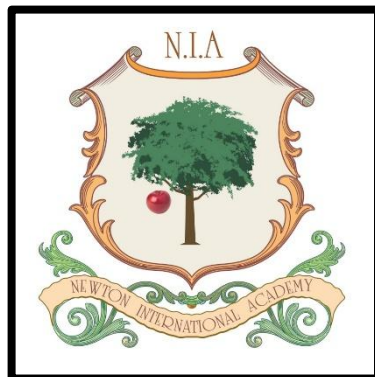


NEWTON INTERNATIONAL ACADEMY

LUSAIL

Primary Curriculum Policy



**ACADEMIC
YEAR
2025 - 2026**



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



Primary Curriculum Policy

Vision

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

Mission

We aim to provide the highest quality of education possible for our pupils of all abilities. In doing so, we aim to positively encourage each pupil to achieve academic excellence, 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, pupils, parents, and the wider community to achieve our vision.

Rationale

At Newton International Academy Lusail, we view the curriculum as the foundation of a student's academic, social, emotional, and personal development. Rooted in our commitment to excellence and holistic education, our curriculum empowers students to become confident, thoughtful, and globally aware individuals. It is designed to provide a safe and inspiring learning environment where curiosity is encouraged, independence is nurtured, and learners are supported to explore, take academic risks, and learn from their experiences. Our curriculum is inclusive, structured, and responsive to the needs of our diverse school community. It balances academic rigour with creativity, integrating opportunities for inquiry, reflection, and character development. All learning experiences are framed to reflect international-mindedness, cultural understanding, and relevance to life beyond the classroom.

While maintaining strong links with the National Curriculum for England, our approach is responsive to the local context of Qatar and promotes values of respect, responsibility, and resilience. Curriculum planning, teaching, and assessment are guided by international standards and best practices in line with the British Schools Overseas (BSO) inspection framework. Although we are mindful of international benchmarks, our focus remains on ensuring that every child achieves their full potential in a nurturing and structured setting.

Aims

The primary curriculum at NIA Lusail is designed to:

- Ensure that all students, regardless of background or ability, have access to high-quality learning opportunities that allow them to achieve academic excellence.
- Promote high levels of student engagement, enjoyment, and enthusiasm for learning by delivering meaningful, well-structured lessons.
- Equip learners with core knowledge and subject-specific skills while enabling personal strengths and talents to emerge through carefully designed learning pathways.
- Encourage students to understand their role within a globally connected world, fostering appreciation for cultural, economic, and environmental interdependence.



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- Support the development of transferable skills by creating strong links across subjects and encouraging interdisciplinary connections.
- Promote critical thinking, creativity, and effective problem-solving using knowledge in real-world contexts.
- Encourage healthy choices and the development of lifelong habits that support physical and emotional wellbeing.
- Foster a culture of reflection, where students are guided to evaluate their own learning, recognise achievements, and identify areas for growth.
- Build perseverance, self-discipline, and a growth mindset, helping students face challenges with confidence and determination.
- Develop both independent and collaborative learning habits, supporting students in becoming organised, self-motivated, and responsible for their learning.
- Prepare learners to become principled, informed, and active citizens who are ready to contribute positively to their communities.

Global Citizenship at NIA Lusail

At Newton International Academy Lusail, we aim to develop globally aware students who demonstrate integrity, compassion, and respect for others. Global citizenship is embedded across our curriculum and school life, encouraging pupils to appreciate diversity, understand global issues, and take thoughtful action in their communities. Through collaboration, responsibility, and service, we empower students to grow into principled and active contributors to a changing world.

Wellbeing at NIA Lusail

We believe that a flourishing school community depends on the wellbeing of every member. At NIA Lusail, we prioritise emotional, physical, and social wellbeing by fostering an inclusive and nurturing environment where all pupils feel valued and supported. Wellbeing is woven into our daily routines, relationships, and curriculum, ensuring that each child can thrive both personally and academically.

