



*Newton International Academy*

# ***Parents' Handbook***

*Welcome to the Early Years*

***Foundation Stage Pearl and***

***Oryx Campus***





# Newton International Academy

*"An international community of learners striving for excellence and celebrating success"*

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## Welcome to the Early Years Foundation Stage

Newton International Academy, Barwa City

Dear Parents,

Welcome to Newton International Academy! My name is Nathan Unwin, and I am honored to introduce myself as the new Head of Primary and the Early Years Foundation Stage at NIA.

At Newton International Academy, we encourage students to strive for excellence in their classroom work, the relationships they build, and the behavior choices they make. The Early Years are a critical part of their education, where children learn through play and prepare for their future education while developing their values and attitudes. Our dedicated school staff are committed to providing an excellent learning environment that will enable your children to learn and grow as they develop a lifelong love of learning.

We are delighted to play a lead role in your child/children's educational journey alongside you. We endeavor to work closely and collaboratively with all parents to ensure that we can help each student achieve their potential. With your involvement and support, we know that our learning community will grow even stronger.

Together, we can strive for excellence and celebrate success. I look forward to meeting each of you and working together to make this school year a rewarding and enriching experience for all.

Yours Sincerely,

***Nathan Unwin,***

Head of Primary & Early Years





Dear Parents and Carers,

It is with great excitement that we welcome you to the NIA's (Newton International Academy) EYFS Campuses. All of us in EYFS have been preparing a collaborative and engaging start to the year to make sure your child's first encounters at school will be memorable, lasting and pave the way for all that is to come.

Our goal is to create a positive, safe, stimulating, and nurturing environment in which your child will be guided to build friendships, become more curious learners, and develop fundamental skills for their future. The specialised EYFS educators at NIA have a deep understanding of how to navigate a young child's development using a holistic approach and learning through play.

Building effective relationships between parents and staff is imperative. I believe if we work as a team, we will be at the forefront of guiding and mentoring each child with the pastoral care they need to thrive throughout the year. Being good models to our EYFS children will embed core values and attitudes needed to become a contributing member of our diverse and proud community.

This handbook aims to address any questions or concerns you may have and provide you with relevant information in a clear and concise manner. If you have any queries or doubts, please do not hesitate to discuss them with your child's teacher or with me.

May the year ahead be filled with wonderful new memories, success, joy, and a love for learning.

Warm regards,

***Carien Nagel***

Pearl and Oryx Campus  
EYFS Coordinator





## Our Vision, Mission Statement and Values

### **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 all our students. In doing so, we aim to positively encourage each student to achieve academic excellence, celebrate 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 positive discipline and self-motivation. We will provide and maintain a trusting and caring atmosphere where teaching and learning is meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

### **Our Values:**

RESPECT	Self-respect, respect for students/ staff /parents and cultures. Respect for personal and community property.
HONESTY	Honesty in all our actions.
TRANSPARENT COMMUNICATION	Open and effective communication among students, staff, and parents.
EMPATHY	Understanding and appreciation of the feelings of others
SUPPORT	Support the development of each individual to his/her full potential.
DIVERSITY	Appreciation of all languages, traditions, religions and cultures.
SOCIAL RESPONSIBILITY	Development of responsible citizens through community service.
PERSONAL ACCOUNTABILITY	Highest personal commitment to taking responsibility for our actions.
ENVIRONMENTAL AWARENESS	Respect our environment



## Our aims

At NIA, EYFS Department, we believe that *"Play is never trivial, it is serious and deeply significant. Play is a child's work"* (Maria Montessori).

We are committed to providing a solid foundation in all seven areas of learning mentioned in the EYFS (Early Years Foundation Stage, which is the British Curriculum for the Early Years), through well planned, rich and stimulating playful experiences.

### **We believe that every child has the right to:**

- ✓ Feel included, secure and valued
- ✓ Be happy, healthy, enthusiastic and confident
- ✓ Be courageous and take risks, challenging themselves and each other
- ✓ Know they have a voice, feel heard and that they can make a difference
- ✓ Be able to identify and communicate their own needs and feelings
- ✓ Respect themselves, each other, their communities and environment
- ✓ And above all, develop a lifelong love of learning

### **To enable this we will:**

- ✓ Offer a stimulating, safe, welcoming and playful environment, inside and outdoors
- ✓ Ensure every child has access to all the areas of learning within the EYFS and is developing and progressing at their own pace
- ✓ Make careful observations in order to support and extend children's learning appropriately
- ✓ Encourage the development of self-respect, respect for others and the world around them
- ✓ Promote healthy lifestyles.

