



Teaching and Learning Policy

Our Vision

‘An International community of learners striving for excellence and celebrating success’

Our 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, 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.



1. The Nature Of Teaching And Learning

We, at Newton British School, recognise that learning can and does take place in a multitude of ways, at various rates in any place at any time. We also recognise that learning can involve the utilisation of a host of intelligences and a variety of senses. We value all learning as a process to the development of the whole individual as a life-long learner.

We consider that teaching should be specifically designed to expand and facilitate all learning opportunities. We also believe that teaching is the responsibility of the entire school community.

The nature, style and pace of teaching will vary depending on the nature of the learning and the learners.

We also consider that learning and teaching are supported by our core values of:

Respect	Self-respect, respect for students/ staff /parents and respect of personal and community property
Communication	Open and effective communication among students, staff, and parents
Support	Support the development of each individual to his/her fullest potential.
Diversity	Appreciation of all languages, traditions, religions and cultures.
Responsibility	Development of responsible citizens through community service.
Environmental Awareness	Respect for the Earth's resources and that we must act responsibly to look after our planet

As a learning community we will promote these values so that all members of the school community will become effective life-long learners.

2. The Aims Of Our Teaching And Learning Policy

The fundamental aim is to ensure that every learning and teaching opportunity is maximised so that everyone involved is assisted in their pathway to life-long learning.

In order to achieve this primary outcome we will endeavour to:

- Make all learning and teaching as exciting and interesting as possible.
- Design and implement learning and teaching activities which facilitate the development of independence among all learners.
- Cater for different types of intelligences and do so via a variety of teaching styles.
- Cater for all types of learning styles.
- Develop and support a range of teaching approaches that cater effectively for the whole ability spectrum in order that all students achieve maximum learning.
- Create and sustain a stimulating learning environment at all times.
- Provide appropriate staff development opportunities so that there is consistent high quality learning and teaching experiences within and across all year groups.
- Consistently monitor and evaluate provision and provide regular year group and individual feedback to staff so as to ensure consistent high quality learning and teaching experiences within and across all year groups.
- Acquire, maintain and utilise appropriate high quality resources to support all learning and teaching.

3. Planning For Teaching And Learning

In order to secure high quality learning and teaching, we plan thoroughly in the Long Term (Yearly), Medium Term (Termly) and Short Term (Weekly/Daily). There will be various aspects to our planning, these will include:

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- Clear, specified learning outcomes.
- Differentiation of teaching activities for various ability groups.
- A clear breadth and balance to planned activities within and across curricular areas.
- Clear progression within planning.
- Regular evaluation of the effectiveness of learning and teaching.
- Secure opportunities for learners to engage in self-evaluation, where appropriate.

In order to secure the above, we recognise that appropriate time must be provided. Accordingly, staff will have regular opportunities to:

- Plan collaboratively as KS/year groups.
- Evaluate the effectiveness of previous planning so as to inform future planning.
- Reflect on existing practice in order to improve future provision.
- Acquire resources for effective learning and teaching activities.
- Efficiently plan and manage accelerated learning resources for effective classroom organisation.

4. Creating A Learning Environment

We will endeavour to ensure that:

- The learning environment will be safe, stimulating, bright, attractive, well-organised, well- resourced and welcoming.
- All resources will be accessible, well-maintained, effectively displayed or stored.
- As appropriate there will be distinct areas within the classroom for specific learning to take place e.g. the writing corner, maths corner etc.
- Careful attention will be given to physical conditions within the classroom eg it should be well ventilated and properly lit.

Within this learning environment, all students will feel valued and have their efforts rewarded and achievements celebrated. All will be encouraged to engage in meaningful, purposeful tasks with the emphasis placed on positive behaviour, good relationships and high (realistic) expectations for all learners.

