Notting Hill Prep
TO THINK. TO THRIVE.

3.1 Curriculum Policy (EYFS & KS1-3)

Reviewer responsible:	**Deputy Head (Academic)**	Date of last review:	**09/26**
Reviewed by:	**NS**	Date of next review:	**09/27**
Authorised by Chair:	**DWG**		

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1 Purpose and scope

This policy sets out how Notting Hill Prep (NHP) plans, teaches and assesses its curriculum from Reception to Year 8. NHP provides a broad education that develops pupils' knowledge, understanding and skills, prepares them for senior school and enables them to participate confidently and responsibly in society. The curriculum reflects the school's non-selective, inclusive ethos and is designed so that all pupils can learn and make progress.

2 Curriculum provision

Pupils of compulsory school age receive full-time supervised education covering the following areas. Speaking, listening, literacy and numeracy are developed through subject teaching and applied across the curriculum.

Curriculum area	Provision
Linguistic	English and language teaching, including reading, writing, speaking and listening.
Mathematical	Mathematics, including fluency, reasoning and problem solving.
Scientific	Science, including scientific knowledge, practical enquiry and evaluation of evidence.
Technological	Digital Literacy and the use and understanding of technology across subjects.
Human and social	Humanities, P4C religious education and PSHE, including understanding people, places, beliefs and society.
Physical	Physical education, games and opportunities to develop fitness and physical skills.
Aesthetic and creative	Art, music, drama and creative work within other subjects.

In Reception, provision follows the applicable Early Years Foundation Stage (EYFS) requirements. Activities develop communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world, and expressive arts and design. The EYFS Policy sets out the detailed arrangements.
In Years 6-8, the Humanities programme develops understanding of different places, cultures and societies. In Years 7 and 8, subject planning and assessment draw on the relevant ISEB Common Entrance syllabuses. Pupils also undertake the Independent Project Qualification (IPQ), developing independent research, source evaluation and communication skills with guidance from staff.

3 Planning and teaching

Learning Progression Documents, schemes of work and Medium Term Plans identify what pupils will learn and how knowledge and skills develop over time. Planning takes account of prior learning and pupils' ages, aptitudes and needs. Teachers use their subject knowledge, appropriate resources and effective teaching methods to provide clear explanations, purposeful practice and suitable challenge. As a Thinking School, NHP teaches pupils to reflect on their learning, explain their reasoning and become increasingly independent. Teachers use thinking tools, P4C and the NHP Habits where they

serve a clear learning purpose. Trips, clubs, visitors and leadership opportunities extend the taught curriculum.

4 Assessment and progress

NHP uses standardised assessments in English, maths and science at planned points throughout the year. Results are tracked year on year to monitor attainment and progress and provide a comparison with national norms. They are considered alongside internal assessments, pupils' work and ongoing classroom assessment across the curriculum.
Teachers assess pupils against the knowledge and skills identified in subject planning. They use the findings to identify gaps in understanding, adapt teaching and plan appropriate support and challenge. Pupils receive clear feedback on how to improve. Leaders and teachers review progress in termly meetings, and parents receive information through reports and parents' evenings.

5 Access support and challenge

Planning and teaching take account of all pupils' needs, including pupils with special educational needs and disabilities (SEND) and those with education, health and care (EHC) plans. Teachers work with the SEND department to make reasonable adjustments and provide the support required for pupils to access learning and make progress. Provision specified in EHC plans is reflected in planning and delivery.
Challenge is planned for all pupils, including those working beyond age-related expectations. Teachers adapt tasks, resources and support to maintain appropriate expectations. Detailed arrangements are set out in the SEND Policy and accessibility plan.

6 PSHE and relationships education

Personal, social, health and economic education (PSHE) develops pupils' understanding of wellbeing, relationships, personal safety, rights and responsibilities, and economic choices. Provision reflects the school's ethos and encourages respect for others, with particular regard to the protected characteristics in the Equality Act 2010. The PSHE Policy sets out the programme.
NHP provides Relationships Education for primary pupils of compulsory school age and Relationships and Sex Education (RSE) for secondary pupils, subject to the applicable withdrawal arrangements. Provision has regard to the statutory guidance effective from September 2026. The separate RSE Policy explains content, delivery, parental consultation, access to materials and withdrawal from sex education. It is kept up to date, published on the school website and provided free of charge on request.

7 Digital literacy and online safety

Digital Literacy is taught as a discrete lesson throughout the school. Teaching develops practical digital skills, critical evaluation of information and safe, responsible use of technology. Age-appropriate learning includes privacy, online relationships and behaviour, recognising risks, seeking help and evaluating content, including content generated using artificial intelligence. The E-Safety Policy sets out the school's wider online safety arrangements.

8 Careers education

Pupils receiving secondary education have access to accurate, up-to-date and impartial careers guidance. This broadens their understanding of career options, supports informed choices and encourages them to fulfil their potential. Curriculum activities, visits and speakers contribute to

provision. The Careers Policy sets out the programme and responsibilities.

9 Personal development and British values

The curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British society. Teaching, assemblies, P4C, pupil representation and leadership opportunities support pupils' spiritual, moral, social and cultural development. Pupils learn to distinguish right from wrong, respect civil and criminal law, understand public institutions and services, and appreciate different cultures and beliefs.
NHP actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The curriculum and its delivery must not undermine these values.
Pupils are taught to respect others with particular regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Teaching is appropriate to pupils' ages and understanding and does not discriminate against pupils.
Teaching must not promote partisan political views. Where political issues are discussed in lessons, school activities or presentations by visiting speakers, the school takes reasonably practicable steps to provide a balanced presentation of opposing views.

10 Responsibilities and monitoring

The Head is responsible for ensuring that the curriculum policy and supporting plans are implemented effectively and that the Independent School Standards are met consistently. The Head and Deputy Head (Academic) oversees provision; the Deputy Head (Academic), supported by Heads of Department, leads curriculum planning, implementation and review.
Heads of Department maintain subject planning, monitor coverage and progression, and support teaching in their subjects. Teachers deliver the planned curriculum, assess learning and respond to pupils' needs.
The Deputy Head (Academic) and Heads of Department monitor provision through regular learning walks and lesson observations, termly pupil progress meetings and curriculum reviews as required. Findings inform changes to planning, teaching, resources and staff development.

11 Communication with parents

Learning Progression Documents are available to parents through My School Portal. Parents receive information about the curriculum and their child's learning through school events, parents' evenings and reports. Questions about subject provision should be directed to the relevant teacher or Head of Department, or to the Deputy Head (Academic).

12 Related policies and review

This policy should be read alongside the PSHE, Careers, RSE, E-Safety, EYFS and SEND Policies and the school's accessibility plan. It is reviewed annually, or sooner when statutory requirements or school provision change. Supporting plans are updated to reflect agreed changes.

13 Reference documents

Independent School Standards and DfE guidance April 2026
Relationships Education RSE and Health Education guidance effective September 2026
EYFS statutory framework for group and school based providers
ISI inspection handbook