

## 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 refers to UK 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 and dispositions 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. From Reception to Year 6, Big Studies connect our humanities subject teaching with subjects across the curriculum taking a transdisciplinary approach. Development of English language, maths and science 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. To continue this model of learning and teaching Atelier 21 will deliver the International Baccalaureate Middle Years Programme to years 7-11. The core values of the IB align seamlessly with Atelier 21 and we believe the experience students will have continuing to study in an inquiry-based way with authentic, real-world assessments will enable them to leave our school not only as lifelong learners but to survive and thrive in the 21<sup>st</sup> century.

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.

### **School Advisory Panel (known as School Improvement Partners)**

Atelier 21 Future School work with a group of professionals from the education sector to drive continuous improvement across the school. The panel is made up of Headteachers, ex Headteachers, School Proprietors, Educators, Early Years Proprietors, Education Consultants and Guy Claxton, well known cognitive scientist and founder of The Learning Power Approach. The panel work with the school in a variety of ways such as some members provide training to staff, all meet with our Head of School termly to provide a layer of accountability to the Proprietor/Head of School and act as an advisory board, some coach individual staff members and Joanna Goodman works as our dedicated ongoing quality assurance consultant. The panel are not school governors and do not have accountability for the school legally but provide excellent experience to aid good practise in the school and keep the school accountable for providing an excellent education to pupils. The partners also form the complaints appeal panel should they be required, and their contact details can be found in the school's Complaints policy.

The current members of the School Improvement Partners who act as an advisory panel to the Head of School are:

Guy Claxton – Author, Cognitive Scientist and Founder of The Learning Power Approach

Joanna Goodman – Cromwell Consulting – Education Improvement Consultant, Ofsted and ISI Inspector

Martin Pace – Infant School and Early Years Proprietor – Reflections Small School and Nursery, Worthing.

Matthew Davies – School Proprietor and Headteacher

Fiona Rowden – Proprietor of Old Dairy Farm Nursery, Petersfield