



Newton International School Lagoon

Parent Handbook 2024-25



Dear Parents,

Welcome to Newton International School, Lagoon Campus and to an exciting year ahead!

We are looking forward to a very productive partnership with you to ensure that all of yours and our children reach their full potential. Together we will embrace the challenges that we might face and celebrate the rewards these challenges bring. Our primary goal is to help every student realise his/her full academic potential with an emphasis on speaking and listening and performing arts to enhance learning. We are also committed to helping students develop social responsibility, with a campaign each term to address important issues in Qatar. We encourage and support each student to develop his/her unique talents so that he/she may become a responsible citizen of our global community.

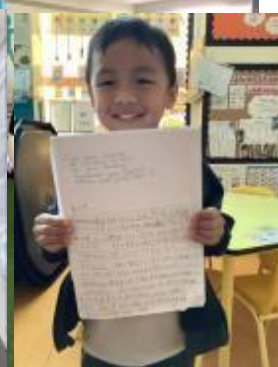
This Parent Handbook provides you with valuable information concerning policies and procedures at Lagoon. Should you have any further queries or questions, please contact the school and we will be happy to assist you. Hopefully, this handbook will answer many of your questions. If you need additional information, please do not hesitate to talk to any member of the Senior Management Team, Team Leaders or class teachers.

Together, with our dedicated staff at Lagoon, we look forward to an exciting and successful year.

Kind regards,

Senior Leadership Team
Newton International School Lagoon Campus

EYFS





Primary





Our Vision, Mission Statement and Values

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.

Values

RESPECT	Self- respect, respect for students/ staff/ parents and respect of personal and community property
HONESTY	Honesty in all our actions
TRANSPARENT COMMUNICATION	Open and effective communication among students, staff and parents
EMPATHY	Understanding and appreciation of the feelings of others
SUPPORT	Support the development of each individual to his/her fullest potential
DIVERSITY	Appreciation of all languages, traditions, religions and cultures
SOCIAL RESPONSIBILITY	Development of responsible citizens through community service
PERSONAL ACCOUNTABILITY	Highest personal commitment to taking responsibility for our actions

Important Contact details

Telephones

Primary: +974-441 2 2254 / +974-448 3 1897

EYFS: +974-448 359 18 | Fax : +974-4483 4568

Email: info.lagoon@newtoninternationalschool.edu.qa;
registrar.lagoon@newtoninternationalschool.edu.qa

Address: Newton International School Lagoon Area, Doha, Qatar

School Facilities

Here at NISL Lagoon we are very fortunate to have spacious, state of the art facilities to help each and every student achieve their potential. Each Primary class has access to interactive whiteboards and the internet to aid and develop learning. We have two ICT suites, a fully stocked library and specialist rooms for Science and Music. Our sports facilities are also of high quality with a fully air conditioned sports hall, a 20m indoor pool, a small-sided AstroTurf pitch and shaded areas.

The School Day

The school day begins for all Primary children at 7:00am. All children must be in school before/at this time to ensure that they do not miss out on valuable learning time.

There are two sets of indoor break times for the children. Break 1 is from 9:40am – 10am and Break 2 is from 11:40am – 12pm. Due to heat, students have one of those breaks in their classroom when they will eat their lunch.

School ends at 12:30pm for EYFS students and at 1.30pm for Primary students. On Tuesdays and Wednesdays, we have optional Extra-Curricular Activities (ECA's) for all children to sign up for. These finish at 2:25pm. All children must be registered and be given a confirmed place to attend ECA's.

All children must be collected at the correct time. To ensure the health and safety of all our students, only students in Year 10 or above in the Secondary section of the school may collect their siblings from Primary school. Where this is the case, your child in Year 10 or above will be given a pass from the



Deputy of Pastoral in



Secondary. Children should be collected from: EYFS – their classroom; Years 1 to 6 – from their respected areas.

We encourage as many parents as possible to park sensibly at the front of the school (Gate 2) when collecting their children. The side gates are only open from 6.30am – 7.15am and again in the afternoon from 1.30pm.

Registration 7.00a.m – 7.10 a.m.

Registration time is when student attendance is recorded by their class teacher. This is a time for teachers to greet their students or begin Early Morning Work with their class. Punctuality helps your child settle into the school day quickly.

Key Procedures

Security and Visitors to the School

All visitors to the school must obtain authorisation to enter the school from the security staff and wear a visitor's badge. Visitors should then report to the Primary Reception area for further information. Visitor's details will be entered into the Visitors' Control Book.

Dropping off and Collection of Children

Parents and drivers are asked to be extremely vigilant and cautious when dropping off and collecting children. We encourage our students to practise Road Safety and would encourage you to ensure that your child wears their seat belt whether seated in the front or back of your vehicle.

Parents are requested to use the allocated entrances for the dropping off and collection of children. As traffic can be extremely busy at the end of the school day, we ask all parents, drivers or carers to collect their child from the appropriate classroom. **Please note that for safety reasons no Secondary students (Year 9 and below) will be allowed to pick up Primary aged siblings.) Please talk to Mr Strange (Head of Middle School regarding this)**

Absence and Late Procedure

It is vital that students attend school every day so they are able to keep up with work. Students who regularly miss days through sickness or other reasons often have problems catching up with work and tend to become



frustrated. This can



often affect their behaviour. It is essential that all students attend the registration period as important information is given out at this time. The school calendar and Attendance Policy is available on our website. Lateness and absenteeism will be followed up with letters and meetings, and can result in further action.

