



Newton International Academy

EYFS Curriculum Policy

*An International Community of
Learners, Striving for Excellence and
Celebrating Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

1. Vision & Mission

Vision

An international community of learners striving for excellence and celebrating success.

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 at their level, 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.

Newton Group Values



2. Aim

At NIA we aim to provide a broad, balanced, and purposeful curriculum in line with the UK EYFS Statutory Framework and our school Mission and Vision, so that all children flourish and succeed. We strongly believe a child-centred approach is key to enabling each individual child to realise their full potential. It is the child’s individual needs, preferred learning styles, and interests that enable us to plan a relevant, stimulating, and exciting curriculum.

To meet the needs of all our children we aim to:

- Plan opportunities that build upon and extend children’s knowledge, experience, and interests, and develop their self-esteem and confidence.
- Use a wide range of teaching strategies based on children’s learning needs.
- Provide a safe and supportive learning environment in which the contributions of all children are valued.



- Use resources which reflect diversity and are free from discrimination and stereotyping.
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitor children's progress and take action to provide support as necessary.

3. Rationale

At Newton International Academy Barwa, we believe that the early years of a child's education are the most formative and consequential. The experiences, relationships, and opportunities children encounter in the Foundation Stage shape not only their readiness for the next stage of schooling, but their confidence, curiosity, and character for life.

We recognise that young children are capable, competent learners from birth. Our curriculum is therefore designed to honour that capability – to challenge, inspire, and nurture every child in an environment where they feel safe, valued, and motivated to explore the world around them.

Our EYFS curriculum is rooted in the UK EYFS Statutory Framework and reflects our commitment to providing an education of the highest quality for students of all abilities and backgrounds. We plan with both ambition and empathy – holding high expectations for every child while remaining deeply responsive to their individual needs, starting points, and rates of development.

We believe that:

- Play is the primary vehicle through which young children learn. It is purposeful, meaningful, and deserving of the same professional rigour as any other form of teaching.
- Assessment should serve children, not simply measure them. Through ongoing observation using EYFS Tracker and targeted Feeding Forward, we ensure assessment informs teaching and closes gaps in real time.
- Language and communication are the foundations upon which all other learning is built. Our commitment to Little Wandle and rich daily language experiences reflects this belief.
- Mathematical thinking begins early and develops through exploration. White Rose Maths gives children the concrete foundations they need to become confident and fluent mathematical thinkers.
- Partnership with families is not optional – it is essential. Parents are children's first educators, and our curriculum is most powerful when home and school work together.



- Inclusion is not an add-on but a core commitment. Every child — regardless of ability, language, or background — has the right to an ambitious, joyful, and fully accessible curriculum.

Our Belief

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.” — UK EYFS Statutory Framework

4. Guiding Principles

We incorporate the following principles into our good practice at NIA:

- High expectations sit at the core of all we believe. Through precision assessment, planning, and teaching, every child will excel.
- We believe that learning is a partnership between children, families, and school. We actively encourage parental involvement to promote shared understanding between home and school.
- Every child is unique and special. Observation, assessment, and evaluation of children’s needs, abilities, and preferences are key — this enables teachers to plan precisely for each child’s progress.
- Children grow and develop at different rates. We assess and observe children regularly to identify and promote their individual abilities and strengths.
- Children learn most effectively through active participation in a safe, secure, stimulating environment where they feel motivated, interested, and confident.
- Exploration gives children the opportunity to learn about themselves and the world they live in. Children learn by doing, rather than being told.
- Children need time and space to produce learning of quality and depth. Appropriate planning, resourcing, and organisation enables this.
- Children need to be encouraged to be independent and autonomous in their learning, and to feel respected as individuals whose cultures and languages are valued.
- All adults are positive role models, giving confidence, offering choices, and aware of when to support and when to teach.

Qatari Culture & Islamic Values

At NIA, we promote Arabic language, Islamic studies, and Qatari culture in all aspects of teaching and learning. This is reflected in our display boards, ECAs, library and reading corners, celebrations of Eid, Qatar National Day, and Arabic Week, field trips within Doha, and traditional Qatari artefacts and costumes in classrooms. Arabic language and Islamic knowledge are taught separately.