### **We will demonstrate our commitment to this by:**

- ✓ Ensuring all staff have access to high quality on-going professional development
- ✓ Maintaining professional integrity, high standards and being effective role models
- ✓ Listening, reflecting and continuously improving on our previous best





## Communication

### Telephones:

**Main School Building:** 40016401

**EYFS: Pearl Building:** 40016402

**Oryx Building:** 40016403

Address: Newton International Academy, Barwa City, P.O.Box 8449, Qatar

Position	Name	Email
Acting Principal	Nadia January	<a href="mailto:nadia.january@nia-newtonschoools.com">nadia.january@nia-newtonschoools.com</a>
Head of Primary and Early Years	Nathan Unwin	<a href="mailto:nathan.unwin@nia-newtonschoools.com">nathan.unwin@nia-newtonschoools.com</a>
Deputy Head of Primary & Early Years of Academics	Sarish Khan	<a href="mailto:Sahrish.khan@nia-newtonschoools.com">Sahrish.khan@nia-newtonschoools.com</a>
Deputy Head of Primary & Early Years of Pastorals	Liam Reeves Wilson	<a href="mailto:liam.wilson@nia-newtonschoools.com">liam.wilson@nia-newtonschoools.com</a>
EYFS Pearl & Oryx Coordinator	Carlen Nagel	<a href="mailto:carlen.nagel@nia-newtonschoools.com">carlen.nagel@nia-newtonschoools.com</a>





## **Parents as Partners**

Educational research has shown that children who have support from Parents at home achieve more at school. At Newton we encourage parents to take an active role within their child's education. During the year there will be opportunities for parents to get involved in different school activities. Communication is via:

### **Information / Parent Meetings**

Good communication is key and something we endeavour to promote here at NIA.

At the beginning of the year, parents are invited to attend a '**Welcome Afternoon**' where staff will present their aims for the academic year. Parents will have an opportunity to ask questions of teachers and find out about the learning objectives for the year. Coordinators, Team Leaders and Senior Management will be present at these meetings to answer any queries you may have. 'Parent Teacher Interviews' are held each term. These are an important time to discuss your child's progress. Please ensure that you attend these meetings. If you do however wish to meet with teachers at any other time, you are more than welcome to. We do ask that an appointment be made by telephone/ Class Dojo so that the teachers are available for the consultation.

Teachers cannot be disturbed during their teaching time. You may also meet with the the Team Leader or Coordinator by making an appointment at the reception desk/Class Dojo.

### **Parents' workshops**

Many Parents have expressed the need to understand the EYFS curriculum better to be able to support their child's learning journeys at home. We organise different presentations throughout the year with time spent in the classrooms so you can 'see how it works'.

### **Class Dojo – Communication network**

Your child will be given a student login on the on the Class Dojo App (accessible on any type of device). We strongly encourage you to use this app as a way of keeping in contact with your class teacher. The teacher can also post photos and updates to individual parents and the whole class on Class Dojo. At the beginning of the year, you will receive information from the class teacher about Dojo communication and how it helps parents keep up with what is happening in class.

### **Emails**

It is very important to provide us with your email address at the beginning of the year, as it allows us to communicate with you effectively and instantly. Please remember to keep us updated if you change your email address during the year.





## **The School Day and Registration**

The school day starts at 7:00am and end at 12:30pm for both Foundation 1 and 2 children.

Registration will be until 7:15am. Any child that arrives after this time should report to the reception desk to collect a green slip which they must give to their teacher. It is important that your child arrives on time for the start of the school day so they do not miss out on valuable teaching and learning time.

If you wish to collect your child before 12:15pm you will need proceed to the receptionist, who will go to collect your child from the class. No parents are allowed beyond this point while school is in session (except if an appointment has been made). There are two break times for the children to eat and play. After care is a service provided between 12.45 and 2:15pm – On Thursday, it is up to 1.50 pm.

## **Key procedures**

### **Dropping and collecting children**

Children MUST be dropped off and collected by an adult (16 years or over only on emergency cases after written consent has been given to the class teacher/coordinator), who is authorised by the child's parent/s. Parents are kindly asked to seek permission from Head of Primary with regard to this request.

Parents and drivers are asked to be extremely vigilant and cautious when dropping off and collecting their children.

We encourage all parents to practise ROAD SAFETY and would encourage you to ensure your child wears their seatbelt whether seated in the front or back of your vehicle. Infants should be safely seated in a child car seat. If you use the service of a driver, we will ask you to introduce him/her to us and fill in an authorisation form.





### **Dropping off your child**

Children must be accompanied by an adult (16 years or over only on emergency cases after written consent has been given to the class teacher/coordinator), **into the building** on arrival, where the security, TA or Teacher will escort them to the class.

**Do NOT leave your child unattended** in the classroom or anywhere in the building, at any time, **or outside the building** prior to the opening hours of the school.

On arrival, please inform your child's teacher or assistant of any information that is relevant to his/her care for that day – Class Dojo will be checked by the teacher each morning. If your child needs to be given medication, please visit the nurse to fill in a form (they are the only person allowed to administer it).

### **Collecting your child**

A person collecting a child must be named on the child's enrolment form as a person authorised to collect the child.

**If someone collecting a child does not have prior authorisation to collect them, written permission on a form, Class Dojo to the teacher, email or a text message must be provided to a staff member. The person will be required to supply identification on arrival.**

**The school will not release a child to anyone who is not authorised without prior consent from the parent.**

### **Late collection of children**

Where a parent knows they will be late (collecting their child after the agreed time) they are required to call the school in due time.

