

NEWTON INTERNATIONAL ACADEMY LUSAIL

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An International community of learners striving for excellence and celebrating success



Newton International Academy Lusail

Primary Curriculum Policy

2026 - 2027



Last Review: August 2026

Next Review: June 2027

Reviewer: Policy Committee

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VISION

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

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.

AIM

The aim of this policy is to outline the Primary curriculum framework at NIA Lusail and to ensure that it provides a broad, balanced, ambitious and inclusive education that meets the needs of all students.

The curriculum is designed to promote academic excellence while developing confidence, creativity, critical thinking and intellectual growth. It provides students with the knowledge, skills, values and personal qualities required to progress successfully through Key Stages 1 and 2.

The curriculum reflects the British educational context of NIA Lusail while responding appropriately to the international nature of the school and the requirements of the State of Qatar. It seeks to ensure that students become independent and reflective learners who are well prepared for further education and the opportunities, responsibilities and experiences of adult life.

RATIONALE

At NIA Lusail, we believe that education should take place in a safe, supportive and intellectually stimulating environment in which students develop confidence, competence and character. Our Primary curriculum is underpinned by high expectations, inclusion, academic ambition and a commitment to ensuring that every student can make strong progress from their individual starting point.

The curriculum provides appropriate breadth, balance and challenge while recognising the diverse aptitudes, abilities and needs of our students. Teaching encourages students to explore ideas, ask meaningful questions, think critically, solve problems and learn from mistakes. Students are supported to make connections between subjects, apply their knowledge in different contexts and become increasingly independent in their learning.

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The curriculum also reflects the international and local context of NIA Lusail. It combines a British curriculum framework with the relevant requirements of the State of Qatar and provides opportunities for students to develop an understanding of their responsibilities within the school, the local community and the wider world.

Through academic study, Character Education, Philosophy for Children, enrichment and wider school experiences, we aim to develop knowledgeable, respectful, resilient and responsible young people who are prepared for the next stage of their education and future lives.

TEACHING AND LEARNING AT NIA LUSAIL

Teaching and learning at NIA Lusail are underpinned by high expectations, strong subject knowledge and a commitment to ensuring that all students make progress. Teachers provide purposeful, engaging and appropriately challenging learning experiences that build knowledge and skills over time and encourage students to become confident, independent and reflective learners.

Teaching takes account of students' prior knowledge, starting points and individual learning needs. Teachers use assessment and ongoing checks for understanding to identify misconceptions, adapt teaching and determine appropriate next steps. Support and challenge are provided according to need while maintaining ambitious expectations for all students.

Lessons promote active participation, critical thinking, questioning, discussion and the application of knowledge. Where appropriate, teachers use modelling, scaffolding, collaborative learning and digital resources to support understanding and develop independence.

The quality of teaching and learning is monitored through the school's established quality assurance processes, including lesson observations, learning walks, reviews of students' work, assessment information and departmental monitoring. Findings are used to identify strengths, inform professional development and support continuous improvement.

GLOBAL CITIZENSHIP AT NIA LUSAIL

Global citizenship is an integral part of the curriculum and wider educational experience at NIA Lusail. Through academic subjects and wider school opportunities, students are encouraged to explore local and global issues, consider different perspectives and develop an understanding of their responsibilities towards others, their communities and the wider world.

The curriculum reflects both the international character of NIA Lusail and its context within Qatar. Students are encouraged to value Qatar's culture, heritage and national identity while developing an understanding of sustainability, cultural diversity and responsible participation in an interconnected world.

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WELLBEING AT NIA LUSAIL

At NIA Lusail, student wellbeing is fundamental to successful learning and personal development. We are committed to providing a safe, supportive and inclusive environment in which students feel known, respected and valued and are able to flourish academically, socially and personally.

Teachers and pastoral staff work collaboratively to identify and respond to emerging needs. Where appropriate, additional support may be provided through the pastoral team, school counsellor, Learning Enrichment Department and communication with parents.

The school recognises the close relationship between wellbeing, behaviour, attendance and academic progress. Student wellbeing is therefore considered as part of the school's wider approach to teaching, safeguarding, pastoral care and personal development.

CURRICULUM PRINCIPLES

The curriculum at NIA Lusail is shaped by the school's vision, mission and values and reflects the educational philosophy of the Newton Group of Schools. It is designed to provide a broad, balanced, ambitious and inclusive education that supports academic achievement, personal development and successful progression.

The curriculum is guided by the following principles:

- High expectations are maintained for all students, with appropriate support and challenge taking account of their different starting points, aptitudes, abilities and needs.
- Knowledge and skills are developed progressively so that students build secure understanding and are prepared for the next stage of their education.
- Literacy and English language development are promoted across the curriculum to support successful access to learning.
- Academic learning is complemented by wider opportunities that contribute to students' personal, social and character development.
- The curriculum reflects the international context of the school while respecting the culture, identity, values and educational requirements of the State of Qatar.
- Curriculum provision is reviewed regularly to ensure that it remains appropriate, relevant and responsive to the needs of students.

