philosophy, sociology, SMSC and religious education including current affairs.

Self- Directed Learning - 2 hours

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

PSHEE- 1 hour

Secondary Setting

Language and Literature: 3 hours

Maths: 4 hours

Science: 3 hours

Individuals and Societies: 3 hours

Language Acquisition: 3 hours

Design – including ICT, 3D product design – resistant materials, fashion and food: 2 hours.

Visual and Theatre Arts – including Art, Music and Drama: 2 hours.

PHE: 2 hours

Assessment

Up to year 6 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.

From Year 7-11 students are assessed against objectives set by the IB for each subject, an interdisciplinary unit and community/personal projects. These assessment objectives will equate to a numerical level per internal assessment, a numerical grade in Year 11 and an overall IB certificate.

Teachers use formative and summative assessment to track pupils' progress. This is achieved through quality questioning, success criteria and rubrics (I Can Statements), project assessment tasks, summative judgements, regular moderation and professional dialogue.

Teachers will assess pupils' progress regularly 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 in the primary setting and cumulative data over a period of time, can determine whether a pupil is working at an Emerging, Developing or Mastery Level or levels 1-7 in the MYP Secondary setting.

In learning conversations, pupils will be made aware of key objectives that they are 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 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 'I can' statements based on our assessment grids and the National Curriculum. Teaching staff will use the **I Can Statements** 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 a regular 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 must 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 our core values, strong teaching including 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 Headteacher and Senior Leadership Team and on an as and when needed basis during biweekly Senior Leadership Team meetings.

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.

Document Control Information			
Author	Hayley Peacock	Status	Approved
Version	1.5	Date	14/11/2023
Approved by	Hayley Peacock	Signed	<i>H Peacock</i>
Approved Date	14/11/2023	Review Date	14/11/2024
Location	https://atelier21schools.co.uk/parents/#Policies		

Document Review			
Version	Amendment	By	Date
1.0	Initial release	H Peacock	January 2020
1.1	Minor formatting changes. Additional content: School vision and aims; SCMS British Values	D Hearn	June 2020
1.2	Careers guidance, associated policies, Education Act 1996, monitoring and evaluation arrangements	Danni Hayes	12/05/2021
1.3	Curriculum Review with external advisor	Becci Gooding	January 2022
1.4	IB MYP update and review	Becci Gooding	4/11/2022
1.5	Curriculum review based on developments from Reggio Study Tour	Becci Gooding	14/11/2023