

NEWTON INTERNATIONAL ACADEMY SMASH



PRIMARY CURRICULUM POLICY

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Newton International Academy - Smash

الأكاديمية النيوتن العالمية

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

<http://newtonschools.sch.qa>



Primary Curriculum Policy

Introduction

This policy outlines the purpose, nature and aims of the curriculum at Newton International Academy; we believe that our curriculum should be broad, balanced and relevant. It should meet the needs of all students whatever their ability, culture or nationality and promote a love of learning and willingness to explore. We follow the National Curriculum (2014) to provide a wide and varied learning experience, enriched by our vision of "An international community of learners striving for excellence and celebrating success".

Through our teaching we equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Aims

Our Curriculum aims are:

- To promote the highest level of achievement/academic excellence for all students, across all subjects, in a fully inclusive manner regardless of age, gender, background or ability
- To provide a curriculum which is positive and includes meaningful learning experiences which give students a growing knowledge and awareness of the world in which they live, ensuring that they become responsible citizens; with the skills to succeed and a passion for learning
- To ensure that all learning is secured according to the principles of 'mastery' – i.e. a deep understanding of concepts and skills, and the ability to use and apply these principles to become critical thinkers

- To teach and promote social, moral, spiritual and cultural awareness so that students are well equipped to become active, respectful and responsible citizens
- To teach, promote and support healthy lifestyles and sustainable physical and emotional wellbeing.
- To regularly take learning beyond the classroom through utilising the outdoor environment, local area and opportunities further afield, ensuring creative diversity
- To regularly review our curriculum provision in order to ensure that this responds to the needs of our students and the circumstances of the world around us
- To promote memorable learning experiences and create lifelong learners.

Roles and Responsibilities

The Head of Primary and the Deputy Head of Primary Academics take overall responsibility for the curriculum. Subject leads and team leaders monitor their section's curriculum to ensure that it is implemented consistently and effectively to ensure rigorous coverage of the English National Curriculum in line with the agreed policies.

Target Setting

All students are set next step targets through teacher's marking and feedback and use of assessment for learning. Curricular targets are set twice yearly for Mathematics & Writing Beginning of Term 1 and beginning of Term 2. These are communicated to the students at the outset of the Term and to the parents during the PTC (Parent Teacher Conferences) at the beginning of the term.

Learning Frameworks

In the core subject of English and Mathematics NIA follow specific Teaching and Learning Strategies that are outlined on the next page:

English

Talk for Writing - developed by Pie Corbett, supported by Julia Strong and the Talk for Writing team, is powerful because it is based on the principles of how people learn. The movement from imitation to innovation to independent application can be adapted to suit the needs of learners of any stage.

The Talk for Writing approach enables students to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that students internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in students to write creatively and powerfully.

Reading – we use the ORT (Oxford Reading Tree) books as part of the Guided Reading focus group sessions to monitor pupils reading fluency and to promote key reading skills by planning a variety of questions based on the Key Stage Content Domains. During Guided Reading lessons, the pupils in the remaining groups will work on key SPaG and reading skills following a carousel.

Mathematics

White Rose Maths – underpinned by the mantra 'Everyone Can' it develops a deep understanding of topics by following the CPA (concrete, pictorial, abstract) approach to teach for Mastery.

Planning the Curriculum

Long Term Planning (LTP)

A Long Term Plan is shared before the start of the academic year. This details the content that will be covered over the course of the year, with detail for each subject in each term. They may be used in subsequent years with only minor alterations for consolidation, refinement and development.

Medium Term Planning (MTP)

Each term a plan will be created before the start of each new term, in accordance with the Long Term Plan. This gives more detail regarding the activities and learning that the students will take part in and maps progression in teaching and learning across the term. This information is then shared with parents on class dojo and published on the school website in the form of a curriculum letter.

Short Term Planning (STP)

All teachers produce weekly plans for Mathematics, English, Science, Geography, History, Art, P4C, Citizenship and Qatar History. These plans detail whole class teaching and independent and group activities, as well as opportunities for teachers and support staff to reflect and note down comments on student's progress. The differentiation required to meet the individual needs of the students are included in the Short Term Plans. Teachers are required to plan using a standard format and have AFL strategies included. These plans are working documents and must be reflected on by the teacher's and include annotations. The section for AESN and MATAPP must be annotated and include how the lessons are differentiated for the named pupils.

