



Curriculum 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.



Aims and Principles

The main values and purposes of the curriculum are linked to the type of education in which The Newton Group believes and seeks to provide, namely, that holistic environment in which young people are safe, secure, cared for and happy, and can develop into articulate, confident and well qualified citizens of the world. At Newton British School – Al Waab, we aim to provide a curriculum to develop curious thinkers with a love of learning who can demonstrate independent thought. The curriculum should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

The Curriculum Policy should be seen within the overall Aims and Ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- Achieve the best possible academic qualifications and standards; whatever their ability.
- Ensure high levels of engagement, enjoyment and personal development.

We aim to achieve an appropriate balance between the provision of familiar experiences and activities and the presentation of new challenges. We aim for our curriculum to develop students who:

- Are inducted into the essential knowledge, skills of subject disciplines and who can develop specialisms according to their aptitude.
- Acquire an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.
- Can 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.
- Have the knowledge to develop for themselves an active and healthy lifestyle.
- Are reflective learners who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress.
- Can show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed.
- Can work effectively in a team but also concentrate for long periods of time alone and manage distractions.
- Are increasingly independent, can show initiative and organise themselves.

Relationship to other policies

The school policy on the curriculum should be read in conjunction with the following school policies and procedures:

- Teaching and Learning
- Assessment
- SEN
- EAL
- Curriculum Enhancement

Curriculum Delivery

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Although most the students' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address several cross-curricular dimensions.



Literacy across the Curriculum

We aim for all our students to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

In speaking, pupils should be taught to use language precisely and cogently.

Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

They should be specifically taught strategies to aid revision, including how to retain information long-term for deep understanding.

Health and Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with science, design and technology, information and communication technology, art and design, and physical education. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the Health and Safety of themselves and others.
- To explain the steps that they take to control risk

Academic Support

To ensure every child achieves her personal best, and is fully engaged in her learning, we offer a high level of support within the curriculum, depending on the needs of each individual girl. This happens in several different ways.

Monitoring:

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Heads of Schools, Heads of Department, and individual class and subject teachers also have a key role to play. The policy is supported by schemes of work developed by individual departments.

The curriculum provision is reviewed annually at SMT and through Heads of Department meetings, as well as discussed at various academic forums

The EYFS Curriculum

The aim of our EYFS curriculum policy is to provide staff and parents with the information needed to provide the best Early Years Education, to ensure a secure foundation, provide quality and consistency and to ensure equality of opportunities for all children and families.

At Newton British School, we follow the Early years Foundation stage (EYFS) Framework. The EYFS supports an integrated approach to early learning and care and supports children to the age of five years. The framework gives all professionals a set of common principles and commitments to deliver quality early education.



This approach is built on four guiding themes:

1. A unique child- every child is a unique child who is constantly learning and can be resilient, capable, confident and self- assured
2. Positive relationships- children learn to be strong and independent through positive relationships
3. Enabling environments- children learn and develop well in enabling environments, in which their experiences respond to individual needs and there is a strong partnership between practitioners, parents and carers.
4. Learning and development- Children learn and develop in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs.

At Newton British School, we look carefully at our children, consider their needs, their interests and their stages of development when applying the above principals. We use all of this information to help plan experiences and activities across all areas of learning and development.

There are seven areas of learning. The prime areas of learning are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

The prime areas are as follows:

1. Personal, social and emotional development; involves helping children 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.
2. Physical development; involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
3. Communication and Language; involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

The specific areas are as follows;

4. Literacy; involves encouraging children to link sounds and letters and to 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.
5. Mathematics; involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
6. Understanding the world; involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. Expressive arts and design; involves enabling children to 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.

Providers must support children in the four specific areas through which the three prime areas are strengthened and applied.

All areas of learning are important and depend on each other to create a rounded approach to child development. All the areas are delivered through planned play with a balance of child initiated and adult led activities. Children are encouraged and supported to learn through play. We believe that through play, children learn best.