Safeguarding at NIA Lusail

Safeguarding is a core commitment at Newton International Academy Lusail. We are dedicated to protecting every child from harm and promoting their welfare in all aspects of school life. Our safeguarding approach includes:

- Implementing comprehensive safeguarding procedures that align with international best practice and local requirements.
- Ensuring that all staff are trained, informed, and accountable for their safeguarding responsibilities.
- Maintaining a school culture where pupils feel safe, heard, and respected at all times.

Anti-Discrimination at NIA Lusail

Newton International Academy Lusail is firmly committed to fostering an inclusive school culture where every individual is treated with dignity and fairness. We actively promote equality and work to eliminate any form of



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discrimination through our practices, policies, and interactions with students, staff, and families.

Our principles include:

- Providing equal access to opportunities and support for all pupils, regardless of background, ethnicity, religion, ability, or personal characteristics.
- Encouraging open dialogue and mutual respect to build understanding and empathy across the school community.

Curriculum Structure Overview

Curriculum Delivery

At Newton International Academy Lusail, the curriculum extends beyond academic instruction to encompass all planned learning experiences — within the classroom and across the wider school environment. This includes school routines, enrichment programmes, and opportunities for cross-curricular exploration. The curriculum promotes holistic development and is carefully designed to ensure progression, challenge, and engagement at every stage. Teachers are encouraged to incorporate thematic units and project-based learning to deepen understanding and help pupils make meaningful connections between subjects.

English and Communication

Language and communication underpin every area of learning. At NIA Lusail, we place literacy at the centre of the curriculum, ensuring that speaking, listening, reading, and writing are developed across all subjects.

Classrooms are vocabulary-rich and promote oracy through structured talk, debate, and active listening. Pupils who are learning English as an Additional Language (EAL) receive targeted and progressive support to enable full access to the curriculum, with language development embedded in daily practice.

Health and Safety

We are committed to maintaining a safe and supportive learning environment for all. Health and safety awareness is embedded across the curriculum, particularly in practical subjects such as Science, PE, and Design Technology. Pupils are explicitly taught how to manage risk, use equipment responsibly, and look after their own wellbeing and that of others. All learning activities are underpinned by thorough risk assessments and safety procedures in line with the school's Health and Safety Policy.

Academic Support

At NIA Lusail, we believe that every child deserves the opportunity to succeed. Academic support is personalised and inclusive, with class teachers differentiating instruction to meet individual needs. Learners who require additional support benefit from the expertise of our Additional Educational Support Needs (AESN) team, who provide structured interventions and tailored learning plans. Pupil progress is closely monitored, and interventions are regularly reviewed in collaboration with parents, staff, and the pupils themselves to ensure sustained improvement and achievement.



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Planning and Implementation

Curriculum planning at Newton International Academy Lusail is a collaborative and structured process that ensures consistency, continuity, and progression across all year groups and subjects.

- **Long-Term Plans (LTP):** These outline the overarching learning objectives for each subject across the academic year, ensuring alignment with curriculum standards and developmental expectations.
- **Medium-Term Plans (MTP):** These plans provide unit-by-unit overviews for each term, mapping key concepts, skills progression, and integration opportunities across subjects.
- **Short-Term Plans (STP):** These are used to guide weekly lesson delivery. They include clear learning intentions, differentiation strategies, assessment for learning (AFL), and reflective notes to inform responsive teaching.

Core Programmes

The Primary curriculum is supported by research-based programmes that enhance subject-specific progression:

- **Talk for Writing:** A systematic approach to developing writing skills through imitation, innovation, and independent application, supporting vocabulary development and genre understanding.
- **White Rose Maths:** A mastery-based mathematics programme that builds deep conceptual understanding using the concrete-pictorial-abstract model. It promotes fluency, reasoning, and problem-solving at all stages.