5. The Four Guiding Principles of the EYFS

The UK EYFS Statutory Framework is built on four guiding principles that underpin everything we do at NIA:

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 through warm, trusting relationships with staff and their families.	Enabling Environments The environment plays a key role in supporting and extending children’s development and learning.	Learning & Development Children develop and learn in different ways. All areas of learning are equally important and interconnected.
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6. The Seven Areas of Learning & Development

The EYFS curriculum is made up of seven areas of learning and development. At NIA, we plan for each area and are committed to supporting every individual child to learn through play, exploration, and purposeful tasks.

The Three Prime Areas

The prime areas are fundamental – they underpin all other learning and must be strengthened before children can fully access the specific areas:

Communication & Language	Giving children opportunities to experience a rich language environment; to develop confidence and skills in expressing themselves; and to speak and listen in a range of situations.
Physical Development	Providing opportunities for young children to be active and interactive; to develop co-ordination, control, and movement; and to understand the importance of physical activity and healthy choices.
Personal, Social & Emotional Development	Helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect; to manage their feelings; to understand appropriate behaviour; and to have confidence in their own abilities.

The Four Specific Areas

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

Literacy	Encouraging children to link sounds and letters and to begin to read and write. Children access a wide range of reading materials to ignite their interest and love of books.
Mathematics	Providing children with opportunities to develop skills in counting, understanding and using numbers, calculating simple addition and subtraction, and describing shapes, spaces, and measures.
Understanding the World	Guiding children to make sense of their physical world and community through opportunities to explore, observe, and find out about people, places, technology, and the environment.
Expressive Arts & Design	Enabling children to explore and play with a wide range of media and materials, and to share their thoughts, ideas, and feelings through art, music, movement, dance, role-play, and design technology.

7. Curriculum Programmes

At NIA, we use evidence-based, high-quality programmes to deliver the curriculum across the key areas of learning:

Reading, Phonics & Writing – Little Wandle Letters and Sounds

 Little Wandle

Our primary programme for the teaching of reading, phonics, and writing across the Foundation Stage.

Reading, phonics, and writing at NIA are taught using the Little Wandle Letters and Sounds programme – a rigorous, systematic, and fully decodable phonics scheme that follows the UK EYFS Statutory Framework and the DfE phonics guidance.

- Children are taught phonics daily through structured, progressive lessons.
- Decodable reading books are matched to children’s phonic knowledge, enabling them to practise and apply what they have learned.
- Story books are used daily to build oral language, storytelling, vocabulary, and comprehension skills.
- Children are supported to rehearse, retell, and adapt key texts, building confidence in spoken and written language.
- Writing is developed alongside phonics: children apply their phonological knowledge to mark-making, emergent writing, and independent sentence construction as they progress.

Mathematics – White Rose Maths

 White Rose Maths

Our primary programme for the teaching of mathematics across the Foundation Stage.

Mathematical knowledge and skills at NIA are developed using the White Rose Maths scheme – a mastery-based approach that builds deep conceptual understanding through concrete, pictorial, and abstract (CPA) methods.

- Children use hands-on resources (concrete) before moving to visual representations (pictorial) and then to abstract number and symbol work.
- White Rose Maths ensures progressive, structured coverage of all mathematical concepts including number, counting, shape, space, and measure.
- Activities are playful, exploratory, and challenging, enabling every child to build confidence and fluency in mathematics.



8. Teaching & Learning in the EYFS

A Balance of Learning Approaches

- At NIA, we employ a range of teaching strategies to ensure children experience all aspects of learning. We believe in a balance between child-initiated and adult-led learning, ensuring opportunities for purposeful learning alongside exploration, creativity, and play.
- Child-initiated learning: Children follow their own ideas and interests in a carefully prepared environment.
 - Adult-led activities: Focused teaching of specific knowledge, skills, and understanding.
 - Small group and paired learning: Targeted support and collaborative exploration.
 - Whole class learning: Shared stories, discussions, carpet sessions, and collective experiences.

Weekly Timetable Allocation

To ensure breadth, balance, and adequate time for depth of learning, the following subjects are taught weekly across F1 and F2. These allocations are reviewed annually based on curriculum priorities, pupil needs, and the Newton Group Guidelines.