CURRICULUM OBJECTIVES

The Primary curriculum at NIA Lusail is designed to develop knowledgeable, confident and responsible learners who are equipped to succeed academically and prepared for the next stage of their education and future lives.

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Through the curriculum, we aim for students to:

- Acquire secure subject knowledge and develop the skills required to apply their learning effectively.
- Build on prior learning and make sustained academic progress from their individual starting points.
- Develop strong literacy, communication and English language skills that enable them to access the full breadth of the curriculum.
- Think critically, creatively and independently, using knowledge and evidence to question, reason, solve problems and make informed decisions.
- Make connections within and across subjects and apply their learning in different contexts.
- Develop resilience, perseverance, self-discipline and effective learning habits.
- Communicate and collaborate effectively while developing increasing independence and personal responsibility.
- Recognise their individual strengths, interests and areas for development and develop increasing confidence and independence in their learning.
- Develop an understanding of local and global issues and demonstrate respect, empathy and responsibility towards others.
- Develop healthy and active lifestyles and an understanding of the importance of personal wellbeing.
- Participate in academic, creative, sporting, leadership and enrichment opportunities that contribute to their wider development.
- Develop the knowledge, values and personal qualities required to become responsible citizens and lifelong learners.

RELATIONSHIP TO OTHER POLICIES

This policy should be read alongside other NIA Lusail policies and procedures that support curriculum provision, teaching, learning and student development, including:

- Teaching and Learning Policy.
- Assessment Policy.
- SEND Policy.
- EAL Policy.
- More Able, Gifted and Talented Policy.
- Safeguarding and Child Protection Policy.
- Behaviour Management Policy.
- Homework Policy.

These policies and procedures work collectively to support the effective implementation of the curriculum and ensure appropriate provision for the academic, personal and wider developmental needs of students.

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CURRICULUM DELIVERY

The curriculum at NIA Lusail encompasses the full range of learning experiences provided through formal lessons, tutor provision, Character Education, Philosophy for Children, enrichment activities, educational visits, assemblies and wider opportunities for personal development.

Curriculum delivery is planned to ensure appropriate progression in knowledge, understanding and skills. Teachers follow agreed curriculum plans and schemes of work that identify the knowledge and skills students are expected to develop over time and provide a clear sequence of learning within each subject.

Teaching is responsive to the different starting points, aptitudes and needs of students. Teachers use adaptive teaching, appropriate support and challenge, assessment information and knowledge of individual students to ensure that learning is accessible and ambitious for all.

Technology and digital resources are used where they enhance teaching and learning, support access to the curriculum or provide meaningful opportunities for collaboration, research, creativity and independent learning.

Curriculum delivery also provides opportunities for students to make connections between subjects and apply their learning within local, international and real world contexts. Academic learning is complemented by wider experiences that contribute to students' character, wellbeing, leadership, cultural understanding and preparation for future education and life.

LITERACY ACROSS THE CURRICULUM

Literacy and English language development are shared responsibilities across the Primary curriculum and are central to students' ability to access learning, communicate effectively and achieve academically. All teachers contribute to developing students' reading, writing, speaking and listening within their subject areas.

Across the curriculum, students are supported to:

- Read with understanding and engage confidently with increasingly complex academic and subject specific texts.
- Develop and use subject specific vocabulary accurately.
- Communicate ideas clearly and appropriately through spoken and written language.
- Structure written responses logically and coherently for different purposes and audiences.
- Apply appropriate spelling, grammar and punctuation.
- Listen actively, participate in discussions and communicate respectfully with others.
- Retrieve, interpret, evaluate and synthesise information from a range of sources.
- Develop confidence in explaining, questioning, reasoning and justifying their ideas.

Teachers explicitly teach the language and vocabulary required within their subjects and provide appropriate support for students who are developing proficiency in English. Where additional support is required, classroom provision is complemented by targeted EAL support and intervention in accordance with the school's EAL Policy.

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Literacy development is monitored through curriculum planning, classroom practice, assessment information and the school's wider quality assurance processes. This supports NIA Lusail's strategic objective of raising standards in English so that students can access the full breadth of the British curriculum, communicate effectively, think critically and achieve highly.

HEALTH AND SAFETY

The health, safety and wellbeing of students are fundamental to effective curriculum delivery at NIA Lusail. Curriculum activities are planned and delivered in accordance with the school's Health and Safety Policy, relevant risk assessments and established school procedures.