Daily Timings	7a.m. to 12.30p.m.
Arabic	50 minutes in F1
	1 hour 40 minutes in F2
Islamic Studies	50 minutes

The Primary Curriculum - Key Stage 1 consists of Years 1 and 2. Key Stage 2 consists of Year 3, Year 4, Year 5 and Year 6.

The courses for KS1 and KS2 are designed to meet the requirements of the British National Curriculum and all teaching and learning is based on this curriculum. The students are assessed through a variety of formative and summative assessment which includes ongoing assessments, weekly, end of unit and termly test as well as diagnostic testing. All assessments used are up to date with current research and trends and in line with the expectations of the National Curriculum. In addition, teachers make use of peer and self-assessment techniques. In addition to the National Curriculum criteria, students will receive instruction in Arabic and Muslim students will receive Islamic Studies. History of Qatar is taught in both Arabic and English. All instruction will follow Ministry of Education (MOE) regulations.

Subjects	
English	Mathematics
Science	Geography
History	Art & Design & Technology
French (KS2)	ICT
Arabic	Music
Islamic Studies/Citizenship	P.E.
Qatar History	P4C



Standardised Timetable Structure Primary

Key Stage 1			Key Stage 2		
Subject	Time	Lesson	Subject	Time	Lesson
English	9h10	10	English	7h30m	8
Mathematics	5h	6	Mathematics	5h	6
Science	2h30	2	Science	2h30	3
Topic	50m	2	Geography	50m	1
History of Qatar	50m	1	History	50m	1
Art	50m	1	History of Qatar	50m	1
P4C	50m	1	Art & DT	50m	1
Assembly	50m	1	P4C	50m	1
Golden Time	50m	1	Assembly	50m	1
Specialists			Golden Time	50m	1
ICT	50m	1	Specialists		
P.E.	1h 40m	1	ICT	50m	1
Music	50m	1	P.E.	1h 40m	1
Islamic Studies	1h 40m	2	Music	50m	1
Arabic	3h 20m	5	French	50m	1
Total	29h 10m	35	Islamic Studies	1h40m	2
			Arabic	3h20m	5
			Total	29h 10m	35

KS2 French

Reviewed April 2026: Principal & Head of Primary & EYFS

Next Review Date: April 2027



Introduction

At Newton British School, we value language learning as a fundamental part of a broad and balanced curriculum. French is taught from Year 3 to Year 6 using the Rigolo scheme of work, which is aligned with the UK National Curriculum for Languages and supports the development of linguistic competence, cultural understanding, and communication skills.

Aims

Our French curriculum aims to:

- Foster an interest in language learning by introducing children to French in an enjoyable and accessible way.
- Develop listening, speaking, reading, and writing skills in French.
- Build children's confidence to use French for practical communication.
- Broaden children's cultural awareness by learning about French-speaking countries.
- Prepare children for further language study in secondary education.

Curriculum Content

French is taught weekly in Years 3 to 6. We follow the Rigolo scheme, which offers a structured, progressive programme covering:

- Greetings, numbers, colours, and classroom instructions.
- Basic sentence structures and question forms.
- Vocabulary related to everyday topics (e.g. family, weather, food, hobbies, animals).
- Grammatical structures such as gender, simple verbs, and adjectives.
- Cultural themes and celebrations (e.g. French festivals, school life in France).

Teaching and Learning

Lessons are designed to be fun, interactive and engaging, using the animated resources, songs, stories, and games provided by Rigolo. Teaching strategies include:

- Repetition and reinforcement of vocabulary.
- Interactive whiteboard presentations.
- Pair and group speaking tasks.
- Songs, rhymes and role-play.
- Simple reading and writing activities.
- Links to other subjects such as Geography, Art and PSHE where relevant.