Children who arrive at school after 7.10 a.m. must inform their Class teacher they have arrived as soon as possible. They will be marked late on the registration system.

Assembly

During the school week there is a single assembly time for each year group on a Thursday led by the Team Leader. This is where the children come together to celebrate the success of what has been achieved within the week. During these assemblies students have the opportunity to learn about important issues linked to the school's Value of the Month inquiries in P4C lessons, to show what they are learning in class and receive rewards for good work. Parents will be invited to special assemblies.

Accidents and Sickness

If a student is ill or injured during the day, the school nurse will assess the child and contact parents if necessary. Students may not contact home directly if they are unwell; they must report to the nurse for assessment. Parents may not come into school to remove a student on the grounds of ill health without prior notification from the nurse.

The School Nurse is located on the ground floor of the Primary Building. She assists in health education within the school and maintains health records on each child so that the best care and treatment can be given. Parents are notified of any problems. Injured and ill children are assessed and treated accordingly. Many of our teaching staff and support are trained in basic first aid and CPR.

Please assist us by making sure that we have up to date medical information on your child. Do not send your child to school if he/she has a temperature. Notify the school nurse immediately if your child contracts a contagious illness. The child cannot return to school unless he/she brings a medical certificate, which indicates freedom from infection.



The following table gives the exclusion periods for some common illnesses.

Chicken pox	7 days or until lesions have
Measles	healed 7 days
Mumps	14 days
Rubella (German Measles)	10 days
	Conjunctiv Until treated and
	discharge from the eye or
	any
	discolouration.

Healthy Eating

Each day make sure your child has a healthy breakfast and brings healthy food to school. Fizzy drinks are not permitted, nor are chewing gum, chips, chocolate or any products containing nuts. A Healthy Eating Week is held early in the school year to educate students about the harmful effects of unhealthy food and drinks and to encourage a healthy lifestyle.

Uniform

Students should be dressed in full uniform each day. Uniform may be purchased from Lagoon Primary Uniform shop. It is an expectation that both parents and students adhere strictly to the required dress code and ensure that students are neatly and appropriately presented at all times.

Please refer to the School Uniform Policy in Appendix 1 at the back of this handbook for further details.

PE

Your will be informed at the start of each term when your child will have PE and what kit they will need to bring in with them. On these days students are expected to wear their PE kit to school. Students may not come to school in their PE kit on non-PE days. PE is an integral part of the curriculum and all children are expected to take part unless they have a medical note.

General Equipment



Students are required to have the following equipment at school every day. NISL will send a reminder of equipment at the start of the school year for the different year groups.

- | | |
|-----------------------------|---------------------------------|
| • black/blue ballpoint pens | • Set square set |
| • HB pencils | • Protractor |
| • Pencil sharpener | • Pack of colour pencils |
| • Eraser | • Pencil case |
| • Ruler | • Calculator |
| • Whiteboard marker | • Pink & Green highlighter pens |

****Please note that Specialist Subjects may have further requirements.****

Library and Resources

We are constantly looking to provide an increasing range of resources for the school to utilise. This year we have added many Primary level books to our library and to further develop our Primary library resources, we have increased the ICT provision throughout the school. All books are now logged electronically, by our school management system. Parents will need to sign confirmation that they would like their children to receive Guided Reading Books weekly and take responsibility for them at home.

Communication

At NISL, we encourage open communication between parents and staff at all levels. As a school we use Classdojo to communicate the majority of important issues and usually follow up with emails. We also ask parents to refer to parent portal if they are looking homework/revision or school-wide policies. –

<https://sites.google.com/NISLagoon.com/parents-portal-primary-depart/home> Each class teacher and member of the Senior Management Team has a school email address which is the main link between parents and the school. Our website (www.newtoninternationalschool.edu.qa) is another source of information for parents on events happening in school.

Contact Information

Good communication is key to a child's development at school. Please assist us by making sure that we have up-to-date contact and medical information on your child at all times. Student records can be updated with the registrar, at Reception on the Ground floor.

An Evaluative School

Newton International is an evaluative school. The SMT and staff ensure that pupils are supported and guided in all areas of their school life. To this end, we constantly evaluate all events, activities and processes at our school to reflect on what was done and to look at ways of improving in the future. As of this year, students, through the student council, will also be involved in the evaluation process.



School Calendar

Dates are subject to change according to declared official holidays in Qatar.

August 2024						

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						

Term Dates

Term 1 = 70 days		Term 2 = 58 days		Term 3 = 53 days	
1 st September	Start of Term 1	6 th January	Start of Term 2	6 th April	Start of Term 3
27 th – 31 st Oct	Midterm break	11 th February	National Sports Day	20 th April	Western Holiday
1 st – 9 th Dec	Term 1 Exams	27 th February	Start of Ramadan	5 th – 12 th June	Eid al Adha
12 th December	End of Term 1	9 – 24 March	Term 2 Exams	15 th – 22 nd June	Term 3 Exams
		27 th March	End of Term 2	26 th June	End of Term 3
		30 th March	Eid Al Fitr		

Contact with Teachers - Appointments

Your child's class teacher is instrumental in developing a student's school life and, likewise, the class teacher is the parent's primary link with the school. As such, any issues a parent or student has should be raised with their teacher.

