



Newton International Academy, Barwa

Secondary Curriculum Policy

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



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

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

SECONDARY CURRICULUM POLICY

1. VISION

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

2. 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 the wider community to achieve our vision.

3. AIM

The aim of this policy is to outline the framework for the curriculum at NIA Barwa, ensuring it is inclusive, engaging, and promotes the holistic development of students. The curriculum is designed to foster critical thinking, creativity, and global citizenship while preparing students for future academic and personal success.

4. RATIONALE

The curriculum at NIA Barwa is rooted in the belief that education should provide a safe, secure, and nurturing environment where students can thrive as articulate, confident, and well-qualified citizens of the world. We aim to develop curious thinkers with a love of learning who can demonstrate independent thought. Our curriculum encourages questioning, academic risk-taking, divergent thinking, and the freedom to learn from mistakes.

5. OUTSTANDING TEACHING AND LEARNING AT NIA BARWA

At NIA Barwa, we strive to challenge and empower students through engaging, collaborative, inclusive, and adaptive teaching practises, nurturing independent thinkers prepared to thrive in a global community.

6. GLOBAL CITIZENSHIP AT NIA BARWA

Global Citizenship means nurturing students who grow into globally minded, respectful, honest, and empathetic individuals, committed to acting responsibly and making a meaningful impact in society.

7. WELLBEING AT NIA BARWA

We are committed to creating a community that prioritises the wellbeing of all members, fostering an environment where students feel safe, supported, and valued.

8. CURRICULUM PRINCIPLES

The main values and purposes of the curriculum are linked to the type of education that The Newton Group believes in, which includes:

- Achieving the best possible academic qualifications and standards for all students, regardless of ability.
- Ensuring high levels of engagement, enjoyment, and personal development.
- Balancing familiar experiences with new challenges.

9. CURRICULUM OBJECTIVES

Our curriculum aims to develop students who:

- Are inducted into essential knowledge and skills within subject disciplines and can develop specialisms according to their aptitude.
- Understand the social, economic, environmental, and political aspects of the world and the interdependence of individuals, groups, and nations.
- Link areas of knowledge and transfer skills from one area to another.



- Are resourceful and able to solve problems using the knowledge and skills they have gained.
- Develop an active and healthy lifestyle.
- Are reflective learners who understand their strengths and areas for development.
- Show resilience in their learning and can access help when needed.
- Work effectively in teams and manage distractions when working independently.
- Are increasingly independent, show initiative, and can organise themselves.

10. RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the following school policies and procedures:

- Teaching and Learning
- Admissions
- Assessment
- Homework
- MAT/G&T
- SEN
- EAL
- Extra-Curricular Activities
- Setting
- iGCSE and A Level Study Conduct
- Safeguarding Policy

11. CURRICULUM DELIVERY

The curriculum encompasses the entire planned learning experience, including formal lessons, events, routines, and learning outside the classroom. It is designed to address various cross-curricular dimensions and integrate AI tools to enhance learning experiences.

12. LITERACY ACROSS THE CURRICULUM

We aim for all students to become literate and articulate communicators. In all subjects, students should be taught to:

- Express themselves correctly and appropriately in writing and speech.
- Use correct spelling, punctuation, and grammatical conventions.
- Organise their writing logically and coherently.
- Listen actively and respond constructively to others.
- Read with understanding and synthesise information effectively.

13. HEALTH AND SAFETY

All subjects must comply with Health and Safety guidelines. Specific responsibilities lie with science, design and technology, ICT, art and design, and physical education. Students will be taught to:

- Recognise hazards, assess risks, and control them.
- Manage their environment to ensure their safety and that of others.

14. ACADEMIC SUPPORT

To ensure every child achieves their personal best, we provide high levels of support tailored to individual needs. In Secondary, students may attend academic support extra-curricular activities (ECAs) and receive support through adaptive teaching methods in the classroom.

15. ADAPTIVE TEACHING

Adaptive teaching is a key component of our instructional approach. It involves:

- Understanding the diverse needs of students, including their prior knowledge and potential barriers to learning.
- Providing targeted support to students who are struggling while maintaining high expectations for all.
- Flexibly grouping students to provide tailored support while monitoring the impact on engagement and motivation.
- Utilising technology and educational software to support learning for all students, including those with special educational needs and disabilities (SEND).



