

Newton British School Muraikh



Primary Parent Handbook Academic Year 2025-2026

'An International community of learners striving for excellence and celebrating success'

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'An International community of learners striving for excellence and celebrating success'

Key Staff

Primary Senior Management Team



Mr. Damian Ruddy- Principal



Mrs. Eyesha Behan- Head of EYFS & Primary



Ms. Kerry Hodgson- Deputy Head of Primary

Primary Middle Management Team



Ms. Cora Cunningham
Key Stage 1 Coordinator



Mr. Conaire Mc Guinness
Lower Key Stage 2 Coordinator



Mr. Turlough Shiels
Upper Key Stage 2 Coordinator

Primary Staff- Class Teachers and Teaching Assistants

Staff Name	Designation/Position	TA
Mr. Rob Challinor	Year 1 Yellow	Ms. Maribel & Ms. Helen
Ms. Ailish Murray	Year 1 Red	
Ms. Eireann Hickey	Year 1 Blue	
Ms. Cora Cunningham	Year 2 Yellow	Ms. Bernadine Ms. Gina
Ms. Sherielle Le Roux	Year 2 Red	
Ms. Nuala McLarnon	Year 2 Green	
Mr. Conaire Mc Guinness	Year 3 Blue	Ms. Ruby
Ms. Lisa Toal	Year 3 Red	
Ms. Sarah McManus	Year 3 Yellow	
Ms. Angelique Venter	Year 3 Green	
Ms. Rebecca Wright	Year 4 Blue	Ms. Cathy
Mr. Lorcán Murray	Year 4 Red	
Ms. Meabh Magee	Year 4 Yellow	
Mr. Turlough Shiels	Year 5 Yellow	Ms. Grace
Mr. Oran Roddy	Year 5 Blue	
Mr. Aaron Carlin	Year 6 Red	Ms. Elmi
Ms. Gemma Doyle	Year 6 Green	
Mr. Euan Neeson	Year 6 Blue	

Primary Staff- Specialist Teachers

Staff Name	Subject
Mr. Eugene Hanratty	ICT
Mr. Dylan Guild	PE
Ms. Olivia Loughran	Music
Ms. Ciara McCorry	French
Mrs. Wilma Hughes	EAL
Mrs. Marwa Ahmad	Arabic Coordinator
Ms. Zainab	Arabic Department
Ms. Dareen	Arabic Department
Ms. Shaymaa	Arabic Department
Ms. Mona	Arabic Department
Ms. Nada	Arabic Department
Ms. Amal	Arabic Department
Ms. Nameh	Arabic Department
Ms. Amany	Arabic Department
Ms. Gehad	Arabic Department

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.

Our 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

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School Rules

The school rules and regulations are designed to clearly state the boundaries of acceptable conduct at school. School rules are intended to teach pupils to uphold expected standards of behaviour. Pupils should always observe the school rules and regulations. The Behaviour Policy is available on the website along with all additional relevant policies- [NBS Muraikh - Newton Group](#)

Conduct in the Classroom:

- Pupils are expected to be attentive, cooperative and diligent in class.
- Pupils should adhere to the classroom rules as set out by their class and Class Teacher.
- Pupils must complete assigned work and hand in by the given deadline.
- Pupils must keep the classroom neat, presentable, and clean at all times.
- Pupils should ask for permission to leave the classroom e.g. going to the nurse or the toilet. Pupils must take a 'pass' with them. These will be provided by the Class Teacher.
- Pupils must raise their hands to answer, ask a question or contribute to the lesson. There should be no shouting out during lessons.
- Pupils are expected to be responsible, respectful and well-mannered at all times in their classrooms.

General guidelines and expectations for an individual pupil apply equally to all pupils. These guidelines encourage each individual to develop the self-discipline required for future success. Guidelines are not designed so that every situation will be covered; nor are they intended to be a complete guide to conduct. All guidelines reflect the responsibility that a pupil assumes when he or she agrees to become part of the school. The guidelines apply to all pupils during the time that they are under the jurisdiction of the school, including when they are away on school-related activities.

Code of Conduct for Parents and Carers

The purpose of this code of conduct is to provide guidelines to all parents, carers and visitors to NBSM, about expected conduct. This is so we can continue to progress and achieve an atmosphere of mutual respect and understanding. Visitors are only allowed into the school upon specific circumstances. Please note that the school will continue to adhere to requirements from the MOE and MoPH.

We expect parent and carers to:

- Treat all members of the school community with respect and set a good example in their own speech and behaviour.
- Always clarify a child's version of events with a teacher, in order to bring about a peaceful solution to any issue.
- Correct their child's behaviour appropriately, where it could lead to conflict, aggressive behaviour or unsafe behaviour.
- Make an appointment in advance with the relevant staff member to discuss any issues or concerns you may have and not use social media for this purpose. Any concerns you have should in the first instance be communicated through to child's Class Teacher via Class Dojo, then MMT/SLT.

NBSM will not tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, staff work area or any other area of the school grounds.
- The use of loud or offensive language or displaying temper.
- Threatening to/or causing actual bodily harm to any member of our school community, that includes all staff, parents or pupils, regardless of the reason.
- Damaging or destroying school property.
- Sending abusive or threatening emails, texts or letters. Writing defamatory, offensive or derogatory comments about the school community on social network sites. In the event that any parent / carer is found to be posting libelous or defamatory comments on social network sites, the school will impose sanctions which may include blocking your child's re-enrolment. The issue of cyber bullying via an inappropriate social network entry, will be reported to the Police
- Approaching a child in order to chastise them, because of alleged actions of this child. Such an approach to a child may be considered an assault and may have legal consequences. Should any of the above behaviour occur on school premises, NBS may consider it necessary to contact the police and if necessary, ban the person from entering the school grounds.
- Finally, where you have a concern, please contact the school and allow time for any issue to be investigated internally, rather than escalating matters with the MOE.