Day to day issues and comments can be raised with your child's class teacher through email or Class Dojo. More detailed concerns should be addressed through an appointment which should be booked with either the class teacher or the school receptionist. The class teacher is the person to meet with as they have the overall view of the student and thus we can serve the student best when all issues are first addressed through them. Appointments with Class Teachers or Specialist Teachers can be made with the teacher or at the Primary Reception.

Class Email Addresses

Each class teacher has their own email address, which is regularly checked by the class teacher. Class teachers will contact parents, via class email, on a weekly basis to keep them informed about the day-to-day occurrences and events at school. These are a crucial link with parents, which guarantees effective communication between home and school, and help keep a record of all required information.

Staff, like parents, have a real interest in the student's development. Please take the time to read through emails from your child's class teacher and reply if you have any queries. Parents are encouraged to contact class teachers, via email, to monitor their child's progress, or wish to arrange an appointment.

Class Dojo

Each class has a Class Dojo account where parents will be invited to follow their child's Class Story. This can be accessed by the Class Dojo app that can be used on any device. Class Dojo will also enable you to message your child's Class Teacher. Please log in using the parent Code which will be given to you at the start of Term 1.



Parent/Teacher Meetings

All parents are invited to attend Parent/Teacher Interview Evenings during the year. This is where teachers will be available to discuss your child's progress. Members of the school management team will be present at these meetings to answer any queries you may have. **Please ensure that you attend these meetings.**

If you wish to meet with teachers or members of the school's Management team at any other time, you are more than welcome to make an appointment via the school office. It is essential that you make an appointment in advance as teachers cannot be disturbed during their teaching time.

Parental Involvement and the PTA

We encourage all parents to become involved in their child's learning. Educational research shows that children, whose parents are involved in any form or manner at their school, are more motivated and committed to their studies. It is also important to note that older children are just as reliant on their parents' support as younger children.

We welcome any assistance you might be able to provide. As our school grows and improves so does the breadth of opportunities we can provide for your child and which you can offer the school.

We have an active PTA who supports teaching and learning as well as special events at the school. If you feel you would like to support the school or if you want to be a part of the PTA group, which helps focus parental participation in school life, please do not hesitate to contact the school.

How to Help Your Child Succeed at School

Parents have expectations of the school and the school also has expectations of parents; the goal being to develop the child into a successful member of society. We ask parents to support their child and the school so that together we can achieve this goal.

- * Discuss what has happened at school and what they have learned.
- * Congratulate (give positives) when the child has been complimented or rewarded.
- * Meet your child's teachers whenever you can. If you have concerns sit down with their class teacher, Specialist teacher or members of the school's Management team. Find out what your child thinks and if the school knows something you don't or if you know something the school doesn't.
- * Do not hesitate to contact the school to discuss issues. We are here to help in any way we can.
- * Encourage your child to participate in extra-curricular activities.
- * Ensure your child arrives at school on time, and is prepared for lessons.
- * Ensure your child has the time and opportunity to do his homework and complete it daily.
- * Ensure that your child has enough sleep.

Homework

Homework is an integral part of the school experience. Homework is provided for each child every week containing English, Mathematics, Science and Topic. Homework goes home on Thursday should be completed and handed in by Tuesday. All Key Stage 1 and 2 children are expected to read every night as part of their homework, either with Guided Reading books or on Bugclub (Digital books). Reading for at least 20 minutes per day has proven progressive to a child's reading confidence and aids understanding in all areas of the curriculum. Because we give written homework, online platforms and reading etc, all options of Homework are not compulsory and it is the decision of the parents as to what homework they would like to complete with their child.

NISL strives to prepare all of our students for the technological future. As a result, age-appropriate homework is set by class teachers. Each student is given his or her own login details and password at the start of the school



year. If any parents

have problems with access to the Internet, please see your child's class teacher.

Students have access to the following websites to complete online homework for Reading:

- Bug Club
- Doodlelearning (Doodlemaths / doodleenglish / doodlespelling...)

To assist their learning, class teachers may also set student's additional 'paper' homework according to their needs.

There are also homework websites that can be used by the children. These are:

www.samlearning.com

www.spellingcity.com

www.ictgames.co.uk

www.mathnook.com

www.bbc.co.uk/schools

www.crickweb.co.uk

<http://www.studyladder.com/>

www.primaryinteractive.co.uk

www.woodlands-junior.kent.sch.uk

www.primaryresources.co.uk

www.teachingideas.co.uk

www.teachingpets.co.uk

www.topmarks.co.uk

www.ks2phonics.org.uk

What to Do When You Don't Know the Answer

There is a pretty good chance that sometime during Primary school, your child will come to you with a problem that even you cannot solve or that you were taught in a different way. What can you do to help when you don't know the answer? Here is a list of constructive ways to assist your child.