If a child is not collected by the agreed time the school will attempt to contact the parents or the emergency contact persons.

### **Non-collection of children**

If a child is not collected at the end of the day and the school is unable to contact both the parent and the emergency contacts, after 2 hours the following procedures apply:

A child will stay at school until the premises close, or staff are no longer available to care for the child. Staff will then follow procedures outlined in the Child Protection Policy.



## **Buses**

When using the bus, please ensure your child has a tag with the following information:

Her/his name School name School contact number Class
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Buses are organised by an external company. Please let the class teacher know in advance that your child will be using the bus and give her as much information as you can about the bus, such as bus number if available to you. Bus information are available from the bus coordinator in the main primary school building.

## **Security and Visitors to the School**

All visitors to the school must obtain authorisation to enter the school from the security staff. Visitor's details will be entered into the Visitor's Control Book.

## **Absence and Late Procedure**

Children who arrive after 7.15 am must report to the reception where they are given a 'green Late Slip'. They must give the slip to the teacher to enter the classroom.

If you are planning for your child to be absent on a specific day, please inform the teacher. You will be asked to fill in a 'leave request' at the reception. If it is for a medical reason, please provide a medical certificate as soon as it is available.

If the school has not heard from a child who has been absent, the school will call the parents on the 3<sup>rd</sup>. day.

Students who regularly miss days, often have problems catching up with work and tend to become frustrated.

The number of days late and absent is recorded in the child's termly report.



## Uniforms

Please ensure that your child is dressed in the correct uniforms. School uniform for the EYFS is as follows:

Foundation Stage	
Girls	Boys
McKenzie pinafore White shirt with a Newton logo White/navy socks School sweatshirt/fleece jacket (available term 2) Plain, flat black leather shoes with no motif. No trainer styles.	McKenzie shorts White shirt with a Newton logo White/navy socks School sweatshirt/fleece jacket (available term 2) Plain, flat black leather shoes with no motif. No trainer styles.
Physical Education	
Plain navy shorts/ trousers School polo shirt, a plain white vest may be worn under shirt (optional) Trainers	

Your child should wear their PE kit on the day allocated for their PE lesson. The class teacher will inform you in the communication book.

School uniform must be worn when the children go on school trips. Please be advised that

Uniforms can be purchased from **Newton British Academy Barwa (NBA)** and **NIS Lagoon** or via the website

[HTTPS://uniform.newtonschools.QA](https://uniform.newtonschools.QA)

Please remember to ask for the NIA logo.





## Health and Safety

Good health will help your child's ability to learn and achieve at school and throughout his/her life. Therefore, we stress the importance of good nutrition, adequate sleep, good hygiene and regular exercise.

The School assists in this health education and maintains health records on each child so that the best care and treatment can be given. Parents are notified of any problems. Injured and ill children are assessed and treated accordingly. All our teaching staff and support are trained in basic first aid and CPR and there is always a medical staff member on hand.

Please assist the school by making sure that:

We have up to date medical information regarding your child.

**You do not send your child to school if s/he is ill or has a temperature.** Notify the school doctor immediately if your child contracts a contagious illness. The child cannot return to school unless a medical certificate is provided. If a child is taking medication, please inform the nurse in the building. The following table gives the exclusion periods for some common illnesses.

Chicken pox	7 days or until lesions have healed
Measles	7 days
Mumps	14 days
Rubella (German measles)	10 days
Head Lice	Once the child has received treatment, remember a second treatment is needed 7-10 days after the first.
Conjunctivitis	Until treated and no discharge from the eye or any discolouration.



## **Accidents and Sickness**

If a student is ill or injured during the day, the school nurse will assess the child and will contact parents if necessary. In case of a serious accident and should an ambulance be necessary, we will contact you immediately.

## **Toileting**

**All children enrolled in the Early Years should be independent with their toileting.** Children in nappy or pull ups will need to be toilet trained before attending. If a child is not independent, they will be requested to spend time working on this at home. They will be able to return to school once they are independent with their toileting.

## **Fire drill**

Regular fire drills will occur at different time of the year so that in the event of a fire, students are aware of what to do, how to exit the buildings fast and without panicking.

## **Healthy Eating**

Each day, make sure your child brings healthy food to school. Healthy Eating Days will be held during the school year to educate students about the adverse effects of unhealthy food and drinks and to encourage a healthy life style. Please refer to the table below for our healthy eating guidance.