Students are taught to recognise potential hazards, follow appropriate safety procedures and use equipment, materials and specialist facilities safely and responsibly.

Particular attention is given to subjects and activities involving specialist equipment, practical work or increased levels of risk, including Science, Design and Technology, Art, Physical Education and educational visits. Appropriate supervision, risk assessment and safety procedures are applied according to the nature of the activity.

ACADEMIC SUPPORT

NIA Lusail is committed to ensuring that all students are supported to make progress and achieve their academic potential. Academic support is informed by assessment information, classroom performance, teacher observations and identified individual needs.

Support may include:

- Adaptive teaching and targeted support within lessons.
- Small groups or individual intervention where appropriate.
- Subject specific intervention and academic support through the school's Extra Curricular Activities programme.
- Targeted support for students developing proficiency in English.
- Support coordinated through the Learning Enrichment Department for students with identified additional learning needs.
- Additional guidance, resources or structured opportunities for students who require further consolidation.
- Appropriate extension and enrichment for students who demonstrate higher levels of attainment, aptitude or potential.

The impact of academic support is monitored through assessment information, student progress and ongoing communication between teachers, Heads of Department, pastoral staff and relevant members of the Primary Leadership Team. Provision should be reviewed and adjusted where necessary to ensure that support remains appropriate to the student's needs.

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Academic support is intended to provide access to the curriculum while maintaining high expectations for all students.

ADAPTIVE TEACHING

Adaptive teaching is central to NIA Lusail's approach to ensuring that all students can access the curriculum, participate successfully in learning and make progress while maintaining high expectations for all.

Teachers take account of students' prior knowledge, attainment, language proficiency, individual learning needs and potential barriers to learning when planning and delivering lessons. Teaching is adapted responsively according to the needs of students rather than lowering curriculum expectations.

Adaptive teaching may include:

- Explicit instruction, modelling and scaffolding to support understanding.
- Breaking complex learning into manageable steps where appropriate.
- Checking understanding regularly and responding to misconceptions.
- Adjusting explanations, questioning, resources and levels of support.
- Providing appropriate support for students developing proficiency in English, including explicit teaching of subject specific vocabulary.
- Making reasonable adjustments for students with SEND in accordance with identified needs and the school's SEND Policy.
- Providing appropriate depth, complexity, independence and challenge for more able students.
- Using flexible grouping where this supports learning and progress.
- Using appropriate technology and learning resources to improve access, participation and independence.

Teachers work with Heads of Department, the Learning Enrichment Department, EAL provision and relevant pastoral and leadership staff where additional advice or support is required.

Adaptive teaching supports rightful access to the curriculum while recognising that students may require different approaches, levels of support or opportunities for challenge in order to succeed.

SAFEGUARDING

NIA Lusail is committed to safeguarding and promoting the welfare of all students. Safeguarding underpins curriculum delivery and the wider educational experience.

Through appropriate curriculum content and wider school provision, students are supported to develop the knowledge, understanding and confidence needed to keep themselves and others safe. This includes age appropriate learning relating to online safety, digital citizenship, healthy relationships, personal responsibility, wellbeing and recognising when and how to seek help.

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Curriculum activities, resources and discussions should be appropriate to students' age and stage of development. Any safeguarding concern arising through curriculum activities or discussion must be managed in accordance with the school's Safeguarding and Child Protection Policy.

MONITORING AND EVALUATION

Responsibility for the effective implementation of the Primary curriculum rests with the Principal and Primary Leadership Team, working collaboratively with Heads of Department and teaching staff.

The quality and effectiveness of curriculum provision are monitored through the school's established quality assurance processes, which may include:

- Review of curriculum plans, schemes of work and subject documentation.
- Lesson observations and learning walks.
- Reviews of students' work.
- Analysis of internal and external assessment information.
- Monitoring student progress and attainment, including the progress of identified groups.
- Departmental reviews and meetings.
- Student, staff and parents' feedback where appropriate.
- Review of intervention, support and enrichment provision.

Curriculum leaders use this information to evaluate the effectiveness of provision, identify strengths and areas for development, and inform curriculum planning, professional development and school improvement priorities.

The curriculum is reviewed regularly to ensure that it remains appropriate to the needs of students, reflects the school's vision and objectives, meets applicable requirements of the Ministry of Education and Higher Education in Qatar, and remains aligned with relevant curriculum, qualification and accreditation requirements.

THE PRIMARY CURRICULUM

The Primary curriculum at NIA Lusail provides a broad, balanced and progressive programme of study from Year 1 to Year 6. It is based on the National Curriculum for England, adapted to the international context of the school and complemented by the compulsory curriculum requirements of the Ministry of Education and Higher Education in Qatar.

