



Newton International Academy, Barwa

Primary Curriculum Policy

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

*Approved by: Senoir Management Team
Date Approved: September 2026
Next Review Date: September 2027
Review Cycle: Annual*



NEWTON
INTERNATIONAL
ACADEMY | BARWA

Our vision, mission and values:

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.

Values



Rationale

At Newton International Academy, we believe the curriculum is the foundation upon which learners develop academically, personally, socially, and emotionally. Grounded in our vision of excellence and holistic development, our curriculum fosters confident, articulate, and well-qualified individuals who thrive in a global context. We prioritise a learning environment that promotes curiosity, academic risk-taking, independent thinking, and the opportunity to learn from mistakes. The curriculum reflects our commitment to offering meaningful, balanced, and engaging learning opportunities that cater to diverse needs and cultivate lifelong learners.

This policy aligns with the standards and expectations outlined by the British Schools Overseas (BSO) framework and the Council of International Schools (CIS), ensuring quality curriculum provision, planning, assessment, and delivery that reflect international best practices. It ensures that the curriculum is broad, balanced, and designed to meet the needs of all learners while fostering global perspectives, student agency, and cultural inclusivity.

This policy applies to the Primary phase at Newton International Academy Barwa City and outlines the curriculum provision for pupils in Years 1 to 6.

Aims

Our curriculum is designed to:

- Support all students in achieving the highest possible academic standards, regardless of ability.
- Promote high levels of engagement, enjoyment, and personal development.
- Introduce essential knowledge and subject-specific skills while allowing for specialisation according to aptitude.
- Help students understand global interdependence—social, economic, environmental, and political.
- Develop transferable skills by encouraging links across areas of learning.
- Foster resourcefulness and problem-solving using gained knowledge and skills.



- Promote active, healthy lifestyles through informed choices.
- Encourage self-reflection, helping students identify strengths and areas for improvement.
- Build resilience and a growth mindset through perseverance and strategic help-seeking.
- Develop collaborative and independent learning habits, self-organisation, and focus.
- Prepare students to demonstrate initiative, independence, and responsible citizenship
- Ensure that the curriculum is adapted to meet the ages, aptitudes and needs of all pupils, including pupils with SEND/AESN, pupils with English as an additional language and more-able pupils.

Global Citizenship at NIA

Global Citizenship at NIA Barwa means nurturing pupils who grow into globally minded, respectful, honest, and empathetic individuals. We are committed to helping them act responsibly and make a meaningful impact in society.

Wellbeing at NIA Barwa

We believe in thriving together as a community committed to the wellbeing of all. Our focus on wellbeing encompasses emotional, social, and physical health, ensuring a supportive environment for every pupil.

Fundamental British Values

The curriculum actively promotes fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Nothing taught through the school's curriculum undermines these values. Through the curriculum, Character Education, P4C, assemblies, pupil leadership and the wider life of the school, pupils are prepared for the opportunities, responsibilities and experiences of life in British society. Pupils learn to understand their rights and responsibilities, respect the law, appreciate diversity, make informed choices and contribute positively to their communities.

Safeguarding

At Newton International Academy Barwa City, safeguarding is a fundamental priority. We are committed to ensuring that all pupils are protected from harm and that their welfare is promoted. This includes:

- Implementing robust safeguarding policies and procedures in line with statutory guidance.
- Ensuring that all staff are trained and aware of their responsibilities regarding safeguarding.
- Creating a safe and supportive environment where pupils feel secure and valued.



Anti-Discrimination

Newton International Academy Barwa City is committed to promoting equality and preventing discrimination in all aspects of school life. This commitment is reflected in our policies, practices, and interactions with pupils, staff, and the wider community. Our anti-discrimination principles include:

- **Equality of Opportunity:** We strive to eliminate discrimination and advance equality of opportunity for all pupils, regardless of their race, ethnicity, disability, religion, or any other characteristic.
- **Respect for Others:** Through the curriculum and wider school life, pupils are encouraged to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010, while recognising the school's local context and host-country requirements.

Curriculum Structure Overview

1. Curriculum Delivery

The curriculum includes all planned experiences within and beyond the classroom, including academic lessons, school routines, enrichment activities, and cross-curricular learning. It supports the holistic development of pupils and promotes engagement, challenge, and progression. Project-based learning and thematic planning are encouraged to develop deeper understanding and connections across subjects.

2. English and Communication

Literacy is at the heart of learning across the curriculum. All subjects promote speaking, listening, reading, and writing, with a strong emphasis on oracy and structured discussion. We provide targeted support for EAL learners to ensure language development is embedded and progressive, and encourage vocabulary-rich environments in every classroom.

3. Health and Safety

We promote a culture of health and safety awareness across all learning environments. In practical subjects (e.g., Science, PE, DT), pupils are taught to recognise risks, use equipment safely, and take responsibility for their own safety and that of others. Risk assessments and safety protocols are consistently applied.

4. Meeting the Needs of All Pupils

The curriculum takes account of the ages, aptitudes and needs of all pupils, including pupils with SEND/AESN, pupils with English as an additional language and more-able pupils. Teachers use assessment information to adapt teaching and provide appropriate support and challenge. Pupils with SEND/AESN receive targeted support, appropriate interventions and, where required, personalised learning plans. The AESN team works collaboratively with teachers, pupils and parents, and pupils' progress is regularly reviewed.

Pupils with English as an additional language are supported through appropriate scaffolding, explicit vocabulary teaching, visual resources, structured speaking opportunities and targeted language support.