EYFS Timetable Overview				
Subject	Language of Instruction	Curriculum	F1 (lessons/week)	F2 (lessons/week)
Arabic	Arabic	Qatari	3	4
Islamic Studies	Arabic / English	Qatari	3	4
Phonics	English	English	5	5
Literacy / T4W	English	English	6	5
Maths	English	English	5	5
Topic (UW & EAD)	English	English	4	3

P4C	English	English	1	1
Character Education	English	English	1	1
Feeding Forward	English	English	1	1
Physical Education / Gym Hall	English	English	5	5
OLL / Guided Reading / Handwriting	English	English	5	4
Library	English	English	1	1
Fine Motor	English	English	5	5
Assembly	English	English	1	1
Total Lessons per Week			46	45

The Learning Environment

Indoor Provision

Each classroom is organised to provide both active and quiet learning spaces. Indoor provision includes:

- Reading corner — books, print, comics, and magazines
- Writing and mark-making area
- Creative art area
- Sand, water, and exploration area (Understanding the World focus)
- Role-play and home corner
- Construction area
- Maths area

Outdoor Provision

Most classrooms have their own enclosed outdoor learning area, as well as shared outdoor play spaces. Outdoor provision includes:

- Wheeled toys and cycling
- Climbing, balancing, and jumping equipment
- Sand and water play
- Role play and exploration
- Large block play and problem-solving
- Mark-making and numeracy activities



9. Observation, Assessment & Planning

Planning

Planning at NIA follows a Long Term Plan built around themes and topics. Teachers and Foundation Stage staff adapt plans in response to children's achievements and interests. Children's ideas and contributions are regularly incorporated into weekly planning through carpet and circle time discussions. The EYFS team meets regularly to collaborate on planning, resources, and provision.

Ongoing Observation & Assessment — EYFS Tracker



EYFS Tracker

Our primary digital tool for recording observations and tracking children's progress across all seven areas of learning.

Assessment for Learning (AfL) and Assessment of Learning (AoL) are at the heart of everything we do at NIA. Assessment is continuous and recorded digitally using EYFS Tracker software.

- Staff conduct ongoing observations of children across all seven areas of learning throughout each session.
- Observations are recorded on EYFS Tracker, enabling staff to build a rich, evidence-based picture of each child's development.
- Teachers consistently check children's skills, knowledge, and understanding to inform and adjust their planning.
- A minimum of two observations per child per area of learning is required each term.
- Observations are used to identify next steps, inform adult interactions, and ensure all children are appropriately challenged and supported.

Feeding Forward

Feeding Forward

Feeding Forward is a targeted intervention approach used at NIA to support children who require additional help to raise their attainment. Where ongoing observation and assessment identifies a child working below age-appropriate expectations, a Feeding Forward plan is put in place. This structured approach ensures focused support is provided in a timely and consistent manner, enabling children to make accelerated progress and close the gap with their peers.

Feeding Forward may include:

- Small group or one-to-one adult-led sessions targeting specific areas of development.
- Adapted resources and scaffolding to build skills and confidence.
- Regular monitoring and review of progress, with plans updated to reflect each child’s current needs.
- Communication with parents to ensure consistent support between home and school.

10. A Restorative Approach

A Learning Journey is a collection of a child’s photos, observations, and samples of work, built through the EYFS Tracker. It is shared with parents electronically at the end of each term and contains:

- Observation notes linked to areas of learning
- Photographs of learning with captions and explanations
- Comments from children about their own learning
- What teachers will plan next to extend the child’s learning further

11. Assessment

Ongoing Assessment

Ongoing assessment using EYFS Tracker is continuous throughout the year. Staff use observations and interactions to build an accurate, up-to-date picture of every child’s development and to identify children who need additional support through Feeding Forward.



End of Foundation Stage Assessment – Early Learning Goals (F2)

In the final term of the Foundation Stage, teachers assess each child against the Early Learning Goals (ELGs) in line with the UK EYFS Statutory Framework. This is the statutory assessment for all children completing the Foundation Stage.

Teachers must indicate whether each child is:

Working above age-appropriate level	Working at age-appropriate level	Working towards age-appropriate level	Working below age-appropriate level
The child consistently exceeds the Early Learning Goals and demonstrates skills beyond what is expected for their age.	The child is meeting the Early Learning Goals and developing as expected for their age.	The child is making progress but has not yet fully met the Early Learning Goals. Continued support is in place.	The child requires significant support. A Feeding Forward plan and/or SEND referral will be considered.