- **Be positive.** While it is acceptable to briefly empathise with your frustrated child, try to respond optimistically so the child knows that there is a solution and you will help him or her find it. Don't demean your child's struggle; all students have problems at some point. There is nothing wrong with struggling to understand something.
- **Listen to your child.** Ask your child to explain exactly what it is that he or she doesn't understand.
- **Get the whole picture.** Ask your child if the teacher provided any extra materials such as handouts or Web resources, which might help. If it is an assignment that takes several days or weeks to complete, have

your child check with the teacher to be sure he or she has everything.

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- **Re-read the question or homework task.** Once you have all the material, re-read the question or problem together. Break down the problem into component parts, if possible. Take an analytical approach and work through the steps together. It is acceptable to guide your child through the steps, but beware of completing the work for him or her. Your child will not learn the material and will ultimately suffer.

Support and Challenge

Within the primary, we are committed to fostering a supportive, caring environment that caters to the diverse needs of all pupils while concurrently challenging them with next steps in their work and developing a growth mindset to realise their full potential. In every lesson, differentiation is a key approach, whether through task variation, support mechanisms such as resources, equipment, adult support, or through tailored/differentiated outcomes. Particularly in subjects such as English and Mathematics, pupils are grouped based on their individual abilities, ensuring a targeted and effective learning experience. Individualised targets are established for each pupil in the cover of their books, facilitating achievement at their unique pace and developmental stage. Notably, the school places emphasis on developing critical thinking and higher order thinking skills, with teachers actively designing extensions, challenges and next steps in work to engage and challenge gifted and talented pupils within the regular classroom setting.

AESN Department (Additional Educational Support)

There are 3 departments that make up the AESN department. Collectively each department aims to create an inclusive, supportive, and enriching educational environment, addressing various aspects of language proficiency, special educational needs, and social-emotional well-being. Pupils who need more educational support are referred to these departments.

EAL (English as an Additional Language)

The primary objective of the English as an Additional Language (EAL) program is to provide targeted support and instruction for pupils who may face language barriers. Each pupil enrolled in the English as an Additional Language (EAL) program is either recommended by a teacher or identified on the cause for concern list. Upon referral, they are added to the EAL



register and enrolled in a comprehensive intervention.

SEN (Special Needs Education)

The Special Educational Needs (SEN) department of a Newton International School, Lagoon plays an important role in ensuring an inclusive and supportive learning environment for pupils with diverse learning needs. The SEN department strives to identify and address the unique requirements of pupils who may face challenges in Cognition and Learning, Communication and Interaction, and Sensory or Physical Needs.

SEMH (Social, Emotional and Mental Health) Counselling

The Counseling/Social, Emotional, and Mental Health (SEMH) department works across EYFS, primary and secondary functioning as a dynamic support system to address a spectrum of emotional and social needs. Through a collaborative and culturally sensitive approach, the counsellor actively contributes to the holistic development of pupils.

Gifted and Talented

Our school's 'Gifted and Talented' approach outlines the commitment to fostering an inclusive environment where every child has the opportunity to realise their potential. The school recognises the presence of talented and gifted pupils, encompassing various areas of learning, and aims to support their progress.

Pastoral

Throughout his or her time at Primary, every student has the right to develop as a person both in and out of the classroom. Teachers promote positive relationships within the school community, and these are reinforced in lessons, assemblies and at breaks. The Class Teacher is a key factor in the overall responsibility for student guidance. They see students at the beginning of each day and are the primary contact between the school and home. The class teacher is the first point of contact and as such it is he or she with whom students should speak if they have any concerns or worries. However, all Primary teachers have a pastoral role, and students can speak to another teacher if they prefer.

Registration Time

At the beginning of each day, students meet in class groups for 15 minutes with their class teacher. Attendance is taken, the teacher distributes any school notices and deals with important matters relating to the class whilst the children complete their academic morning routine. The class teacher plays a vital pastoral role and he/she will take the opportunity to help and guide students with their concerns.

The House System

All students are placed in one of four Houses in Primary (Bell House, Curie House, Edison House and Wright House), and they remain in the same House throughout their career in the school. Year 6 students are appointed as House Captains to encourage students and build team spirit.

There are School events throughout the year, such as Sports Day, where the students have an opportunity to participate and score points for their House. This fosters the spirit of competition and cooperation within the House group, and the staff who are assigned to each House encourage this positive ethos during these events.

Prefects

Staff and students participate in the selection of prefects from Year 6 who will play an important part in the day to day running of the Primary School. The prefects have important leadership roles amongst the students, and they have a number



of responsibilities. Prefects are expected to be good role models, motivate and work co-operatively with all students in the school.

Student Council

Students in each year elect four representatives (Years 3 to Year 6), one per house, to sit on the School Council. KS1 and EYFS elect one representative from the year group to sit on the School Council. This elected body meets regularly with the Head of Student Council and occasionally with the Principal or Head of Primary to discuss important Primary School issues. At these meetings the representatives convey the views of the students to Management and this helps to shape policies within the Primary School.

Extra-Curricular Activities

A range of free after school activities takes place from 1.40p.m. until 2.25pm. These activities are arranged by staff and outside companies. These activities include sports, music and drama activities. These activities are advertised in advance and students are given the opportunity to select an activity of their choice in each term.

Paid ECAs are also offered e.g. Gymnastics, Karate, Brazilian Ju-Jitsu and Robotics. Letters will be sent home offering these ECAs which can be paid for at the accounts department.