Best	Not allowed (will NOT be given to your child if found in their lunch box)	Best Avoided
Food prepared at home. Wholemeal products (such as brown bread)	All kind of Fizzy drinks (Cola, Miranda, 7up etc.)	Anything artificial, industrial-made products, all kind of processed and Ready-made food. These products are overloaded with sugar, salt and chemicals ('e' numbers, preservatives, Colouring, flavouring...) These food have no or very little nutritional value and may have harmful effects.
Water (you could add a bit of honey and lemon or any other natural flavouring)	Crisps/chips Chocolate bars Any types of sweets/candies	Industrially produced Juices
Sandwiches (made with wholemeal bread) Small pastries (home made with fresh ingredients and low sugar contain) Fresh pieces of fruit Dried fruit (raisins, dates...) Plain yoghurt with honey		Refined flour products (white bread and pastries) Ready-made packaged cakes Flavoured yoghurts

We have found the following food in your child's lunch box and would like to remind you they are NOT allowed in school

Newton International Academy Early Years operates a strict NO NUTS policy.



Tick	Food not allowed in school	Healthy alternatives
	Fizzy drinks/soda 	
	Flavoured milk 	
	Crisps/chips 	
	Biscuits & Cakes 	
	Chocolate & sweets 	
	Nuts 	



## **Settling your child into school**

We understand that the first days of school can be difficult and unsettling for both you and your child. It is never easy for a child to separate from their parents.

A child who is anxious and unhappy will have difficulty settling to learn. Equally, child will sense when a parent who is anxious and uncomfortable with the new setting and this in turn will have impact on the child's ability to settle in. for that reason, it is important for parents and staff to work together to help the child feel confident and secure in their new setting.

A settling-in period should be a gradual introduction of the child to the setting. A gradual withdrawal of the parent's presence is easier for the child and the parent to manage.

To help you and your child settle into school we suggest the following:

- Before their first day at school, **talk about school** and all the fun and interesting things they will be able to do every day, as well as the new friends they will play with.
- It is extremely **important for your child to see that you trust their teacher**. Your child looks to you for guidance and security and will feel a lot more comfortable when he/she sees that you are comfortable and happy for them to stay with their classroom teacher.
- Staying with your child in the class and then leaving him/her for short period eases the separation process. Please remember, the more your child comes and experiences the activities on offer and sees you interacting with the staff, the more settled she/he will feel.
- Most importantly, always **reassure them about the fact that you will be back to pick them up** and if anything happen, the teacher will call you and you will come immediately. If they are having difficulty separating, leave an item they know is important to you (e.g. your handbag, minus your wallet and keys) and ask them to look after it. They know you will come back for it and them.
- If needed, let your child bring a familiar toy or any reassuring item (a special blanket, Teddy, photo, etc.).

Settling can take longer for some children, therefore, parents should not feel worried if their child takes a while. You must be prepared to accept that it may take some time for your child to adjust to their new class and be flexible. Do not worry too much; eventually, they will settle.

Please be on time when dropping and collecting your child from school. It is a very important part of the settling process for your child to know that he will be collected from school. Children find it particularly distressing when they see other children being collected by their parents while they are waiting for your arrival. This allows them to be relaxed during the school day as they know they will be collected.



Be consistent in their attendance. Children need to develop a school routine to help with their settling process.

Talk to your child about his/her school day. By showing an interest in their day, you are showing him/her that you value their learning and school day.

<b>Settling in period - Suggested plan</b> <b>F1: First two week is early pick up 10:30</b> <b>F2: First week early pick up 10:30</b> (Every step will be discussed with you and alternative plans will be suggested if needed)	
<b>Day 1</b> First day in school (especially for children who are New to school).	We suggest you stay with your child in his/her new classroom and spend an hour or so together in the classroom. This will normally be enough for your child's first day. During that time, the teacher will have a chat with you and will give you some important forms to fill in.
<b>Day 2</b>	Spend time with your child in the classroom and around the school, playing with the toys and getting to know the other children. We should then introduce a short period of time for your child to be on his/her own in the classroom, to see how well he/she manages on his/her own. Please remember it is very important you tell your child that you are leaving for a little while and will be back very soon. We have found that when parents leave their child alone in the class without warning and without telling them they are coming back very soon, the child becomes very distressed when he/she realises his mum or dad are not there anymore. Consequently, they will find it a lot more difficult to trust the setting and to settle in. For sure, your child will cry for a while. It may calm down soon after, it may not. If crying does not calm down after a little while, we will call you back.
<b>Following days</b>	Gradually, parents/carers should increase the time their child spend in school each day and increase the time their child spends in the classroom on his/her own. This period will vary from child to child and can take more or less time. We may sometimes allow your child to hear your voice on the phone as an aid, even if you are still in the building.
<b>What if...?</b>	If a child continues to be distressed after a long period of time, we will try to find solutions with you that will work in the child's best interest.



## The Curriculum

Every child deserves the best possible start in life and support, to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is extremely important; it provides the foundation for children to make the most of their abilities and talents as they grow up.

The EYFS (Early Years Foundation Stage) is child centered and play based, with carefully chosen areas of play set up around the room. This is done in accordance with the specific curriculum areas and current interest of the children. During a typical day, teachers and TAs will work with children in groups, to scaffold their individual learning.