Important

These assessment judgements must be supported by evidence gathered through ongoing EYFS Tracker observations throughout the year. End-of-stage assessment is not a one-off exercise but the culmination of continuous, evidence-based professional judgement.

Termly Reports

We provide a written summary to parents at the end of each term, reporting on their child’s progress across all seven areas of learning and against the Early Learning Goals at the end of F2. Parents are offered opportunities to discuss these judgements with their child’s teacher.

12. Parents as Partners

At NIA we recognise that parents are children's first and most enduring educators, and we value the contribution they make. We aim to develop caring, respectful, and professional relationships with all children and their families.

We do this through:

- Inviting all parents to an open day before their child starts school.
- Inviting parents to attend curriculum presentations and spend time in class to see the curriculum in action.
- An effective transition programme for both children and parents.
- Sharing children's learning and interests with parents, and valuing the parent's voice.
- Displaying and celebrating children's work on our display boards.
- Communicating with parents regularly via Class Dojo.
- Offering parents regular opportunities to discuss their child's progress.
- Encouraging parents to speak to the class teacher if they have any concerns.
- Arranging a range of activities throughout the year that encourage collaboration between child, school, and parents.

13. The Role of All Adults

We recognise the vital importance of the role that all early years educators play in the care and education of children. These roles include:

- Building warm, secure, and trusting relationships with every child.
- Observing and assessing children using EYFS Tracker to identify their well-being, involvement, needs, strengths, and interests.
- Planning next steps in learning, informed by ongoing observation and assessment data.
- Supporting and extending child-led and child-initiated activities.
- Engaging children in focused adult-led activity.
- Maintaining and developing a stimulating, welcoming, safe, and challenging learning environment.
- Working as a team to ensure all children reach their full potential.
- Delivering targeted Feeding Forward support for children who require additional help to raise their attainment.

14. Inclusion

At NIA, we value the diversity of individuals within the school and do not discriminate against children because of differences. All children are treated fairly regardless of race, religion, or ability. All children and their families are valued and we aim to give each of them the opportunity to achieve their full potential.

- We promote inclusion and celebrate diversity. Parents are welcome to share information about their cultural background with staff so we can develop a better understanding of the children in our care.
- We welcome staff from different backgrounds and nationalities and ensure all children – including those with Additional Educational Support Needs (AESN), English as an Additional Language (EAL), or developmental differences – are supported through targeted strategies developed in partnership with the inclusion team.
- Feeding Forward plans are implemented for children who need additional support to raise their attainment, ensuring no child is left behind.

15. Welfare

Our Belief

“Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.” – UK EYFS Statutory Framework

It is important to us that all children in the school are safe emotionally and physically. We provide them with choices to help develop life skills and understand boundaries, rules, and limits.

At NIA, we are committed to:

- Promoting the welfare of all children.
- Promoting good health, preventing the spread of infection, and taking appropriate action when children are ill.
- Managing behaviour effectively in a manner appropriate to children’s stage of development, in line with our EYFS Behaviour Management Policy.
- Ensuring all adults who look after children are suitable to do so.
- Ensuring that premises, furniture, and equipment are safe and suitable for purpose.

- Ensuring every child receives enjoyable and challenging learning experiences tailored to meet their needs.
- Maintaining records, policies, and procedures required for the safe and efficient management of the setting.

16. Inclusive Behaviour Support

We recognise that all staff have an active part to play in protecting children from harm.

The school follows the Safeguarding and Child Protection Policy. Any concerns about the safety of children are reported to a senior member of staff immediately.

- All staff understand their responsibilities in being alert to the signs of abuse and in referring any concerns to their line management.
- At NIA we maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.
- We provide opportunities for children to develop the skills they need to recognise and stay safe from abuse and neglect.
- All EYFS staff receive regular safeguarding training in line with statutory guidance.

17. Policy Review

This policy will be reviewed annually by the EYFS Coordinator and the Senior Management Team to ensure it remains current, effective, and aligned with the UK EYFS Statutory Framework.

Our Commitment

“At NIA, we are committed to providing every child with the highest quality early years education – one that is ambitious, inclusive, joyful, and firmly rooted in each child’s unique needs and potential.”