16. SAFEGUARDING

NIA Barwa is committed to safeguarding and promoting the welfare of all students. We ensure that:

- All staff are trained in safeguarding procedures and understand their responsibilities.
- A Designated Safeguarding Lead (DSL) is in place to oversee safeguarding practises.
- Regular training and updates are provided to staff to ensure compliance with safeguarding policies and procedures.

17. MONITORING AND EVALUATION

The effective implementation of this policy lies with the Principal, who delegates responsibilities to Heads of Schools, Heads of Department, and individual teachers. The curriculum provision is reviewed annually through Senior Management Team (SMT) meetings and departmental discussions.

18. THE SECONDARY CURRICULUM

- **Key Stage 3:** Year 7, Year 8, and Year 9 – all subjects are compulsory.
- **Key Stage 4:** Year 10 and Year 11 – English, Mathematics, PE, and Islamic or Citizenship are compulsory. Students choose 7 other subjects as options.
- **Key Stage 5:** Year 12 (AS Level) and Year 13 (A Level) – Students choose 2-4 AS or A Level subjects; PE and IELTS are extra options, while Islamic/Professional Studies are compulsory.

The curriculum is based on the National Curriculum of England and Wales, evaluated for its appropriateness and balance with the needs of the Ministry of Education. The KS4 and KS5 curricula are drawn from this framework, with examination boards Edexcel and Cambridge (CIE) ensuring high standards.

Subjects taught in each Key Stage are indicated on the table below.

Key Stage 3		Key Stage 4		Key Stage 5
Design & Technology	Islamic Studies	Arabic – 1 st / 2 nd Language	English Literature	Mathematics
Geography	I.C.T.	Physics	French	Geography/History
English	Mathematics	Biology	Geography	Arabic
History of Qatar	Arabic	Business Studies	Design & Technology	Art/Psychology
History	Science	Chemistry	I.C.T.	Chemistry
French	Citizenship	History	IGCSE P.E.	Physics
Art and Design	PE	Travel & Tourism	Global Citizenship	Environmental Management
		EM	Mathematics	IT/Computer Science
		Enterprise	Economics	Travel & Tourism/General paper
		Art and Design	Islamic/Citizenship	French/Global Perspectives
		English 1 st / 2 nd Language	P.E.	Biology
			Global Perspectives	Business Studies/Economics

Timetable Structure: Key Stage 3

Subject	Time	Lessons
English	4h10	5
Mathematics	4h10m	5
ICT	2h30m	3
Science	3h20m	4
Arabic	4h10m	5
French/EAL	1h40m	2
Art	50m	1
DT	50m	1
P.E.	50m	1
History	1h40m	2
Geography	1h40m	2
Islamic Stud/Citiz.	1h40m	2
History of Qatar	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35

Timetable Structure: Key Stage 3

Subject	Time	Lessons
English	4h10m	5
Mathematics	4h10m	5
Option 1	2h30m	3
Option 2	2h30m	3
Option 3	2h30m	3
Option 4	2h30m	3
Option 5	2h30m	3
Option 6	2h30m	3
Option 7	2h30m	3
P.E.	50m	1
Islamic Stud / Citiz.	1h40m	2
Tutor Period	50m	1
TOTAL	29h10m	35

Timetable Structure: Key Stage 5

Subject	Time	Lessons
Option 1	5h50m	7 (Year 12), 8 (Year 13)
Option 2	5h50m	7 (Year 12), 8 (Year 13)
Option 3	5h50m	7 (Year 12), 8 (Year 13)
Option 4	5h50m	7 (Year 12), 8 (Year 13)
Self-Study (+IELTS or PE as extras)	2h30m	4 (only in Year 12)
Islamic / Prof Stud	1h40m	2
PE	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35

19. POLICY REVIEW

This policy will be reviewed annually by the Leadership Team and the Teaching and Learning Committee to ensure its effectiveness and alignment with best practises in education, as well as compliance with CIS and DfE guidelines.