### The Early Years Foundation Stage Framework



A full version of the parents' guide to the EYFS is available below.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The EYFS sets the standards for learning, development and care for children from birth to 5 years of age or Development Matters Framework. The principles which guide the work of our Early Years Professionals are grouped into four themes. They describe how early years should support the development, learning and care of young children:

- A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured
- Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- Enabling Environments - the environment plays a key role in supporting and extending children's development and learning
- Learning and Development - children develop and learn in different ways and at different times; all areas of learning and development are equally important and inter-connected

### Areas of Learning and Development

There are seven areas in which our Early Years Professionals support children to learn and develop. There are three prime areas and four specific areas. These are as follows:

Prime Areas:		Specific Areas:	
•	Personal, Social and Emotional Development	•	Expressive Art and Design
•	Communication and Language	•	Literacy
•	Physical Development	•	Mathematics
		•	Understanding the World.



## **Homework**

We do not use worksheets or revision packs (homework) in Foundation. However, in the weekly newsletter, we will suggest some fun and hands-on learning activities that are linked to what the children are learning in class for the children to do at home. These are not compulsory, but something you and your child may enjoy doing after school.

In our Newsletter, we will continuously suggest links to different websites which we consider suitable for your child's age, and in support to what we do in class. NIA has subscribed to some of these websites, such as 'Active Learn', 'Splashlearn' and will provide you with a password early in the academic year.

It is very valuable to read to your child for a short time each day. Not only does this show you value reading, it also introduces your child to new vocabulary and is great bonding time.

In Foundation 2, the children will begin receiving Phonics revision and reading book.

## **Extra-Curricular Activities**

Once a week we have optional Extra-Curricular Activities for the Foundation students. These ECA's, finish at 1:30pm. There is no bus service for the children who stay late to attend an ECA and these children should be collected by their parents. A letter will be sent home via email/ Class Dojo giving you all the relevant information, along with a permission slip, which you should complete and return the next day. All children must be registered and you, as a parent, must have received a confirmation slip of your child's enrolment.

## **Activity Weeks**

Newton International Academy runs many activity weeks throughout the year. The students find the weeks very enjoyable and learn a lot whilst having fun. These will be communicated in due time. These events are part of our 'Parents as Partners' program. Parents willing to help should contact the coordinator or receptionist.

## **Trips**

Each class will be taken on different trips during the year. Trips will usually be Educational although occasionally students are taken on fun trips. Children should be wearing their school uniform for all school trips. These trips are NOT compulsory, and up to you as a parent if you would like your child to join in on the curated activities.





## **FOUNDATION 1**

F1 (Foundation 1) provides an excellent learning environment for young children, helping them develop and learn new physical, mental, and emotional skills. Children learn to be able to listen, follow instructions, get along in a group and manage conflict in a positive manner. As an international school, we use EAL (English as an Additional Language) techniques to encourage English conversation and vocabulary. We focus on the three prime areas of the EYFS described earlier, in order to prepare children for Foundation 2.

Children take part in a wide range of different hands on activities including structured and free flow play, physical activities, sharing stories, circle time, numeracy and literacy games etc.

As children join in a wide variety of activities, these have both a practical and positive effect in helping children prepare for the structured learning environment of school. It also prepares them to take direction from adults outside the circle of family and friends.

Mixing with other children regularly helps children to develop essential social skills, especially when playing and sharing with others, and making friends.

More importantly, in F1, children are encouraged to develop their independence and make independent decisions, such as deciding where they want to play and what with.

### **What can you do to help your child's mathematical development?**

- Play simple board games and count out loud with your child sing number rhymes and songs together
- Practice counting at any time – climbing the stairs, shopping etc. Point out colours shapes and patterns in your child's environment.

### **What can you do to help your child's literacy development?**

- Ongoing-encouragement for writing their name and mark-making, on all kind of surfaces and with all sorts of tools, such as paint brushes, sand trays, crayons, finger paint, chalk etc.
- Read your child a story every day then discuss aspects of it together.
- Encourage your child to recognise letters and numbers, as well as street signs, shop signs etc.





## **FOUNDATION 2**

F2 (Foundation 2) is the final stage in the Early Years Curriculum, where the children will be learning the basic skills they need for starting school in Year 1.

Children are taught to recognise letters and sounds of the alphabet as well as letter names. We use Jolly Phonics; this is supported by 'Letters and Sounds' (the UK curriculum for teaching phonics) to introduce and support learning of letters and sounds in a fun and hands on way.

Even though there is slightly more structured work than in F1, F2 children are still learning through play. Teachers throughout the school day provide numerous play opportunities for children to develop further understandings of what they have just learnt.

### **What can you do to help your child's mathematical development?**

- Practise counting when climbing the stairs, buying fruit, using money, setting the table, etc Count in twos, in fives, in tens.
- Sing number rhymes and songs together  
discuss the shape of objects around you
- Discuss things that are heavier- lighter; longer – shorter; etc.
- Organise everyday object by size; shortest to tallest; smallest to biggest; etc.
- Discuss time and o'clock.