5. Strategies To Develop Motivation And Attitudes To Learning

We will focus on positive behaviour, praising and rewarding individuals/groups who achieve the desired behaviour. Teachers will model desired/appropriate attitudes and also draw attention to these when they are evident in class. Our strategies will include the following:

- Set clear learning objectives so that the students are aware of what they are expected to learn and how they are expected to behave.
- Give responsibility appropriately to develop independence and self-motivation/self-discipline.
- Deliver interesting, varied and enjoyable lessons.
- Set achievable targets and state time deadlines.
- Develop confidence by creating a climate where opinions are valued.
- Ensure that classrooms are bright, welcoming and child-focused, and that students' work is prominently displayed.
- Use 'Time Out' slots for moments of reflection.
- Devise a system of rewards for effort and special achievements. These can include:
 - House points.
 - Star Pupil Award.
 - Motivational marking, stickers, certificates.
 - Treats/prizes.
 - Golden Time/extra sessions of a favourite subject.

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- Showing work to another teacher/class/principal etc.

6. Independent Learners

Independent learning will be developed in a variety of ways appropriate to the age and ability of the learner. The strategies outlined below will provide the core approaches to the development of such independence.

All students will have the opportunity to undertake:

- Leadership roles in curricular and organisational areas (e.g. group leader/class helper).
- Research activities utilising appropriate technologies.
- Self-correction and correction of peers' work.
- Personal organisational skills (e.g. self-dress for PE, personal hygiene, organisation of personal resources).

7. Classroom Organisation And Management To Develop High Quality Learning And Teaching

The class teacher will ensure an efficient and effective organisational system is secured within the classroom to facilitate high quality learning and teaching.

In order to do this, the teacher will regularly review practice to ensure a vibrant, stimulating, well-planned environment in which the work of learning is maximised for the benefit of all students.

Students will work within a variety of ability groups and have easy access to appropriate resources as they follow an effective, well-planned curriculum.

There will be a smooth transition between lessons and activities. Good order and positive social- interaction will be encouraged. Effective use of time management and resources will play a crucial role in producing high quality learning and teaching

8. Teaching Strategies And Styles To Secure Learning

In order to secure learning across all identified intelligences and in a manner that will meet the learning styles of our students, we will encourage the use of drinking water as appropriate as well as 'warm up' or 'waken up' brain gym activities. Clear learning outcomes will be communicated to the students as appropriate. We will engage with the students, encourage all to become involved, value their contributions and offer constructive, supportive feedback as required.

A wide range of teaching strategies will be employed which will include:

- Practical activities, group, paired and individual.
- Whole class activities.
- Problem-solving activities.
- Group discussion.
- Pupil led activities.
- Activity based sharing.
- Topic-based activities.
- Team-teaching.
- Educational visits/visitors.
- Differentiated questioning techniques.

These will be backed up by appropriate reinforcement. Realistic, high expectations in a variety of situations will be maintained. Activities will be well-paced and challenging. Our teaching strategies will also facilitate the early identification and support for students with learning difficulties.

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9. Strategies To Secure High Quality Learning And Teaching For Students With Learning Difficulties

As a school committed to developing all our students in a holistic manner, we recognise that all students are unique and develop at varying rates. We also appreciate that some students experience learning difficulties.

In order to cater effectively for these learners we will ensure:

- The implementation of a focused, diagnostic assessment system so as to identify students' learning needs as early as possible.
- Provision of EAL tuition.
- The provision of appropriate staff training and development in order to secure the most effective teaching possible.
- Close liaison between school, home and outside agencies.
- The development of IEPs if appropriate
- The consistent differentiation of the curriculum to meet the needs of all learners.
- Regular review of all our SEN procedures and practices.
- The implementation of appropriate support programmes for students/parents (e g Paired Reading etc.)

Throughout the application of all these strategies we will consistently focus on improving, developing and raising the self-esteem and attainment of our students.

10. Strategies To Secure High Quality Learning And Teaching For Gifted And Talented Students

We will determine the needs of individual students and provide them with engaging, independent learning activities appropriate to their ability level, at the same time keeping them within their peer group to develop their own leadership skills and to provide them with the praise and reassurance that is necessary to nurture their talent.