School Counsellor

Primary students and their families are able to speak with the School Counsellor if they have any personal or school related problems. These meetings are dealt with in confidence. Students are encouraged to use break times for visits, but if it is an emergency she is available to assist at any time. The Counsellor is also called upon by management and staff to look into student issues within the school.

Activity Days

Newton International School runs activity days throughout the year. The students find the days very enjoyable and learn a lot whilst having fun. Some of the possible events for this year include:

Earth Day
Healthy Eating
Day International



Lagoon

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

Day

School Fair
World Book
Day Sports
Day
World Philosophy Day

PBIS (Positive Behaviour Intervention and Support)

At NISL, we believe that positive behaviour should be recognised and that this acts as an incentive for students to avoid negative behaviour in school. Our behaviour strategy is based on the successful PBIS system and promotes a whole school approach to encouraging positive behaviour and respect for others.

At the core our behaviour strategy are our School Values which are:

- Respect
- Diversity
- Honesty
- Empathy
- Support
- Personal Accountability
- Social Responsibility
- Transparent Communication

Throughout the school day, a child's positive behaviour may be recognised by any member of the Newton staff and awarded a 'House Point'. These House Points are collected in each class, turned into Class Dojo points so parents can see their child's House Points earned, and counted each week. The class in each year group that earns the most House Points is chosen as Class of the Week and celebrated in our Thursday PBIS celebration assembly. This class, and the class' Pupil of the Week, chosen by the Class Teacher, have their photo taken for our PBIS celebration display on the Ground Floor.

Our PBIS behaviour strategy believes that positive behaviour should be recognised and rewarded regularly. House Points/Dojo points can be redeemed at the school's Dojo Shop. Items that a child can 'buy' have been decided by our School Council and include class parties, extra break time, sitting in the



teacher's chair for the day, choosing their own seat in class, having tea with SMT, changing their avatar on Class Dojo and many more.

Our PBIS strategy also includes a clearly defined procedure should negative behaviour occur in the classroom or around school. This involves praising the



positive example of other students, discussing negative behaviour with the students involved, a 'time out' in the class 'Cooling Off' area (Key Stage 2) or in a buddy class within the same year group (Key Stage 1) and, should negative behaviour reoccur, the issuing of Minor Discipline Referral Forms (mdr) or, for more serious incidents, Major Discipline Referral Forms (MDR). Any child who receives an MDR will meet with the Deputy Head of Primary – Pastoral to discuss the incident and what the student can learn from their choices to prevent a repetition in the future. The Deputy Head of Primary – Pastoral will contact parents to discuss the incident as well.

In the event that a student is issued with three mdrs within one month, a MDR is issued and parents contacted to discuss the matter with the Deputy Head of Pastoral care.

Zero Tolerance

NISL has a zero tolerance policy for certain types of anti-social behaviour. Fighting and bullying will not be tolerated in school. If a child is caught fighting or bullying other students, a Major Discipline Referral Form will be issued and parents will be contacted in line with our PBIS behaviour strategy. Disruption of lessons and of assessments is also not tolerated as it affects the teaching and learning within the class. A Major Discipline Referral Form will be issued for such behaviour. Please read the school **Behaviour Policy** and **Anti-Bullying & Cyber Bullying Policy** which are available on the school website or at the Primary Reception.

School Trips

All year groups are to go on one school trip per term. Examples of trips are:

- Qatar National Museum
- Museum of Islamic Art
- Qatar National Library
- Pizza Express
- Kidzmondo
- Baladna Park

Trips will usually be educational although occasionally students are taken on fun trips to recognise achievement, hard work and good behaviour. It is crucial permission slips are returned; otherwise children cannot attend the trip.



Mobile Phones and Electronic Devices

We ask that parents do not allow their children to bring mobile phones or electronic devices, such as iPads or smart watches, to school. However, should they do so without permission, it will be confiscated and only returned at the end of the school day.

Neither the teacher nor the school will be held responsible for the loss or theft of mobile phones or other electronic devices.

Assessments and Reports

EYFS Assessment and Reports

The Early Years Foundation Stage (EYFS) assessment framework is designed to monitor and support the development of children in their early years at NISL, ensuring they meet key developmental milestones. It provides a structured approach to understanding each child's progress and identifying areas where additional support may be needed. The assessment process includes a combination of baseline assessments, ongoing observations, and summative termly assessments etc.

At the start of the academic year, children in EYFS undergo a baseline assessment. This initial evaluation helps establish each child's starting point in terms of their skills and abilities across key areas such as phonics, literacy, numeracy, and social-emotional development.

Throughout the school year, EYFS teachers conduct continuous observations to assess children's engagement with activities and their ability to meet objectives outlined in the EYFS framework. These observations are complemented by summative termly assessments, which focus on core areas like phonics, literacy, and numeracy. Teachers use these assessments to evaluate how well children are meeting age-appropriate expectations.

To ensure comprehensive tracking of progress, objectives from Development Matters are used as benchmarks. These objectives are often framed as "I can" statements (e.g., "I can count to 10" or "I can recognize letters"). Tracking these

statements allows teacher to identify gaps in learning and adjust teaching strategies accordingly.