### **What can you do to help your child's literacy development?**

- Read a story with your child every day and discuss the story together
- Ask your child to point at letters s/he can recognise (SOUNDING them instead of naming them).
- Create a cozy and inviting 'book corner in the house'
- Practise writing and mark-making with a variety of tools and on different surfaces (paint brushes of all sizes, chalk, sand or flour in a tray, etc.

F2 children will bring their reading book home as soon as they can handle books with care.

We ask parents to encourage reading and to take care of the books and return them every time. End of each term we do assessments and it will give us an overview of how your child is progressing with their different learning areas.





## **Encouraging Positive Behaviour in Foundation Stage**

At Newton, we recognise the need to set out reasonable and appropriate limits to help manage the behaviour of children in our care. We believe all children should know what the expected behaviour is and will regularly reinforce this by praising and rewarding the expected behaviours. Just as we teach reading, writing and numeracy we teach behaviour.

From time to time children will have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. We acknowledge these feelings and try to help children to find constructive solutions in liaison with their parents. Distracting and re-directing children's activities are used as a way of discouraging unwanted behaviour.

We encourage responsibility by talking to children about choices and possible consequences. We aim to be firm and consistent so that children know and feel secure in the boundaries we have set.

We make children feel valued and ensure that apologies and hugs are given to others. We also set a good example ourselves. We will ensure children maintain their self-esteem by showing it is the behaviour we disapprove of, not the child!

We do not, and will not, administer physical punishment or any form of punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in our care. We would only intervene physically, and possibly restrain, a child to prevent an accident, or for a child's safety such as a child running into the road, or to prevent an injury or damage.

All significant incidents are recorded in an incident book and will be shared and discussed with the parents of the child concerned so that together we can work to resolve any behavioural issues.

We endorse positive behaviour for learning through follow Restorative Practises, encourage discussions during P4C aswell as focus on our Virtues during Character Education. If a child's behaviour becomes cause for concern and our usual methods are not effective, we will discuss this with you and hopefully, together, will find ways to resolve the problem.

### **Different positive strategies are used to encourage good and responsible behaviour, such as:**

☆Each child having their own sticker chart. Efforts such as for tidying up and helping your friends are recognised and rewarded and children add stickers to their charts. On completion of their chart, children are awarded a special certificate in Assembly.

☆Each classroom uses a traffic light system where children are encouraged to keep their names on a green light. We also have a Calming corner where they can do reflection or regulate emotions.

**Good behaviour is praised, encouraged and modelled.** Reminders are given if a child chooses not to follow school expectations and they may need to sit in the thinking chair for a short time to think about the required behaviour and return when they are ready to abide by the required expectations.



## Frequently Asked Questions

### What does my child need to bring to school?

- ❖ A healthy snack (enough for their day at school)
- ❖ A bottle of water
- ❖ A spare change of clothes (labelled with children's name and class)
- ❖ A pack of wet wipes
- ❖ A sun hat

### Why is there so much paperwork to complete?

It is of the upmost importance that we obtain as many details about your child as possible to ensure their welfare at school. During the first week you will be asked to complete some information forms – please make time to do this while at school.

### How do the teachers communicate with the parents?

Your child will receive a **Class Dojo** login – the main way teachers and parents communicate. Your child's teacher will provide you with an email address for you to communicate with her about any concerns or for regular updates on your child's progress. Each week you will receive a newsletter via email and on Class Dojo which includes event information, updates and curriculum information.

### How can parents get involved with their children's school life?

There are many ways to get involved:

- ❖ Parent/teacher meetings
- ❖ Parent Teacher Association
- ❖ School events





## How often will my child go outside?

It is important for children to be able to get some fresh air every day.

During the cooler months children will have regular access to the outdoor areas, however we do ask that children always wear a hat and have water with them. During the hotter months children will spend very little time outdoors, this will be monitored closely by teachers and the coordinator.

## How children's learning is assessed?

Children are assessed by:

- ❖ Regular teacher observations
- ❖ Formal assessments (Foundation 2)
- ❖ Ongoing assessment based on the 7 areas of the EYFS curriculum

## What happens if my child has an accident at school?

Any incidents that happen at school will be logged in an incident report. A copy will be kept with the doctor, one given to the teacher and one to the parents. Our school nurse will be available at all times to tend to any child who might be sick or hurt. They are also available for any queries regarding medication at school.

## How do you manage children's behaviour?

At NIA we promote positive behaviour and rewards. Children will be rewarded for good behaviour, kindness, good work and anything a member of staff sees positive and worthy of rewarding.

There are times when children misbehave and this will be dealt with appropriately. Children will be spoken to by the class teacher and an opportunity to reflect on their actions for a short time. In serious cases of misbehaviour the parents will be informed and possibly asked to meet with the class teacher and coordinator.

## What happens if I am late collecting my child?

The Foundation Stage Day finishes at 12:30pm. Children must be collected by an adult on time. However, we do understand that things happen and you may be late to school. We have an After Care room for any child who is left in school. This is supervised until 2:15pm. After this time, if a child has not been collected, they will be left in Reception with the Security Guard.