Assessment

Assessment is ongoing and informal, based on observation of speaking and listening skills, responses in class, and written tasks. Assessment is used to inform planning and support differentiation. Children complete a termly formal French assessment. Feedback is given regularly to help pupils improve and build confidence. Progress in French is reported to parents through end-of-term reports.

Inclusion and Differentiation

All children have access to French lessons. Activities are differentiated where necessary to meet the needs of individual learners, including EAL and SEND pupils. Visual aids, vocabulary prompts, and collaborative tasks are used to ensure all pupils can participate successfully.



Resources

Each classroom is equipped with access to Rigolo 1 & 2 digital resources, flashcards, and games. Displays support vocabulary retention and celebrate pupil work. Where appropriate, additional songs, stories and cultural materials are used to enhance lessons.

Review of the Policy

This policy is reviewed annually by the French teacher and SMT and updated to reflect any curriculum changes.

Music

Reviewed April 2026: Principal & Head of Primary & EYFS

Next Review Date: April 2027



Introduction

At Newton British School, we believe that music plays a vital role in shaping a well-rounded, engaging, and inclusive education. A high-quality music education fosters creativity, imagination, emotional development, and self-expression. Music is not only an art form but a tool for building social cohesion, developing memory and concentration, and celebrating cultural identity. In our multicultural school community, music is used to connect pupils with global and local cultures, including the rich musical heritage of Qatar.

Aims

The aims of the music curriculum at NBS are to:

- Foster enjoyment and a lifelong appreciation of music in all its forms.
- Develop pupils' skills in performance, composition, listening, and appraisal.
- Build confidence through both individual and group musical opportunities.
- Expose pupils to a variety of musical genres, styles, and traditions – including both Western music and traditional Qatari/Arabic forms.
- Support wider learning across the curriculum by promoting transferable skills such as collaboration, discipline, resilience, and active listening.
- Encourage creativity and personal development through the arts.

Curriculum

Our music curriculum is rooted in the English National Curriculum and is adapted to reflect the cultural values and expectations of Qatar. All pupils from Year 1 to Year 6 receive 1 music lesson per week. The curriculum is progressive and structured around the key musical elements of rhythm, pitch, tempo, notation, structure, and dynamics. Pupils learn to use musical vocabulary accurately and to recognise and apply musical elements in their own work. **Special attention is given to incorporating local music traditions, including the exploration of traditional Arabic scales (maqamat), rhythms, and instruments such as the oud, darbuka, and qanun.**

Teaching and Learning

Music is taught through practical, hands-on activities that are accessible and enjoyable for all learners. Lessons include singing, rhythmic games, movement, instrument work, composition, improvisation, and music appreciation. Pupils explore music both as performers and as listeners. A variety of teaching methods are employed to cater to different learning styles and ensure that all pupils can engage meaningfully with the subject. Cross-curricular links are encouraged to embed music learning within broader educational experiences – for example, linking music with poetry, history, or ICT.

Assessment

Assessment in music is primarily formative and is carried out through teacher observation, questioning, discussion, listening tasks, and short written responses where appropriate. Performance tasks and group work also serve as evidence of progress. The music teacher provides regular feedback to help pupils reflect on their work and set targets for improvement. Music attainment and progress are reported to parents in termly academic reports.

Resources and Instruments

The school is equipped with a variety of instruments, including tuned and untuned percussion, keyboards, recorders, and ukuleles.

Inclusion and Equal Opportunities

Music is for everyone. We are committed to ensuring that all pupils, regardless of ability, background, or additional needs, can access and enjoy music. Lessons are differentiated to meet individual needs, and children are supported



to reach their potential. We celebrate musical contributions from all cultures and provide a respectful, inclusive environment where creativity is encouraged.

Extra-Curricular Opportunities

A range of extracurricular music activities are offered throughout the year. These may include:

- School choir
- Music clubs
- Performances during assemblies and national celebrations
- Inter-school festivals and competitions
- Special performances for parents and the community

We actively seek partnerships with other Newton campuses to broaden children's musical experiences and provide real-world performance opportunities.