Key Stage 1 at NIA Lusail comprises Years 1 and 2, with lessons aligned to the British National Curriculum (2014) to ensure a solid foundation in core academic and personal development areas.

Key Stage 2 at NIA Lusail includes Years 3 to 6, typically divided into Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). The curriculum follows the Programmes of Study outlined in the National Curriculum for England.

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Arabic Language, Islamic Studies and Qatar History are provided in accordance with applicable MOEHE requirements and student eligibility. Citizenship is provided where applicable within the school's curriculum arrangements.

The Primary curriculum is complemented by Character Education, Philosophy for Children, enrichment, Extra Curricular Activities, educational visits, careers guidance and wider opportunities for leadership and personal development.

Key Stage 1 Curriculum

Key Stage 1: Year 1 and Year 2		
Subject	Curriculum Time	Lessons per Week
Mathematics	4 hrs 10 mins	5 Maths lessons
English - Writing	3hrs 20mins	4 T4W lessons
English - Phonics	2hrs 30 minutes	2 Phonics lessons per week- 3 in Term 1 which then changes to comprehension lessons in Term 2
Science	2hrs 30 minutes	2 Science lessons 1 Science Lab lesson
History/Geography	1hr 40 minutes	2 lessons per week- taught in History and Geography blocks
English - Guided Reading	1hr 40 minutes	2 lessons
Library	50 mins	1 lesson per week in the library with CT and Librarian
Art	50 mins	1 lesson
Music	50 mins	1 lesson per week (Specialist Teacher)
PE	50 mins	1 lesson per week (Specialist Teacher)
P4C	50 mins	1 lesson per week
Character Education	50 mins	1 lesson per week
IT	50 mins	1 lesson per week
Assembly	50 mins	1 lesson per week
Arabic	4 hrs 10 mins	5 lessons per week (Arabic Teacher)
Islamic/ Citizenship	1hr 40 minutes	2 lessons per week (Arabic Teacher- Islamic and Citizenship- Non-Muslim students)
Qatar History	50 mins	1 lesson per week (Arabic Teacher/ Class Teacher)

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Key Stage 2 Subjects:

Key Stage 2: Year 3 to Year 6		
Subject	Curriculum Time	Lessons per Week
Mathematics	4 hrs 10 mins	4 Maths lessons 1 Mental maths lesson
English	5hrs	4 Talk 4 Writing 1 SPAG 1 Comprehension
Guided Reading	1hr 40 minutes	2 Groups reading with CT/TA
Science	2hrs 30 minutes	2 Science lessons 1 Science Lab lesson
Topic	1hr 40 minutes	2 lessons per week- taught in History and Geography blocks
Library	50 mins	1 lesson per week- led by school librarian with CT support
ICT	50 mins	1 lesson per week in ICT lab by CT
French	50 mins	1 lesson per week (Specialist Teacher)
Music	50 mins	1 lesson per week (Specialist Teacher)
PE	50 mins	1 lesson per week (Specialist Teacher)
P4C	50 mins	1 lesson per week
Character Education	50 mins	1 lesson per week
Assembly	50 mins	1 lesson per week
Arabic	4 hrs 10 mins	5 lesson per week (Arabic Teacher)
Islamic/ Citizenship	1hr 40 minutes	2 lessons per week (Arabic Teacher- Islamic and Citizenship- Non-Muslim students)
Qatar History	50 mins	1 lesson per week- (Arabic and CT)

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

NIA Lusail does not deliver PSHE as a separately timetabled subject. Personal, social, health and economic education is provided through a planned, age appropriate programme incorporating Character Education, Philosophy for Children (P4C), assemblies, safeguarding and wellbeing education, digital citizenship, careers education and relevant areas of the wider curriculum.

This provision supports students to develop their character, confidence, resilience, decision making and understanding of healthy relationships and responsible citizenship. It encourages respect for other people and develops students' understanding of diversity and the importance of treating others with dignity and respect.

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Provision is planned with regard to students' age and maturity and encourages appropriate understanding and respect for the protected characteristics set out in the Equality Act 2010, within the context and ethos of the school.

FUNDAMENTAL BRITISH VALUES

The curriculum at NIA Lusail does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through the curriculum, Character Education, P4C, assemblies and wider school experiences, students develop an age appropriate understanding of these values alongside respect for the culture, values and traditions of Qatar and the diverse international community of the school.

Students are encouraged to develop independence, responsibility, critical thinking and respect for others, preparing them for the opportunities, responsibilities and experiences of life in British society and the wider world.

POLICY REVIEW

This policy will be reviewed annually, or earlier where changes to the curriculum, statutory or regulatory requirements, accreditation expectations or school provision make this necessary.

The review will be led by the Senior Leadership Team and will consider the effectiveness, relevance and implementation of the curriculum across the Primary phase.