Homework

Homework is used as an extension of classroom learning. It reinforces key concepts, supports retrieval practice, and encourages independent study habits.

- Tasks are age-appropriate and aligned with current units of study.
- Homework is communicated via TEAMS, where applicable.
- Teachers monitor completion and provide feedback to support understanding and progress.

Communicating with Parents

Effective curriculum communication helps build strong partnerships with families and supports pupil learning beyond the classroom. At NIA Lusail, this includes:

- Termly curriculum letters outlining subject objectives and themes.
- Weekly year group newsletters sharing updates on learning activities and classroom highlights.
- Parent workshops and academic consultations that offer deeper insights into curriculum delivery and home support strategies.

Cultural and Local Relevance

The curriculum reflects and celebrates the local context of Qatar while fostering respect for diversity and global citizenship. This includes:

- Arabic Language, Islamic Studies, and Qatar History as core subjects for Arab and Muslim students.
- Integration of national celebrations such as Qatar National Day and Sports Day to foster cultural pride.



- Themed weeks and school-wide events that promote understanding of heritage, identity, and shared values in alignment with the Ministry of Education and Higher Education (MOEHE) guidelines.

Subjects and Weekly Timetable Allocation

At Newton International Academy Lusail, the weekly timetable ensures a balanced and enriching curriculum that supports pupil development and academic excellence. Subject allocations are planned to meet the priorities of the Newton Group and Qatar's Ministry of Education and are reviewed annually to remain aligned with evolving needs and best practice.

Key Stage 1 Curriculum

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 1: Year 1 and Year 2		
Subject	Number of lessons per week	Details
Mathematics	6	5 Maths lessons 1 Problem-solving lesson
English	4	4 T4W lessons
Phonics	3	2 Phonics lessons per week- 3 in Term 1 which then changes to comprehension lessons in Term 2
Science	3	2 Science lessons 1 Science Lab lesson
Topic	2	2 lessons per week- taught in History and Geography blocks
Guided Reading	2	Groups reading with CT/TA Carousel of activities for others
Library	1	Class Teacher with Librarian
Art	1	Class Teacher
Music	1	Specialist Teacher
PE	1	Specialist Teacher
P4C	1	Class Teacher
Character Education	1	Class Teacher
Assembly	1	Class Teacher
Arabic	5	Arabic Teacher
Islamic/ Citizenship	2	Arabic Teacher- Islamic Citizenship- Non-Muslim students
Qatar History	1	Arabic Teacher/ Class Teacher



Key Stage 2 Curriculum

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.

Key Stage 2: Year 3 to Year 6		
Subject	Number of lessons per week	Details
Mathematics	6	5 Maths lessons 1 Problem-solving lesson
English	6	4 Talk 4 Writing 1 SPAG 1 Comprehension
Guided Reading	2	Groups reading with CT/TA Carousel of activities for others
Science	3	2 Science lessons 1 Science Lab lesson
Topic	2	2 lessons per week- taught in History and Geography blocks
Library	1	1 lesson per week- led by school librarian with CT support
ICT	1	1 lesson per week in ICT lab
French	1	1 lesson cross-curricular linked where possible
Music	1	1 lesson per week
PE	1	1 lesson per week- range of blocks covered
P4C	1	1 session per week- usually takes place in P4C room
Character Education	1	Class Teacher
Assembly	1	Class Teacher
Arabic	5	Arabic Teacher
Islamic/ Citizenship	2	Arabic Teacher- Islamic Citizenship- Non-Muslim students
Qatar History	1	1 lesson per week- Arabic speaking students taught by Arabic teacher- English speaking students taught by CT

Monitoring and Evaluation

At NIA Lusail, the curriculum is reviewed annually by the Senior Management Team in collaboration with Team Leaders. Department Heads, Class Teachers, and Subject Coordinators work together to ensure consistent and effective implementation. Curriculum adjustments are made based on assessment outcomes, staff feedback, pupil needs, and emerging educational research.