Recognising the importance of communication skills in early childhood development, all EYFS students undergo speech, language, and communication assessments using tools like Wellcomm. Wellcomm is a widely used screening tool that identifies potential delays or difficulties in language development. Based on these results, targeted interventions can be implemented to support children who may need additional help.

For Foundation 2 students (typically those aged 4–5), an additional layer of assessment takes place at the end of the academic year. In June, these students sit for international assessments in literacy and numeracy (GL Assessments). These standardised tests provide valuable insights into how well students are prepared for Key Stage 1 (KS1) compared to global benchmarks.

The information gathered from all these assessments feeds directly into planning for next steps in learning through a feeding forward programme. This ensures that teaching is tailored to address individual needs while promoting continuous development across all areas of learning.

Primary Assessment and Reports

There are 2 different types of assessments that we use within Primary. These are officially known as **Formative** and **Summative** assessment. These are described as: *Formative* – on going assessment based on all activities within class and throughout the term.

Summative – Formal mid-termly and termly assessments completed with end of unit or end of term with written assessment exams.

All forms of assessment are used within the school. Attainment marks are collated and reflected on the end of term and end of year report.

Reports are issued to parents and guardians at the end of each term. End of term reports are a snapshot of a child's progress, but are very informative and help parents understand their child's academic strengths and become aware of areas where there is room for improvement. The reporting of academic attainment and progress follows an M – D grading system:



Academic Achievement and Development		Effort	
M	Mastery Level	1	Excellent
WD	Well-developed - above the required level	2	Good
P	Proficient – demonstrating a good understanding of the required level	3	Satisfactory
C	Capable - working at the required level	4	Needs Improvement
D	Developing – working towards the required level	5	Cause for Concern

The "C" grade denotes a child at age related expectations

Reports are usually issued before, or at, parent meetings so that parents can use the information to discuss their child’s progress further.

Birthday Celebrations

We enjoy helping your child to celebrate their birthday. However, birthday celebrations need to be limited so that they do not interrupt teaching and learning.

Students born in the same month can celebrate their birthdays together on the last Thursday of the month on Birthday Thursdays.

Teachers will provide the parents of those students participating with a list of items needed for the celebration, from which parents can then choose what their contribution will be.

Large birthday cakes are often left uneaten but individual cupcakes or a fruit arrangement are much more practical.

Should you want your child to join in this monthly celebration please notify the class teacher and they will provide you with the list of items needed.

Water & High Temperatures

Due to high temperatures and humidity in Doha we ask all children to bring in a water bottle to school each day. Fountains are available around the school building for students to refill. All children are encouraged to drink as much water as possible to avoid dehydration.

The school constantly monitors temperatures and humidity levels. Should the temperature go above 45 degrees then pupils will not be allowed outside.

Rain and Sandstorms

On the rare occasions that rain does occur during the school day, the playground becomes slippery when wet. To ensure safety, students bring games or books to the hall on their classroom’s floor for a ‘wet play’ where they are supervised by teachers.

In the event of high winds bringing sandstorms during break, children will follow the procedure for ‘wet play’ and remain indoors for health reasons.



Curriculum

EYFS consists of Foundation 1 and 2.

(F1/F2) Key Stage 1 consists of Years 1 and 2.

Key Stage 2 consists of Year 3, Year 4, Year 5 and Year 6

EYFS Curriculum

<u>Key Stage</u>	<u>EYFS</u>	
<u>Year Group</u>	<u>Foundation 1</u>	<u>Foundation 2</u>
<u>Age Group</u>	<u>3-4 years</u>	<u>4-5 years</u>

The EYFS curriculum in NISL is based on the New British Statutory Framework for EYFS (2023). Our approach to the curriculum is play-based approach with elements of child- initiated play and structured teacher directed activities. ICT is incorporated into every lesson and pupils are given the opportunity to use a range of resources freely. There are 7 curriculum areas in the EYFS, three are prime and considered to be most crucial to development, they are Communication & Language, Physical Development and Personal, Social & Emotional Development. All planning is geared towards supporting learning in these areas while a cross curricular approach is used for the specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts & Design.

Appropriate resources are provided to ensure learning support in these areas.

Classrooms and outdoor areas in EYFS, are equipped with stimulating, interesting resources, which support and encourage pupils to be independent, active and creative. Many teachers in EYFS use innovative and creative teaching techniques in their lessons. They plan a range of engaging activities which ensure that pupils enjoy their learning, and this contributes to the rich educational experience of the pupils. There is a good balance of adult directed and child-initiated activities. All lessons in EYFS are carefully planned, ensuring learning is sequenced and differentiated. Most pupils are appropriately challenged and make progress. Teaching assistants are in place in each classroom. They are effectively used to enhance pupils’ learning. EYFS learning at NISL is active, and the provision is plentiful with high-quality resources available to enable the teaching and learning to reach a high standard.