Monitoring and Review

The music teacher, in collaboration with the Head of Primary and Senior Management Team, is responsible for the effective delivery of the music curriculum and this policy. Lesson observations, planning reviews, and pupil voice activities inform ongoing development. This policy is reviewed annually to ensure it reflects current best practice and the evolving needs of our school community.

Physical Education (PE)

Introduction

Reviewed April 2026: Principal & Head of Primary & EYFS

Next Review Date: April 2027



At Newton British School, we believe that Physical Education (PE) is an essential part of a balanced and holistic education. It promotes physical health and well-being, fosters teamwork, builds confidence, and develops motor skills and self-discipline. Our PE curriculum encourages all children to enjoy physical activity and adopt healthy lifestyles, while respecting Qatari cultural values and traditions.

Aims

Our PE curriculum aims to:

- Develop pupils' physical competence and confidence across a broad range of activities.
- Promote lifelong participation in physical activity and sport.
- Foster teamwork, resilience, cooperation, and sportsmanship.
- Celebrate Qatari culture through participation in National Sports Day and recognition of traditional games.
- Provide inclusive opportunities for all pupils regardless of ability or background.
- Support students' mental and physical well-being.

Curriculum Overview

From Year 1 to Year 6, children receive one timetabled PE lesson per week. Over the academic year, students participate in the following areas:

- Ball Skills: Catching, throwing, dribbling, and coordination activities to build motor control.
- Basketball: Introduction to rules, dribbling, passing, shooting, and teamwork.
- Football: Ball control, passing, goal scoring, and small-sided games.
- Athletics: Running, jumping, throwing, and endurance-based activities.
- Swimming: Where facilities permit, a unit of swimming is delivered annually. Focus is on water safety, basic strokes, and confidence in the water.
- National Sports Day: An annual event held in line with Qatar's national celebration, involving a variety of sports and physical challenges to promote community and fitness.

Teaching and Learning

Lessons are designed to be active, inclusive, and engaging. Children are encouraged to improve their skills and compete in a respectful and supportive environment. PE lessons include warm-up activities, skill development, and structured games. Differentiated activities cater to the needs of all learners.

PE Kit and Expectations

- Children must wear the school PE kit on PE days.
- Hair should be tied back for safety.
- Jewellery, including watches and earrings, must be removed before participating.
- Appropriate footwear, such as trainers or sports shoes, must be worn.

Inclusion and Equal Opportunities

All children are entitled to access high-quality PE lessons. We are committed to inclusion and ensure that pupils with SEND or other additional needs are supported in lessons through adapted activities or differentiated teaching. We celebrate diversity and encourage respectful collaboration among all students.

Assessment

Reviewed April 2026: Principal & Head of Primary & EYFS

Next Review Date: April 2027



Assessment in PE is ongoing. Teachers observe students' performance, participation, teamwork, and skill progression. Informal feedback is provided during lessons, and termly reports include PE attainment and effort.

Resources and Equipment

The school provides a range of age-appropriate PE equipment including footballs, basketballs, cones, hoops, stopwatches, and athletics equipment. Equipment is regularly checked for safety and usability. Swimming lessons are subject to pool availability and supervision requirements.

Extra-Curricular Opportunities

Students are encouraged to take part in after-school sports clubs, inter-school competitions, and sports festivals. These may include football, athletics, and basketball teams. We also mark National Sports Day with a whole-school celebration of physical activity.

Health and Safety

Risk assessments are carried out for all PE lessons and activities.

Teachers are trained in basic first aid procedures.

Hydration and sun safety are promoted, particularly for outdoor lessons.

Swimming sessions include qualified lifeguard supervision.

Monitoring and Review

The PE teacher, in collaboration with SMT, is responsible for ensuring the curriculum is delivered effectively and aligns with school values. The policy is reviewed annually and updated as necessary to meet student needs, curriculum changes, and health and safety standards.