We would appreciate a phone call to inform the school if you are going to be late for your child.

## Who should I speak to if I have a concern?

Please feel free to speak to your class teacher if you have any concerns or queries. If you are still not satisfied, you can discuss it with our Team Leader or the Early Years Coordinator. If you are still not satisfied then you can talk to our Head of Primary.



## School Policies

### **Relevant to students and Parents:**

All our policies are available on our Newton Group Website & we will share all Policies for you to review in the beginning of the year via email.

### **Pupil Attendance Policy NIA EYFS and Primary**

#### **Introduction**

At Newton International Academy we believe that students make the greatest progress and achieve the best results when their attendance is regular and uninterrupted. Punctuality is a crucial personal characteristic valued

by the school. For a child to succeed in the school environment, it is essential that a high level of attendance is maintained. It has been proven that there is a strong correlation between success and attendance.

#### **Our Target**

Our target attendance rate of 94% is what the school will aim to attain each year. Newton International Academy works for approximately 180 days per academic year. In order to achieve this target and maintain our high standards we expect all children to not miss any more than 15 days over the school academic year, 5 days per term.

<b>Meeting Expectations</b>	94% to 100%	If a child's attendance is above 94% they are achieving Newton International Academy's expectations for attendance.
<b>Requiring Improvement</b>	90% to 93%	If a child's attendance drops below 93% but remains greater than 90%, the attendance requires improvement in order to meet our target and will be monitored.
<b>Persistent Absence</b>	80% to 90%	If a child's attendance drops below 90%, they are considered to be persistent absentees, which is proven to reduce their chances of success in school.
<b>Chronic Absence</b>	Less than 80%	If a child's attendance drops below 80% this is considered chronic absence, which will trigger a meeting with the Principal where the need for urgent improvement will be discussed.

**Please note that if your child is absent for more than 36 days (below 80%) in the school year, they may not be offered a place in the following academic year at the school.** At Newton we want to put in place a clear, workable policy to monitor, improve and maintain good attendance. This policy will involve



partnership with the school, parents and the school's Pastoral committee.

## **Purpose of the Policy**

- To ensure all parties are aware of their responsibilities.
- To ensure high levels of attendance, in order for students to achieve outstanding levels of achievement, progress and personal growth.

## **Rights & Responsibilities**

- Improving attendance at Newton International School is the responsibility of everyone in the school community – pupils, parents and all staff.

## **Students**

- All students are expected to attend school and all their lessons regularly and punctually.
- At the end of each term students who have 100% attendance will be presented with certificates.
- End of the Year Show & Graduation

## **Parents**

Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is prevented for any reason from attending, or is late, parents are requested to notify the school as soon as possible in writing. A student's absence from school must be considered unauthorised until a satisfactory explanation is forthcoming from the parent (in writing in the school diary). Parents will be informed promptly of any concerns which may arise over a child's attendance. Parents whose child's attendance is a cause for congratulation or concern will be written to by the Key Stage Leader/ Deputy Head of Pastoral/Principal at the end of each term.

Parents should avoid, if at all possible, making medical/dental appointments for their child during school hours.

## **School**

Staff will endeavour to encourage good attendance and punctuality through personal example. Attendance is the responsibility of all school staff (not just teaching and pastoral staff). Newton International will employ a range of strategies to encourage good attendance and punctuality and will investigate promptly all absenteeism, liaising closely with parents. Staff will respond to all absenteeism firmly and consistently.

## **Registration**

- Registration will be called as from at 7.00am.
- After 7.15 am students are classed as late as registers will be closed at this time.
- Pupils arriving after 7.15 am must register as late at reception and get a green slip.
- Late arrivals are recorded term by term on school reports.
- If a pupil is late 3 times, it will equate to 1 day's absence. These late days are included in the 18 days of absence mentioned above.





## **Procedures for following up lateness**

**Step 1:** If the late arrival becomes a regular occurrence (the child has been late 9 times **during each half term**), the parents/guardians will receive an Initial Punctuality Concern (Appendix 1) from the school reminding the parents about lateness.

**Step 2:** If the lateness does not improve, (the child has been late 9 more times), the parents/guardians will receive a Continuing Punctuality Concern (Appendix 2) from the school reminding the parents about lateness. Keeping in mind that 3 days of lateness accounts to 1 absent day.

**Step 3:** If the lateness still does not improve, the parents/guardians will receive an Urgent Punctuality Concern (Appendix 3) from the school, inviting them to a meeting with a member of the primary school leadership team.

## **Procedures for following up absences**

**Step 1:** Parents will be phoned and an inquiry made by our admin team, if a child has been absent for 3 days.

**Step 2:** Parents will receive an Initial Absence Concern (Appendix 4) in writing if their child's absence has dropped below 90% at the time of review which happens **every half term** and once in Term 3 (5 times/school year).

**Step 3:** If attendance does not improve and remains <90% at the next time of review, parents will receive a Continuing Absence Concern (Appendix 5) in writing from the school.