The EYFS framework guides staff to provide meaningful learning opportunities



across 7 areas of learning and development, outlined below:



Communication and Language	Children are provided with the opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and to listen in a range of situations.
Physical Development	We encourage children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
Personal, Social and Emotional Development	Child; to understand appropriate behaviours are encouraged to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
Literacy	Children begin to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials to ignite their interest.
Mathematics	We provide opportunities for children to develop and build upon their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
Understanding the World	We guide children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment
Expressive Arts & Design	Children explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology

Play and exploration is fundamental within our Early Years classes. This means children are able to choose activities where they can engage with other children or adults or, sometimes, play alone. During these activities, the children will learn by first-hand experiences; by actively 'doing' as well as through scaffolding and modelling by adults. We provide them with sufficient space, both indoors and outdoors, time and choice with a range of activities.

There are a good variety of planned and prepared activities by the teachers, as well as allowing time for the children to initiate their own learning throughout the school day.

Activities are planned to take into account their learning styles and stages of development. Our environment enables children to try things out and make sense of relationships, allowing all children to fulfil their potential. As the children progress, the academic learning activities increase. Each child continues to be supported and challenged through a lively and motivating curriculum, which caters for each child's individual needs and abilities. Below we have highlighted the 7 key areas of the curriculum and explore their relevance on pupil development at this age.

WOW days/themed weeks and trips

Throughout the school calendar, WOW days and school trips are planned in order to celebrate various aspects of school life. EYFS have some of the following WOW days take place: Pyjama Day, Math's Day, Odd Sock day for anti-bullying, Science Week,

Math's week, topic dress up days such as Superheroes and Animals, Qatar National Day as well as many other celebrations encompassing the curriculum and exploration of learning. In EYFS students have the opportunity to visit the Park next to school during Winter where they are able to develop their gross motor skills on all the apparatus available. We also have planned trips each year such as museums, farms and Libraries, this year students in EYFS will be possibly visiting Oli Oli and WOW Lusail.



Primary Curriculum

The primary Phase of the school includes Year 1-6. The primary phase is divided into 2 Key Stages. Key stage 1 is the collective name given to the Academic Years 1 & 2. and Key stage 2 is the collective name given to the Academic Years 3, 4, 5, & 6. Within both Key Stage 1 and Key Stage 2 all pupils follow the British National Curriculum.

Programmes of study and Long Term Plans set out what pupils should be taught, and attainment targets set out expected standards of pupil performance. The table below lists those subjects that form a statutory or compulsory part of the British National Curriculum and are offered at NIS Lagoon Primary.

In addition to the requirements of the British National Curriculum, children within Newton International School, Lagoon also meet requirements laid out by the Ministry of Education and Higher Education of Qatar. The children within both Key Stage 1 and Key Stage 2 are taught Arabic, Qatar History and Islamic Studies. Arabic is offered as a first and second language. Qatar History is taught in both Arabic (for mother tongue speakers) and English.

Key Stage	Key Stage 1		Key Stage 2			
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Age Group	5-6 years	6-7 years	7-8 years	8-9 Years	9-10 years	10-11 years

National Curriculum for England

In Primary, we provide a broad and balanced curriculum based on the English National Curriculum across the primary phase. Through skillful and dedicated well-prepared planning, our teachers create authentic and purposeful experiences that inspire, motivate and engage our pupils. Through appropriate challenges and high-quality feedback, our pupils develop the attitudes, confidence and habits that cultivate an excellent learning environment. We prioritise striving for excellence and the opportunities to celebrate genuine achievement and success, which we believe, leads to even more success. This programme is aligned with the Newton Vision, Mission and Objectives by providing the highest quality and diverse education possible for all of our pupils whilst actively promoting critical thinking and life-long learning.

English:

In English, we have specific reading and writing lessons to meet the objectives of the curriculum. In Writing units, we follow the Talk 4 Write approach. This teaching approach is based on the stages of writing from imitation, innovation to independent application. The approach lends itself perfectly to meeting the needs of all our different pupils, especially EAL pupils, as it has a lot of focus on vocabulary development. Pupils have Big Write books which they take from year to year throughout the school. These books show the progress of their writing over time at our school. With regards to writing, pupils do "cold tasks" on blue paper which are like baselines at the start of each writing unit, at the end of the unit, they do "Hot Tasks" on pink paper

Mathematics:

Mathematics lessons are carried out daily in every class across the Primary school. The main scheme of work used to facilitate this learning is White Rose Maths. The White Rose Scheme takes the main learning objectives from the national curriculum and breaks them down into teaching blocks across each term. White Rose provides assessment and assessment is ongoing throughout the year through both summative and formative methods. Assessment involves the regular completion of class work and is measured against the assessments as well as written assessments (Unit Assessment) related to the units covered. EOT assessments are linked to White Rose style questions. Teachers adapt planning and resources to make the material differentiated for the different levels of abilities in the class so that the learning needs of individual children are supported or challenged.

Science:

In Science, pupils will experience an integrated programme through a variety of topics across the 3 aspects of Science: Biology, Chemistry and Physics. We also offer a balance between obtaining knowledge, developing scientific skills and the application of both of these strands through investigation. Pupils will learn about a wider range of living things, materials and phenomena. They will start to create links between ideas and apply their knowledge and understanding of scientific ideas to everyday things and their personal health. Pupils will have the opportunity to take part in a "Science Week," in which they will have the chance to do lots of 'hands on' science activities. Within the curriculum, certain topics and areas are repeated across year groups, meaning that children may revisit a particular topic in each year of Primary School, but with increasing difficulty and with a different focus each time.