Specialist teachers follow the same procedures outlined above.

The subjects offered by Newton International Academy are:

- English
- Mathematics
- Science
- Geography
- History
- Art & Design
- Computer Science
- Music
- Qatar History
- French (KS2)
- Physical Education
- Citizenship
- P4C
- Character Education

Homework

NIA offers weekly homework in all core subject areas. The homework links to the teaching and learning that has taken place in class during the week and is used to reinforce prior learning only. The homework is available on the school's online platform (Microsoft Teams) for download. In foundation subject areas homework will also include projects to add to the students understanding of the topic being covered.

AESN (Additional Educational Support Needs)

The schools AESN department offers support to the students who need it to ensure that they can access the curriculum. Concerns are flagged using assessment data, teacher judgement and external statements. Once identified the students are assessed in the area of concern using the GL SEN toolkit and intervention is planned for them and recorded in an IEP which is shared with all stakeholders. Please see below an outline of the different levels of NIA's AESN provision:

Universal

The class teacher considers how to differentiate the teaching and learning effectively to accommodate the needs of all students in the class

The class teacher recognises that child may be struggling, behind or not responding appropriately to the differentiation provided. In this instance the Class Teacher sets a Class Support Plan (CSP) to incorporate further differentiation and effective strategies to help the student to achieve at their level and ultimately progress in the classroom. This plan is developed by the teacher for an individual child and is reviewed and adjusted over time.

This plan is shared with the parents and reviewed on an 8 week cycle and is usually a short term plan for a limited period.

This is informed by but not limited to:

- Teacher observation records
- Pastoral Notes
- In class quizzes/assessments
- Parent and student consultations
- Baseline Assessments

Targeted

This will involve the assessment of the student and recognition of the issues raised by the Class Teacher. Appropriate assessments will be administered by the AESN Department. In class intervention will be set by the AESN Department, with specific focus groups and individuals supported where required.

An Individual Education Plan will be written and implemented. It will include details of input from AESN department.

This plan is shared with the parents and reviewed termly on a case by case basis:

- Teacher observation records
- In class quizzes/assessments
- Pastoral Notes
- Diagnostic assessments in literacy/numeracy
- Parent and student consultations
- Formal observation of behaviour if necessary

Withdrawal

Withdrawal intervention for SEN students. Timetabled to be removed from class throughout the week, these students may have statements or be current SEN register.

This level of intervention is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports or statements from outside professionals (as appropriate).

An Individual Education Plan is written by the AESN Department with both teacher and parent input to plan appropriate intervention. This plan is shared with the parents and reviewed on an 8 week cycle.

This is informed by but not limited to:

- Teacher observation records
- In class quizzes/assessments
- Pastoral Notes
- Diagnostic assessments in literacy/numeracy
- Parent and student consultations
- Formal observation of behaviour if necessary
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc.
- Any reports or statements received from outside professionals.

MAT (More Able & Talented)

The students are identified as being above the core of the class in any area. These are the top 10% in every class. These learners may be very good in one or more areas of the curriculum.

At Newton International Academy we use the term 'more able and talented' to describe learners who require opportunities for enrichment and extension that go beyond the general cohort of students. More able students given extended opportunities, will not only discover but develop their talents. The term 'more able and talented' will include students who are more able across the curriculum as well of those who show talent in specific areas.

At NIA our MAT categories will be defined in the following way to give clarity and understanding when providing provision:

Most Able and Talented

Most able learners who have the ability to excel in one or more areas of the curriculum. We describe this as the top 5% across a year group (although not necessarily present in every year group).

We will strive to identify those most able and talented students who have the potential to achieve, but do not regularly demonstrate high achievement. We will seek to identify the barriers to that achievement and help students overcome them.

It is important to note that some students will appear on more than one school list e.g. it is possible for a child to appear on the AESN register and still be described as most able and talented. At NIA aim to provide for the needs of individual accordingly.

Communicating the Curriculum to Parents

NIA communicates the curriculum to parents by sending out an overview of what is to be taught in all subjects at the beginning of each term. A weekly note is also shared on class dojo each Thursday which details the week ahead. During Term 3, next year's LTP will be shared with the parents of the students returning to school for the new academic year.

Extra-Curricular Opportunities

NIA offer a variety of extracurricular clubs to supplement and enrich the curriculum (see ECA Policy).