ICT & Computing



Teachers and students will have access to websites worldwide that offer educational resources, news and current events. There will be opportunities for staff to access educational resources such as Doodle Learning, Literacy Planet and Bug Club, Purple Mash and Atom Prime and to integrate the curriculum.

Aims

To give staff and students:

- Access to Educational Resources
- Access to New Learning Environment's i.e. My Learning Fusion
- Provide better communication between Staff, Support Services and Parents

E-Safety

What children need to know and how to educate them on the dangers of Internet use:

- Find out which sites they visit and ask what their friends do online. You can also talk about the sites they go to when away from home, perhaps at school, at a friend's or in the public library.
- Raise any issues and agree your "internet ground rules".

Before your child sits down at the computer you can:

- Set time limits
- Agree the sites that the children can go to on their own and keep a list of those sites. Which ones they are allowed to go on and the ones they aren't.
- Ensure that your child knows they can come to you or another adult if they find material that concerns them
- Keep your PC/Laptop in a central location, so that you can keep an eye on what your child is doing online. If you have an older child who is using a computer in their own room, and you are worried about the sites they may have been visiting, then it can be quite useful to keep an eye on the browser history.

Stranger danger

The online world is very like the real world in many respects and not everyone is just what he or she seems to be. You need to make sure that your child does not give out too much information when they are online. Make sure they never give:

- Their Home address
- The name of their school
- Their email addresses
- A photo of themselves
- Their real name – they should use a nickname/screen name i.e. mickeymouse82

Passwords

They should never meet up with anyone they have communicated with online, either in a chat room or through Instant Messaging. **E.g. Facebook, WhatsApp, Instagram, SnapChat, TikTok, Twitter, Telegram, YouTube, Pintrest**

Advise your children to tell you immediately if they get a message from a stranger saying, "Don't tell anyone about what we are doing."

If your child has received a worrying message report it to the site administrator.

Emails

Email is a great way for children to communicate but they do need to know that they should not open emails from strangers or download attachments from people or sites they don't know. You will need to explain that an email or attachment can carry a virus and what that virus could do to the computer.

Web cams



If your child uses a web cam on your computer be aware that 'real time' abuse of children can happen. Even from a distance children can become victims of predatory or grooming behaviour so keep a watchful eye on whom your children are communicating with.

Cyberbullying

It's important to remind your children that when they are online they need to behave with the same courtesy they would if they were having a face to face conversation. They should not use abusive language, but if they receive hurtful or vicious comments then they need to tell you or another trusted adult.

Safety software

There are a lot of tools on the market that will help you to control access to certain sites. Browsers have built in access controls, as do social networking sites. Your ISP provider will have child safety information available and you can purchase extra filtering and blocking software.

Parental controls are very useful and with them you can:

- Set time limits for your child to be on the computer
- Filter explicit and unsuitable material
- Block outgoing content so that a child cannot send out personal details

If you do use special filtering software remember to keep it up to date as new threats are continually appearing.

Computing Curriculum

The 2014 national curriculum introduces a new subject, computing, which replaces ICT. This represents continuity and change, challenge and opportunity. It gives schools the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Students studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

The introduction also makes clear the three aspects of the computing curriculum: computer science (CS), information technology (IT) and digital literacy (DL). The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Key stage 1

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Key stage 2

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Management and Internet use

- The school website's content is accurate and quality of presentation is maintained;
- The website will comply with the school's guidelines.
- Photographs must not identify individual students in any way. Only group shots or pictures taken from the shoulders up will be used;
- Full names will not be used anywhere on the website, particularly alongside photographs;
- Parents will be informed that students will be provided with supervised internet access;
- Parents will be asked to sign and return a permission form;
- Personal CD's and memory sticks may not be brought into school by students without permission of the teacher.
- Responsibility for handling incidents will be given to the Principal and Deputy Principal;
- Rules for internet access will be posted in the ICT suite and near all computers that students have access to.