More-able pupils are provided with suitable challenge through greater-depth tasks, higher-level questioning, independent enquiry, problem-solving and appropriate enrichment opportunities.



5. Primary Curriculum

The Primary curriculum covers Years 1 to 6 and follows the National Curriculum for England, adapted appropriately to reflect the school's international and local context. In Key Stage 1, comprising Years 1 and 2, pupils develop secure foundations in reading, writing, phonics and mathematics alongside a broad range of foundation subjects. In Key Stage 2, comprising Years 3 to 6, pupils build on these foundations through increasingly challenging subject knowledge and skills, with a continued emphasis on reading, writing, mathematics and preparation for Secondary education. Arabic, Islamic Studies and Qatari History are taught in accordance with Qatar Ministry of Education and Higher Education requirements. Character Education and Philosophy for Children are integrated across the Primary curriculum and wider school experience.

6. PSHE and Relationships Education

Personal, Social, Health and Economic Education is provided for all pupils from Year 1 to Year 6 through Character Education, P4C, relationships education, assemblies, wellbeing provision and relevant cross-curricular learning. The curriculum supports pupils' personal, social, emotional and economic development. It helps pupils understand healthy relationships, physical and emotional wellbeing, personal safety, responsible decision-making and their rights and responsibilities. PSHE and relationships education encourage pupils to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010. Content is taught in an age-appropriate manner and takes account of the school's international community, local context and host-country requirements.

7. Planning and Implementation

Curriculum planning is collaborative and ensures continuity and progression:

- Long-Term Plans (LTP): Outline year-long learning objectives for each subject.
- Medium-Term Plans (MTP): Provide detailed unit overviews and progression maps for each term.
- Short-Term Plans (STP): Include weekly lesson plans, differentiation, assessment for learning (AfL), and reflections to inform next steps. Plans are reviewed by team leaders and support consistent delivery across year groups.

8. Core Programmes

- Talk for Writing: Supports progression in writing through imitation, innovation, and independent application.
- White Rose Maths: A mastery-based approach using concrete, pictorial, and abstract representations to build conceptual understanding and fluency.



9. Homework

Homework is used to reinforce learning, support retrieval, and promote independent study habits. It is aligned with class learning and differentiated where appropriate. Homework is shared via Google Classroom and ATOM and monitored by teachers for completion and understanding.

10. Communicating with Parents

Curriculum communication with parents includes:

- Termly curriculum letters outlining learning objectives.
- Weekly newsletters providing updates on activities and learning.
- Parent workshops and consultations to enhance curriculum understanding.

11. Cultural and Local Relevance

Alongside the National Curriculum for England, the school provides Arabic, Islamic Studies and Qatari History in accordance with the curriculum requirements of the Qatar Ministry of Education and Higher Education. These subjects follow the approved curriculum content and required timetable allocations.

National celebrations, cultural events and themed learning opportunities promote national identity and help pupils develop an appreciation of Qatar's culture, heritage and values. The wider curriculum also encourages pupils to value the cultures, traditions and perspectives represented within the school's international community.

12. Subjects and Weekly Timetable Allocation

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

Primary Timetable Overview								
Subject	Language of instruction	Curriculum	Number of lesson per week					
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Arabic	Arabic	Qatari	5	5	5	5	5	5
Islamic Studies / Citizenship	Arabic/English	Qatari	2	2	2	2	2	2
Qatar History	Arabic/English	Qatari	1	1	1	1	1	1
Phonics	English	English	5	5				
Reading	English	English	1	2	3	3	3	3
English	English	English	5	5	5	5	5	5
SPAG & Handwriting	English	English	1	Taught within English lessons	Taught within English lessons	Taught within English lessons	Taught within English lessons	Taught within English lessons
Maths	English	English	5	5	5	5	5	5
Mental Maths	English	English	0	0	Taught in the same lesson as Spelling	Taught in the same lesson as Spelling	Taught in the same lesson as Spelling	Taught in the same lesson as Spelling
Spelling	English	English	Taught in the same lesson as Assembly and as library	Taught in the same lesson as Assembly and as library	Taught in the same lesson as Mental Maths	Taught in the same lesson as Mental Maths	Taught in the same lesson as Mental Maths	Taught in the same lesson as Mental Maths
Science	English	English	2	2	3	3	3	3
Humanities	English	English	1	1	2	2	2	2
P4C	English	English	1	1	1	1	1	1
Computing	English	English	1	1	1	1	1	1
Music	English	English	1	1	1	1	1	1
Art and Design	English	English	1	1	1	1	1	1
Physical Education	English	English	1	1	1	1	1	1
French	English	English			1	1	1	1
Library	English	English	Taught in the same lesson as Mental Maths	Taught in the same lesson as Mental Maths	Taught in the same lesson as Character Education	Taught in the same lesson as Character Education	Taught in the same lesson as Character Education	Taught in the same lesson as Character Education
Character Education	English	English	Taught in a split session with ART	Taught in a split session with ART	Taught in the same lesson as the Library slot	Taught in the same lesson as the Library slot	Taught in the same lesson as the Library slot	Taught in the same lesson as the Library slot
Assembly	English	English	Taught in the same lesson as Spelling	Taught in the same lesson as Spelling	1	1	1	1
Total Lessons per week			35	35	35	35	35	35

13. Monitoring and Evaluation

The curriculum is reviewed annually by the SMT and through regular Team Leader meetings. Department heads, class teachers, and coordinators ensure consistent implementation. Adjustments are made based on assessment data, staff feedback, and new educational research.