**Step 4:** Parents will receive an Urgent Absence Concern (Appendix 6) if their child's attendance has not improved or drops to below 80% at the time of review.

**Step 5:** When they have been absent for 36 days, the parents will receive a Final Absence Concern (Appendix 7) providing written notification that their child's place in this school is under review for the following academic year due to very low attendance.

## **Holidays**

There are only 180 school days in an academic year, therefore families are discouraged from taking vacations during term time. All vacations or any unnecessary trips taken during term time will be registered and will count towards unauthorised absence for that academic year.

## **Absenteeism**

Pupils should always bring a note from parents/guardians explaining an absence. This should be given to the class teacher on the first day of return to school.

## **Authorised Absence**

An authorised absence is when a leave request has been approved by the principal or a written explanation (medical note) offered on the child's return to school. Holidays or travelling without a serious reason, do not meet the requirements of approved notification. Approved notification, will not be followed up by pastoral staff.

## **Unauthorised Absence**

Where either no written explanation has been provided by parents or in cases when the principal has not approved the absence request e.g. in the case when a family takes a vacation during term time.



## **Health**

A parent is permitted to sign their child off school for the first 2 days of absence. This should be in the form of a medical or personal note being given to the child's teacher on the child's return. *\*For absences of 3 days or more, a medical note must be provided.*

## **Religious absenteeism**

If a child needs to have time off during the school year for religious reasons, then this should be requested in writing by the parents at least 1 week before the absence is due to start. However, as much as possible, trips should be confined to weekends.

## **Traffic in Doha**

If you are held up in traffic, please contact your child's teacher on Class Dojo explaining this to be the case. Traffic congestion or road works are not legitimate excuses for continued tardiness. However, isolated incidents will be taken into consideration.

## **Appointments in the day**

Children may only leave during the school day if collected by a parent or nanny/driver. Inform your teacher/reception ahead of time.

\*Parents or guardians must report to reception when collecting children early. Parents, drivers or nannies are not permitted to collect children directly from classrooms.

# **Sun Protection Policy**

## **Rationale**

Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn, skin damage and increases the risk of skin cancer.

Children are exposed to the sun during the peak UV times in the day, every day at school. Protecting skin during the first 18 years of life can lower the risk of developing skin cancer by up to 78 percent. Just one blistering sunburn can double the risk of developing melanoma later in life.

## **Why Wear Hats?**

Throughout Qatar sun protection is required from April to November inclusive, especially between the hours of 11am and 4pm. Therefore, this policy applies during Terms 1 and 3.

*Note:* There are also benefits from sun exposure, including Vitamin D absorption, which is important for the development of healthy bones, muscles and teeth. During the winter months, students should be encouraged to actively enjoy the sun.

This policy is adopted from August 2021 so that children attending Newton International Academy are protected from harmful UV radiation from the sun.



Everyday our skin is exposed to Ultraviolet (UV) radiation from the sun. Overexposure to ultraviolet radiation can cause sunburn, skin damage and an increased risk of developing skin cancer. School Sun Hats have a SPF rating of 50+ which means they block 98% of the UV radiation. These hats provide an excellent source of protection from UV for the face, ears, nose and back of the neck. However sunscreen and sunglasses should still be worn with a hat as UV can be reflected back from surfaces, such as sand, water and concrete.

The good news is that covering skin with protective clothing, such as hats, wearing sunscreen and avoiding the sun at peak UV times of the day, can prevent sun damage to skin and reduce the risk of developing skin cancer.

Teaching children to play safe in the sun from an early age is part of their education for life. Schools are an appropriate environment for sun safe behaviours to be taught and encouraged.

Wearing a hat and applying sunscreen when we go outside should be part of our daily routine, like brushing our teeth, or wearing a seat belt when we get into a car.

As part of general sun protection strategies, during Terms 1 and 3, between 11am and 4pm, our school will: Require children to wear broad-brimmed hats (min 7.5cms), legionnaire hats (with neck protection) or bucket hats (min 6 cm. brim, deep crown) when they are outside (e.g. playtime, P.E., sport, excursions and activities).

Implement a "No Hat, Play in the Shade" policy. Require children without hats to sit in the shade.

Work with parents to promote students' use of SPF 30+ broad-spectrum sunscreen.

Encourage children to wear clothing that protects the skin from the sun (e.g. sleeves and collars) at all times.

Encourage staff to role model SunSmart behaviour, particularly the use of appropriate hats, within the school grounds and during outdoor school activities.

Regularly reinforce the SunSmart Policy, for example, through newsletters, parent meetings, student, and teacher activities.

Inform parents of the Sun Protection Policy at enrolment, especially the use of appropriate hats, clothing, SPF 30+ sunscreen, and encourage parents to practise SunSmart behaviour themselves.

**PLEASE FEEL FREE TO CONTACT US FOR ANY QUARIES YOU MIGHT HAVE.  
WELCOME TO THE NIA FAMILY!**