- In order to do this effectively we will:
- Ensure that effective diagnostic procedures are in place to identify such learners.
- Ensure that staff receive appropriate training to support the development of such learners.
- Finance permitting, additional support staff will be available to meet the needs of gifted students.
- Utilise differentiated teaching approaches, and where appropriate 'setting', to support the learning needs of these students.
- Secure effective liaison and support between class teachers and assistants.
- Provide a wide range of activities across curricular and extra-curricular areas so that such learners experience a breadth of engagement with learning.
- Utilise appropriate technologies and competitions to challenge and engage such learners.
- Maintain and communicate realistic, high expectations for such students.
- Ensure that such students are allocated appropriate roles and responsibilities in line with their ability and maturity (e g team leader, mentor for younger students/peers.)
- Continually review and evaluate the provision that we offer for such learners.

11. Teachers' Assessment, Recording And Reporting Of Students' Work To Secure Sustained High Quality Learning And Teaching

We believe that the assessment, recording and reporting of students' work has a key role to play in ensuring the sustained achievement of our students. We recognise that assessment should be varied, regular and consistent, and the outcomes should be utilised to inform future learning and teaching, as well as sharing progress with students, parents and relevant professionals (eg educational psychologist.)

The assessment, recording and reporting procedures utilised at Newton British School are kept under constant review so they are fit for purpose. These include:

- Teacher observation.

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- Teacher feedback either written or verbal
- Bi-weekly spelling, grammar, Maths tests
- End of unit assessments when appropriate
- Curriculum marking.
- Termly Standardised tests 'Rising Stars'.
- End of year assessments SATs or GL Assessment

We currently record assessment outcomes in:

- Students' Termly Reports

We report assessment outcomes via:

- Students' Termly Reports
- Parent/teacher meetings (termly).

This whole school approach to assessment, recording and reporting is designed to secure:

- Regular appropriate feedback to students, parents, co-ordinators and other professionals.
- Set targets for future learning.
- An effective review of the success of the learning and teaching programmes implemented.
- The identification at class, year group, key stage and whole school levels of development opportunities for the school.

12. Whole School Monitoring And Evaluation Of Teaching And Learning

As a self-evaluating school we recognise the need to consistently monitor our work and evaluate it against best practice.

We use a range of methods that we utilise to support this process and these include:

- Teachers' monitoring and evaluation of student performance.
- Teachers' self-evaluation.
- KS Coordinators' monitoring and evaluation of planners and students' work.
- SMT's curriculum monitoring and evaluation.
- SMT's curriculum feedback at year group level.
- Principal's curriculum monitoring and evaluation.
- Principal's curriculum feedback at individual level.
- Annual action planning.
- School development planning.
- Strategic planning.

13. Monitoring And Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.



Homework

Rationale

Homework is an integral part of the curriculum. It provides children with the skills of independent learning and helps them develop the confidence and discipline needed to study on their own. Homework is the ideal vehicle to stress that education is a shared responsibility between home and school and helps to establish such a working partnership.

For effective homework practices to be established, the teacher needs to ensure some things:

- Homework is planned and prepared alongside all other programmes of learning.
- Homework is set and managed effectively and contributes to the challenge of raising standards at our school.
- Homework consolidates and reinforces skills and understanding, particularly in English, Mathematics, Arabic as a First Language and Islamic.
- Homework tasks are differentiated and appropriate to the needs of the individuals.
- The quality of completed homework is monitored and marked.
- Homework completed well is acknowledged and praised.
- Parents are informed when students do not do their homework tasks.

Timings

Foundation 2: 15-20 mins - Reading

Year 1: 45mins – 1 Hour

Year 2: 45mins – 1 Hour

Year 3 & 4: 1.5 – 2.5 Hours

Year 5 & 6: 2.5 – 3.5 Hours

These timings are given as a guide. It make take your child more or less time to complete their homework.

EYFS

Foundation 1: no homework given, parents are encouraged to read with their children 5-10 minutes, daily.

Foundation 2: Phonics packs including a pack of tricky words, CVC words for blending, sound cards to play games with, a writing book, reading books, and reading records. New tricky words, CVC words, writing tasks, and reading books are sent home weekly to parents who return these packs. Packs are collected on a Sunday, updated, and then sent back on Monday.

Key Stage 1

Year 1

Mathematics – Mental Arithmetic including addition and subtraction.

English – Differentiated spelling words – these are copied into sentences in the homework book.

Reading – Daily

Year 2

Mathematics – Mental Arithmetic including addition and subtraction.

