

Notting Hill Preparatory School

Curriculum Policy

(EYFS & KS1-3)

September 2004
Revised September 2009
Reviewed by Education Committee October 2010

CURRICULUM POLICY

Notting Hill Prep aims to prepare children for a world that not only places a high value on educational achievement, but also on artistic flair, social awareness, independence and diversity. Children are given the opportunity to test and develop their talents across a broadly based and academically stimulating curriculum that promotes intellectual, artistic, aesthetic, physical and social development. Extra-curricular activities also allow deeper exploration of subjects of particular interest as well as the development of individual skills and talents.

The curriculum

The curriculum is drawn from the National Curriculum and has been extended to reflect the particular ethos of the school.

While literacy and numeracy are stressed in the early years, pupils are taught Maths, English, Science, French, History, Geography, Religious Studies, ICT, Sport, Art, Music and Drama throughout the school. Personal, Social, Health Education, Citizenship and Philosophy for Children also form an integral part of the general curriculum. Latin is taught from Year 5.

From Year 5 and into Year 6 the focus of learning is also influenced by the requirements of the 11+ exams. Pupils are carefully and thoroughly prepared for Common Entrance Examinations at the ages of 11 and 13. Study skills are incorporated into our teaching so that pupils can acquire successful revision techniques and make efficient use of study time prior to these public examinations. Following the 11+ examinations in January of Year 6 the curriculum is then geared towards the 13+ examinations.

Objectives

- To provide full-time supervised education for pupils of compulsory school age.
- To ensure that all pupils have the opportunity to learn and make progress
- To give pupils experience of all forms of education; linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative.
- To provide the acquisition of skills in all these areas.
- To ensure that the subject matter is appropriate for all the ages and aptitudes of our students.
- To provide learning support to those children who require input to fully access the curriculum (and to ensure that where a pupil has a statement, we provide education which fulfils the requirements).
- To promote moral, social, spiritual and cultural guidance through assemblies, RE teaching, the PSHE curriculum and the general ethos of the school.
- To establish a PSHE curriculum that develops independent thinking skills (eg through Mindlab, P4C, de Bono's thinking hats), creates a sense of school community (eg through SEAL) and generates an awareness of the wider world the school fits into (eg through educating children about public institutions).
- To provide appropriate careers guidance for pupils in Years 7 and 8 (through 'talking lunches' and assemblies) and to provide adequate preparation of pupils for the opportunities, responsibilities and experiences they may look forward to beyond NHP.

How the curriculum meets these objectives

Throughout the whole curriculum there is a commitment to enabling pupils to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught.

Pupils are encouraged to take an interest and pride in their work, and intellectual, physical and creative effort are acknowledged and rewarded.

Thinking skills and independent learning are crucial to creating lifelong learners, and our teaching fosters this sense of responsibility within our pupils.

Lessons are planned carefully using a variety of effective teaching methods. They reflect an understanding of the aptitudes, needs and prior attainment of the pupils, which are taken into account in the planning of lessons. Resources are used appropriately and imaginatively in the classroom. Lessons demonstrate knowledge and understanding of the subject matter being taught.

Pupils' work is regularly assessed and information is drawn from that assessment to plan teaching so that pupils can progress.

Underlying all aspects of the school curriculum is our ethos of supporting all members of the school community and valuing the contribution that each child makes to the life of the school. Kindness and generosity of spirit underpin a happy, cohesive team where everyone works hard to become his/her own best person.

Implementation

To achieve all these goals in our curriculum we have a range of policies which have been arrived at after consultation with the staff and which are regularly updated and evaluated.

Our Policy for Teaching is a document that gathers together our philosophy and approach into a single working document.

Alongside this are the individual policies for Presentation, Learning (G & T), Marking, Assessment, Recording and Reporting, Homework, SEN, Early Years Foundation Stage, Sex and Relationship education and ICT.

These, together with the aims and rationale for each subject outlined in the Year Group Curriculum Handbooks, distributed at the start of the academic year, show how our Curriculum Policy is implemented.