



Curriculum Policy

This Policy was updated in February 2022.

The Policy will be reviewed and updated annually.

Trustee with Responsibility: Lesley Carrington, Quality of Education 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, develop their confidence and self-esteem and extend 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 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;
- Self-organisation and entrepreneurship.
- Health and Lifestyle;
- Emotional health;
- Gross motor skills;
- Fine motor skills;
- Artistic expression;
- Understanding of the physical world;

We use The National curriculum as a source of reference.

The knowledge, skills and understanding we wish to develop in each of these areas can be found in our 'All in One' document.

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 arise. Our plans are therefore subject to change. Broad themes enabling the children to further develop their individual interests and areas of knowledge are identified annually.

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We also aim to achieve quality and depth of learning rather than complete 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 (see appendix 1). 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.

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

For more information, please see the Learning and Teaching Policy.

The Treehouse School

Appendix 1: Involvement and Well-Being Scales, Developmental Domains

The Leuven Scale for Well-being

Emotional well being

Well-being focuses on the extent to which an individual feels at ease with them self, and the vitality and self-confidence they exhibit. It is a crucial component of emotional intelligence and good mental health.

1) Extremely low

The individual shows signs of discomfort and may look anxious, sad or angry. He/she is wary and may be withdrawn; they have difficulty interacting and responding to others, and their environment appropriately.

2) Low

The child's posture, facial expression and actions indicate that they do not feel at ease however, the signals are less explicit than those exhibited in level 1. This sense of discomfort is not expressed the whole time.

3) Moderate

The child shows little or no emotion or signs demonstrating sadness or pleasure, comfort or discomfort. They operate at a 'neutral' level.

4) High

The child shows obvious signs of satisfaction (as listed under level 5), however, these signals are not consistently evident.

5) Extremely high

The child looks happy and is cheerful. They are lively and full of energy. The child appears relaxed and does not show any signs of stress or tension. He /she makes the most of the environment. The child expresses self-confidence and self-assurance.

The Leuven Scale for Involvement

Level of involvement

Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

1) Low Activity

Activity at this level can be simple, stereotypic, repetitive and passive. The child is inattentive and displays no energy. There is an absence of cognitive demand. Typically, the child may stare into space. N.B. This may be a sign of inner concentration.

2) A Frequently Interrupted Activity

The child is engaged in an activity, but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her Involvement is not enough to return to the activity.

3) Mainly Continuous Activity

The child is busy at an activity, but it is at a routine level and the real signals for Involvement are missing. There is some progress, but energy is lacking and concentration is at a routine level. The child can be easily distracted.

4) Continuous Activity with Intense Moments

The child can become absorbed in an activity returning to it after interruptions. Stimuli, from the surrounding environment, however attractive, cannot seduce the child away from the activity.

5) Sustained Intense Activity

The child shows continuous and intense activity revealing the greatest Involvement. In the observed period there will be evidence of: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.