English – Differentiated spelling words – these are copied into sentences in the homework book. Children will also complete a writing activity linked with a topic learnt at school e.g. conjunctions.

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Reading – Daily

Year 3

Mathematics – Differentiated Maths activities linked to topics learnt in school.

English – Differentiated spelling words and handwriting. Children will also complete differentiated English activities linked to topics learnt in school.

Reading – Daily reading should be completed (2 books per week). Children on Stage 6 and above should also complete a reading activity.

Year 4

Mathematics – Differentiated Maths activities linked to topics learnt in school.

English – Differentiated spelling words and handwriting. Children will also complete differentiated English comprehension and SPaG activities linked to topics learnt in school.

Reading – Daily reading should be completed (2 books per week). Children on Stage 6 and above should also complete a reading activity.

Year 5

Mathematics – Differentiated Maths activities linked to topics learnt in school. Children should also practise the multiplication tables weekly.

English – Differentiated spelling words and handwriting. Children will also complete differentiated English comprehension and SPaG activities linked to topics learnt in school.

Reading – Daily reading should be completed (2 books per week). Children on Stage 6 and above should also complete a reading activity.

Year 6

Mathematics – Differentiated Maths activities linked to topics learnt in school. Children should also practise the multiplication tables weekly.

English – Differentiated spelling words and handwriting. Children will also complete differentiated English comprehension and SPaG activities linked to topics learnt in school.

Reading – Daily reading should be completed (2 books per week). Children on Stage 6 and above should also complete a reading activity.

All year groups also have 'Additional Resources' available that can be downloaded from Fusion – these activities are optional.

Other Subject Areas:

In addition to these regular activities, additional homework activities could be given and these may include:

- finding out information
- completion of classroom tasks
- reading and researching in preparation for lessons
- preparing oral presentations
- written assignments

Arabic/Islamic

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Homework in both Arabic and Islamic will be given at the beginning of each week and collected at the end of the week.

Marking and Feedback

Homework should be marked weekly and feedback given to students.

Online Platforms

Doodle Learning is used across the school. Teachers may set activities for children on Doodle and they are expected to login daily and access DoodleMaths

Parents must ensure that:

- Homework is completed daily up to the time limits set.
- Organisation of homework tasks is spread out over the week.
- Tutors (if any) supervise and explain the homework rather than just provide the answers.
- Your child reads every day.

Sanctions

Pupils in Year 5 and Year 6 will also be sanction with loss of Golden Time for failing to complete weekly homework assignments. They will be expected to complete homework during their lost Golden Time.



Lesson Cover Policy

Within any school there are always absences. In a private school in Qatar there is not an LEA to fall back on or teaching cover agencies to assist in this. This document, therefore, is a statement of how we deal with covering classes when a teacher is absent.

Our intention is to be fair in any cover allocations we make and also to ensure the normal teaching and learning of any class where a teacher is absent.

Arabic & Islamic

When an Arabic teacher is absent it is the responsibility of the Arabic coordinator to allocate extra lessons for that day to the Arabic staff, depending on their timetables. The Arabic coordinator also must make him or herself available for cover. If cover is impossible to arrange then the class teacher must cover the class but is not expected to an Arabic lesson.

English Department

When a teacher is absent, in the first instance the cover will be arranged by the year lead within the year group and then within the key stage. In the event of more than one teacher being absent on any given day, year leaders must work with SMT to allocate reasonable cover with other year leaders and specialist teachers to allocate adequate cover for absences.

The responsibility of cover falls on **ALL STAFF**. We will try to allocate cover fairly, according to staff members timetables on the particular day in question, but everyone must be ready to offer a cover lesson where required. We will try to apply cover in a fair and manageable way.

Finally, Principal and Head of Primary must also make themselves available to cover what needs to be covered.

EYFS

If a teacher is absent in EYFS then it is the responsibility of the coordinator to arrange cover there. Most often this will be the coordinator themselves as this is a non-teaching role.

Teaching Assistants

If a teaching assistant is absent on any given day then it is up to the coordinators for each department to arrange so that TA help can be given to that class at specific times. When there is a TA absent in EYFS then coordinators will arrange either one TA from another department or a rota of TAs in order to cover the missing teaching assistant.