Humanities (Topic):

Geography and History are taught one each midterm. History topics include a study of the Fire of London, Toys, Civilizations such as the Egyptians and Greeks, Qatar History, how technology has changed, World War 2, and a Viking Case Study. KS1 Geography covers topics such as my local community and people who help us, Comparing Doha and London, the continents and oceans. In KS2 Geography covers topics such as Recycling, Rainforests, and Volcanos, Types of Settlements, Maps and Compass work and Rivers and Mountains. Pupils prepare home-learning projects in which they present to their class. This is a great way for pupils to work on their presentation skills and get actively involved in the topic covered. In addition, we have wow days in which pupils participate in a range of fun topic related activities.

ICT (Computers):

Each class will visit the computer lab once a week, we have a KS1 and KS2 ICT Lab. Each year group follows a prescribed course, based on the British National Curriculum approved units of study. ICT is used as a teaching tool across the curriculum with many interactive lessons taking place. Teachers have iPads available to sign out to use technology within other parts of the curriculum.

Physical Education:

In P.E lessons, the pupils acquire and develop skills in sport, games, gymnastics and swimming. Understanding the need to be fit and healthy and developing skills in movement and coordination are the fundamentals of our P.E. programme. All pupils are required to take part for their own personal benefit and safety.

Art & Design and Design & Technology:

Here pupils have the opportunity to study the work of artists and copy their artistic style. They will use different methods to nurture creativity and innovation through designing and making. D&T will also help them to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

Music:

Pupils attend a music lesson each week. Not only do pupils learn to sing new songs, but they also have the opportunity to learn to play instruments and play these in time to different rhythms. Music is a compulsory part of the British National Curriculum and all pupils are expected to take part in the lessons.

Philosophy for Children (P4C):

At NISL, we want to promote independent learning and to encourage our children to question and to think critically. Philosophy for Children (enquiry-based learning) offers a way to open up children's learning through inquiry and the exploration of ideas.



Children learn that their ideas have value, and that the ideas of other children have



value too. Through Philosophy for Children, they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion.

This helps to develop our children's independence and curiosity and to achieve our objective of promoting critical thinking and lifelong learning. Philosophy for children is an opportunity to develop critical thinking skills, raise self-esteem, voice their opinion, be listened to as well as listen to their peers in a structured and nurturing environment. Each week the children come together for a whole class inquiry based around one of the P4C 4Cs (Caring, Critical, Creative and Collaborative thinkers) linked to our School values and Character Education virtues. Every child is encouraged to speak freely and share their ideas and thoughts about questions they have chosen. The children are encouraged to become **critical, collaborative, creative** and **caring** thinkers.

Character Education (CE):

The NISL ethos is one that is committed to character building and virtue development in all our pupils. Our strong belief is that pupils should be both "academically intelligent" and "holistically good behaved" and that it is this combination that will allow us to achieve both the school mission and vision as well as the Qatar National Vision 2030. In order for children to be explicitly taught about character and virtue, we have adopted the programme Character Education, developed the University of Birmingham. The virtues in this programme are explicitly taught in the Character Education lesson each week, but are also included across the curriculum and in the school day. Coupled with P4C, this enables children to reflect on what is good and strive for it in their own lives and actions. The Character Education programme is closely linked to Islamic Values and Qatari National Values.

French:

Only taught to Key Stage 2 pupils, we follow the scheme of work of British National Curriculum and implement the standards required for listening, speaking, reading and writing. The scheme of work is divided into different units allocated per group. All year groups are required to have one 50-minute lesson per week. We use an online scheme to support the curriculum progression.

Arabic, Islamic and The History of Qatar:

We follow the standards of the Ministry of Education and Higher Education for the teaching of Arabic, Islamic Studies and The History of Qatar.

Children whose first language is not Arabic, are taught The History of Qatar and Islamic Studies in English. Arabic is offered as a first and second language. All



children in Primary, as required by MOE legislature, attend History of Qatar lessons in either English or Arabic. All Muslim children attend Islamic Studies lessons.



Thinking Moves (Metacognition)

Thinking Moves are twenty-six different A-Z ways of thinking. In order for learning to be meaningful, students need to acquire and utilise a thinking vocabulary with which to process their knowledge, values and skills.

By using Thinking Moves in all areas of our curriculum, we aim to expand upon the thinking students already use in school and in everyday life, so that they can become master thinkers, able to choose the right tool for the job in hand. In short, Thinking Moves A–Z is a framework for developing metacognition.

Appendix 1: School Uniform Policy. Please see parent portal <https://sites.google.com/NISLagoon.com/parents-portal-primary-depart/home>

The school uniform for Newton International School can be purchased Lagoon primary from August 2024

Jewellery

Girls	Boys
One pair of small stud or sleeper earrings Watch Necklaces, rings, pendants, bracelets or any other type of jewellery is not allowed.	Watch No earrings, necklaces or jewellery.



No makeup or nail varnish is to be worn.	
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Hair styles

Hair for both girls and boys should be conventional in style. Hair dye is not permitted. Hair accessories for girls should be in the school colours. Hijab/scarves should be navy or black

Please see Parent portal

<https://sites.google.com/NISLlagoon.com/parents-portal-primary-depart/home>