



Curriculum Policy

Our Vision

'An International community of learners striving for excellence and celebrating success'

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.



Aims and Principles

The main values and purposes of the curriculum are linked to the type of education in which The Newton Group believes and seeks to provide, namely, that holistic environment in which young people are safe, secure, cared for and happy, and can develop into articulate, confident and well qualified citizens of the world. At Newton British School – Al Waab, we aim to provide a curriculum to develop curious thinkers with a love of learning who can demonstrate independent thought. The curriculum should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

The Curriculum Policy should be seen within the overall Aims and Ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- Achieve the best possible academic qualifications and standards; whatever their ability.
- Ensure high levels of engagement, enjoyment and personal development.

We aim to achieve an appropriate balance between the provision of familiar experiences and activities and the presentation of new challenges. We aim for our curriculum to develop students who:

- Are inducted into the essential knowledge, skills of subject disciplines and who can develop specialisms according to their aptitude.
- Acquire an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.
- Can link areas of knowledge and transfer skills from one area to another.
- Are resourceful and able to solve problems using the knowledge and skills they have gained.
- Have the knowledge to develop for themselves an active and healthy lifestyle.
- Are reflective learners who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress.
- Can show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed.
- Can work effectively in a team but also concentrate for long periods of time alone and manage distractions.
- Are increasingly independent, can show initiative and organise themselves.

Relationship to other policies

The school policy on the curriculum should be read in conjunction with the following school policies and procedures:

- Teaching and Learning
- Admissions
- Assessment
- Homework
- SEN
- EAL
- Subject Policies
- Extra-Curricular Activities
- Student Support Programmes

Curriculum Delivery

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Although most the students' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address several cross-curricular dimensions.



Literacy across the Curriculum

We aim for all our students to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

In speaking, pupils should be taught to use language precisely and cogently.

Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

They should be specifically taught strategies to aid revision, including how to retain information long-term for deep understanding.

Health and Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with science, design and technology, information and communication technology, art and design, and physical education. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the Health and Safety of themselves and others.
- To explain the steps that they take to control risk

Academic Support

To ensure every child achieves her personal best, and is fully engaged in her learning, we offer a high level of support within the curriculum, depending on the needs of each individual girl. This happens in several different ways.

Monitoring:

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Heads of Schools, Heads of Department, and individual class and subject teachers also have a key role to play. The policy is supported by schemes of work developed by individual departments.

The curriculum provision is reviewed annually at SMT and through Heads of Department meetings, as well as discussed at various academic forums

The EYFS Curriculum

The aim of our EYFS curriculum policy is to provide staff and parents with the information needed to provide the best Early Years Education, to ensure a secure foundation, provide quality and consistency and to ensure equality of opportunities for all children and families.

At Newton British School, we follow the Early years Foundation stage (EYFS) Framework. The EYFS supports an integrated approach to early learning and care and supports children to the age of five years. The framework gives all professionals a set of common principles and commitments to deliver quality early education.



This approach is built on four guiding themes:

1. A unique child- every child is a unique child who is constantly learning and can be resilient, capable, confident and self- assured
2. Positive relationships- children learn to be strong and independent through positive relationships
3. Enabling environments- children learn and develop well in enabling environments, in which their experiences respond to individual needs and there is a strong partnership between practitioners, parents and carers.
4. Learning and development- Children learn and develop in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs.

At Newton British School, we look carefully at our children, consider their needs, their interests and their stages of development when applying the above principals. We use all of this information to help plan experiences and activities across all areas of learning and development.

There are seven areas of learning. The prime areas of learning are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

The prime areas are as follows:

1. Personal, social and emotional development; involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
2. Physical development; involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
3. Communication and Language; involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

The specific areas are as follows;

4. Literacy; involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
5. Mathematics; involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
6. Understanding the world; involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. Expressive arts and design; involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Providers must support children in the four specific areas through which the three prime areas are strengthened and applied.

All areas of learning are important and depend on each other to create a rounded approach to child development. All the areas are delivered through planned play with a balance of child initiated and adult led activities. Children are encouraged and supported to learn through play. We believe that through play, children learn best.



Daily Timings	7a.m. to 12.30p.m.
Arabic	50 minutes in F1
	1 hour 40 minutes in F2
Islamic Studies	50 minutes

The Primary Curriculum - Key Stage 1 consists of Years 1 and 2. Key Stage 2 consists of Year 3, Year 4, Year 5 and Year 6.

The courses for KS1 and KS2 are designed to meet the requirements of the British National Curriculum and all teaching and learning is based on this curriculum. The students are assessed through a variety of formative and summative assessment which includes ongoing assessments, weekly, end of unit and termly test as well as diagnostic testing. All assessments used are up to date with current research and trends and in line with the expectations of the National Curriculum. In addition, teachers make use of peer and self-assessment techniques. In addition to the National Curriculum criteria, students will receive instruction in Arabic and Muslim students will receive Islamic Studies. History of Qatar is taught in both Arabic and English. All instruction will follow Ministry of Education (MOE) regulations.

Subjects	
English	Mathematics
Science	Geography
History	Art & Design & Technology
French (KS2)	ICT
Arabic	Music
Islamic Studies/Citizenship	P.E.
Qatar History	P4C



Standardised Timetable Structure Primary

Key Stage 1			Key Stage 2		
Subject	Time	Lesson	Subject	Time	Lesson
English	9h10	10	English	7h30m	8
Mathematics	5h	6	Mathematics	5h	6
Science	2h30	2	Science	2h30	3
Topic	50m	2	Geography	50m	1
History of Qatar	50m	1	History	50m	1
Art	50m	1	History of Qatar	50m	1
P4C	50m	1	Art & DT	50m	1
Assembly	50m	1	P4C	50m	1
Golden Time	50m	1	Assembly	50m	1
Specialists			Golden Time	50m	1
ICT	50m	1	Specialists		
P.E.	1h 40m	1	ICT	50m	1
Music	50m	1	P.E.	1h 40m	1
Islamic Studies	1h 40m	2	Music	50m	1
Arabic	3h 20m	5	French	50m	1
Total	29h 10m	35	Islamic Studies	1h40m	2
			Arabic	3h20m	5
			Total	29h 10m	35