RULES FOR INTERNET ACCESS

- Only access the Internet when the teacher has told you to do so
- Only access e-mail when the Teacher has instructed or demonstrated how to do it
- Never look up anything inappropriate
- Always tell if someone is misusing the internet
- Access should be used for Educational Purposes until told otherwise
- Only use your own account for any site you go to
- Never sign into anyone else's account, i.e. e-mail
- Do not open any e-mail or attachment you don't know
- Do not download copyrighted material or harmful software

Different ways of accessing information from the internet will be used depending upon the nature of the material being accessed and the age of the children:

- Access to the internet may be by teacher demonstration – possibly using Interactive White boards.
- Children may access teacher-prepared materials, rather than the open internet;
- Children may be given a suitable web page or a single web site to access;
- Children may be provided with lists of relevant and suitable web sites which they may access;
- Older, more experienced, children may be allowed to undertake their own internet search having agreed a search plan with their teacher; children will be expected to observe the Rules of Responsible Internet Use and will be informed that checks can and will be made on files held on the system and the sites they access.



Children accessing the internet will be supervised by an adult, normally their teacher, at all times. They will only be allowed to use the internet once they have been taught the Rules of Responsible Internet Use and the reasons for these rules. Teachers will endeavour to ensure that these rules remain uppermost in the children's minds as they monitor the children using the internet.



Appendix 1

Newton British School Responsible Internet Use Statement

Staff

The computers are owned by the school and are made available to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the children, the staff and the school. The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any internet sites visited.

Staff should sign a copy of this Acceptable Internet Use Statement and return it to the SMT.

- Access will be made via the proper account and password
- Activity that threatens the school ICT computers, or activity that attacks or corrupts other systems, is not allowed
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received
- Copyright of materials must be respected
- All internet activity should be appropriate for staff professional activity or the children's education.
- The same professional levels of language and content should be applied as for letters, particularly as e-mail is often forwarded or may be sent inadvertently to the wrong person
- Use for personal financial gain, gambling, political purposes or advertising is forbidden
- Users must access only those sites and materials relevant to their work in school.
- Users must not upload pictures on personal emails or social websites which show them in the workplace if these photographs include children.

Full Name: _____

Post: _____

Signed: _____

Date: _____

Access Granted: _____

Date: _____



Appendix 2

Newton British School Rules for Responsible Internet Use

The school has computers and internet access to help our learning. These rules will keep everyone safe and help us be fair to others.

- I will only access the email under teacher direction, with my own login and password, which I will keep secret
- I will not access other people's files
- I will only use the computers for school work and homework
- I will not bring CD's or a memory stick into school unless asked to do so by the teacher
- I will ask permission from my teacher before using the internet
- I will only e-mail people I know, or my teacher has approved
- The messages I send will be nice and polite
- I will not give my home address, telephone number, email address or personal website details, or arrange to meet someone, unless my parent, carer or teacher has given permission
- To help protect other children and myself, I will tell a teacher if I see anything I am unhappy with or I receive messages I do not like
- I understand that the school may check my computer files and may check the websites I visit.



Appendix 3

E-Safety Letter

Dear Parents,

As part of the children's development of ICT skills, Newton British School provides supervised internet access, including email.

Although there may be concerns about the children having access to undesirable materials, we are taking positive steps to deal with this risk in school. Our school internet access provider operates a filtering system restricting access to inappropriate materials.

Your child's access to the internet will be highly planned for and appropriate to enhance their educational needs. I enclose a copy of the Rules for Responsible Internet Use that we operate at NBS.

Please arrange an appointment with us should you wish to discuss any aspect of Internet use.

Kind regards,

Mrs. Tracy Dodds

Principal

Mrs. Katherine Elmalem

Head of Primary