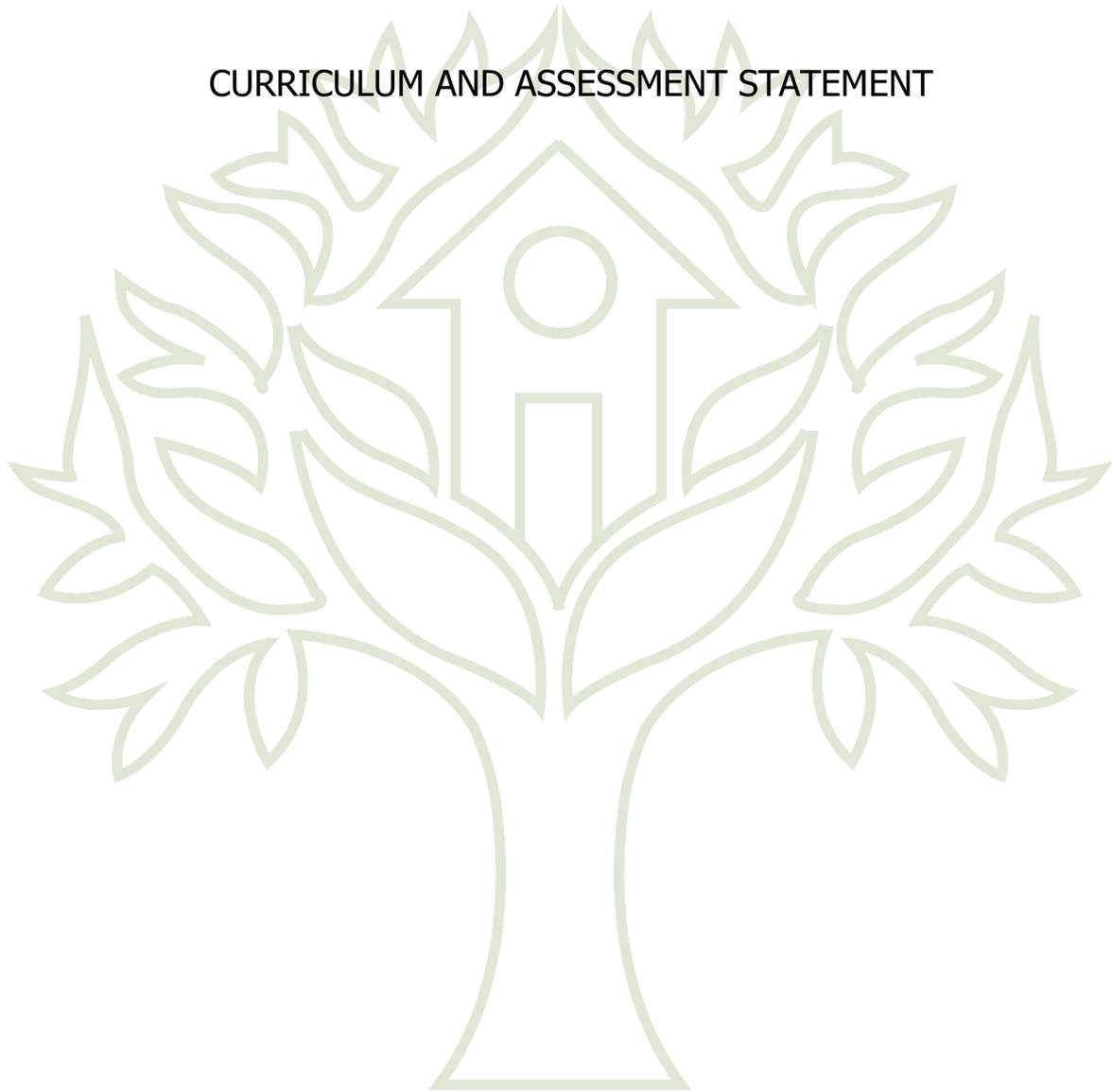


CURRICULUM AND ASSESSMENT STATEMENT



This statement was updated in July 2017.

The policy will be reviewed and updated every 12 months.

Trustee with Responsibility: Eve Evans, Teaching and Learning Team

The Treehouse School

Nature, nurture and nourishment

The Treehouse Trust's Vision

We aim to influence and change the education system in the UK, demonstrating that an alternative, contemporary model can equip children with the confidence, skills and capacities they need to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work.

The Treehouse Trust's Mission

Founded in 2012, The Treehouse is committed to providing the best primary school experience for children and their families through its innovative child-centred approach. Over time, children thrive becoming autonomous learners, well prepared for the next phase of their educational journey, and later, for the world of work, leisure and relationships.

The Treehouse School aims to:

- provide a safe and stimulating environment in which children feel happy and secure;
- promote the well-being of children, developing their confidence and self-esteem, extending their ability to communicate their feelings in a variety of ways;
- provide and create learning opportunities that challenge children physically and mentally, stimulate interest and imagination, and lead to high levels of engagement both indoors and outdoors, onsite and offsite;
- enhance the emotional, social, physical, creative and intellectual development of each child;
- provide children with time and the opportunity to explore their own interests, make their own decisions and choices, developing their capacity to work independently and collaboratively;
- encourage children to explore, appreciate and respect their environment, becoming responsible citizens of the future;
- promote and develop positive attitudes and respect towards self and others.

The Curriculum

Through a range of experiences, contexts and different activities, we aim to develop children's:

- Levels of well-being;
- Involvement/Attitude to Learning;
- Language and communication;
- Logical and mathematical thinking;
- Understanding of the social world;
- Health and Lifestyle;
- Emotional health;
- Gross motor skills;
- Fine motor skills;
- Artistic expression;
- Understanding of the physical world;
- Self-organisation and entrepreneurship.

Whilst our goal is to provide a broad and balanced education, we also wish to capitalise on the children's interests and respond to local and national events and opportunities as they

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arise. Our plans are therefore subject to change. Annually, loose themes or areas of study are identified; this academic year, these are:

Autumn Term 2017	Spring Term 2018	Summer Term 2018
World War II	Litter Art	IT
India and Hinduism	Poetry and Story Writing	Transitions and changes

We also aim to achieve quality and depth of learning rather than coverage of the curriculum recognising that the development of essential skills, attitudes and qualities in children are our priority.

Core Areas of The Curriculum

The school has prioritised raising children’s levels of well-being and involvement above all other areas of learning. Research has shown that when these areas are high children are more likely to achieve success in other areas of their learning and development.

In addition, we believe it is essential for children to develop their language and communication and mathematical skills. Weekly timetabled sessions are allocated to these areas so that key skills can be taught.

Workshops/Choice and Challenge

Opportunities for children to develop their skills and understanding in the other areas of the curriculum take place during workshops or choice and challenge when children are given time on a weekly basis to follow their own interests.

Our school week comprises a combination of timetabled periods when the adults teach specific skills to groups of children; optional workshops initiated mainly by adults; and periods of time for children to follow their own interests, with guidance and interventions from the adults.

Independent School

Private schools (also known as ‘independent schools’) charge fees to attend instead of being funded by the government. Pupils don’t have to follow the [national curriculum](#). The Treehouse School is the only non fee paying independent school in England.

All private schools must be registered with the government and are inspected regularly.

The Treehouse School

Assessing Each Child’s Progress

Each child’s progress is assessed using a five-scale description - level 3 is considered to be the score the majority of learners of a certain age would achieve, with level 1 being very low and 5 very high.

During their Focus Child Week, each child is allocated a level termly which captures their overall performance in each area of their learning. This information is shared with parents and the child.