We trust that parents and carers will assist NBSM with the implementation of this code of conduct and we thank you for your continued support. Please make all persons responsible for collecting children, aware of this code of conduct. Should parents and carers fail to meet these expectations, a formal parent meeting will be requested where appropriate actions will be decided.

NBSM Parent Charter

All NBSM staff have a right to work in an environment free from verbal or physical harassment or intimidation of any kind and so we politely ask that you adhere to the following points:

- Please respect all staff at all times, regardless of their ethnicity, background or position.
- Treat all staff with the courtesy that you would like to receive yourself.
- Ensure the tone you adopt in talking to people is appropriate. Please be patient if waiting to be seen. If you wish to speak to someone in Arabic, please inform a member of staff.
- Conduct your business in a professional manner, obey the school rules and remember we are here to help you.
- We must recognise that as adults, children are observing us and modelling their behaviour on our actions, so it is very important we set a good example in the way we communicate and interact.

Zero Tolerance

For certain types of anti-social behaviour, Newton British School- Muraikh has a zero tolerance policy. Fighting and bullying are not allowed in school – and this includes hitting back. If a child is caught fighting or bullying other students or using physical violence or verbal abuse to an adult, parents will be contacted. We also have zero tolerance with regards to theft and damage to property on school premises. Any pupil caught doing any of these things, their parents will be contacted immediately and asked to come in and speak with the Principal about their child's future at the school.

Pupil Attendance

We NBSM believe that pupils make the greatest progress and achieve the best results when their attendance is regular and uninterrupted. Punctuality is a crucial personal characteristic valued by the school and employers alike. For a child to succeed in the school environment it is essential that a high level of attendance is maintained. It has been proved that there is a strong correlation between success and attendance.

A 90% attendance rate is the school's minimum attendance target for this academic year. Your children will attend school for 180 days out of 365. This leaves 185 days for holidays and weekends. Please book your holidays during these 185 days of school holidays. If you do take your child on holiday during term time without authorisation, this will have an impact on their academic progress and overall achievement. Please note that if your child is absent more 18 days in the school year, they may not be offered a place in the following

academic year at the school. Please note that online attendance is also compulsory and will be monitored closely.

Absence and Late Procedure

It is vital that pupils attend school every day to ensure they are able to keep up with work. If a child is late to school, they must report to the main Reception desk to be registered as present in school. Records of lateness and absenteeism are recorded and will be followed up with letters or emails home; if there is persistent lateness and absenteeism then parents will be asked to attend a formal meeting.

Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is prevented for any reason from attending, or is late, parents are requested to notify the school as soon as possible in writing. A pupil's absence from school must be considered unauthorised until a satisfactory explanation is forthcoming from the parent. Parents will be informed promptly of any concerns which may arise over a child's attendance. Parents whose child's attendance is a cause for concern will receive a letter from the school highlighting the need for an improved attendance. Parents should avoid, if at all possible, making medical/dental appointments for their child during school hours.

Registration

Registration will be taken from 7:00 - 7.10am. Registers will close at 7.15am. If a pupil fails to arrive before the registers close, they will be marked as 'absent'. When the child enters the class, the register entry will be amended to read 'late'.

Registration time is where the students' class teacher is instrumental in developing a student's school life. As such, any issues a student has should be raised with their teacher and, likewise, the class teacher is the parent's primary link with the school. Day to day issues can be raised through Class Dojo; more detailed comments should be addressed in a letter. The class teacher is the person with the overall view of the student and can thus serve the student best when all issues are first addressed through them.

Latecomers

If arriving late for school becomes a regular occurrence the parents/guardians will be invited to meeting with the Class teacher and a member of SLT.

Procedures for following up absences

- Parents will be requested to attend a meeting with the Class Teacher when the child has been absent for 6 days in a month.
- Parents will be informed in writing when a child has been absent for 12 days.

- Parents will be informed in writing (in the form of a meeting) when the child has reached 14 days of absence.
- A final telephone call will be made to parents when the child has reached 16 days of absence.
- When they have been absent for 18 days, the child will receive notification in writing that they may not be offered a place in the school in the following year.

Truancy

If any pupil absence themselves from the school without permission, then the parents/guardians shall be contacted by telephone or email immediately and the pupil will be detained after appropriate notification. Parents will be requested to attend a meeting with the school.

If truancy happens more than once, then the parents/guardians shall be invited to attend a meeting with the Principal to discuss the problem.

Absenteeism

If a child is absent for 1 or two days, all Class Teachers should receive a written explanation the of the child's absence either by Class Dojo message or phoning the school reception.

Authorised and unauthorised absences

All absences, whether authorised or unauthorised, are recorded in the register and on the school reports.

Illnesses

A parent may sign their child off school for the first day of absence. This should be in the form of a note being given to the child's class teacher on the child's return. If the child is absent for 2 days or more, a medical note should be provided. On the 3rd day of absence, the school will telephone the parents to enquire as to the child's wellbeing. If your child is genuinely ill, the case will be considered on an individual basis.

Continued absenteeism

If a child needs to have time off during the school year for religious reasons, then this should be requested in writing by the parents at least 1 week before the absence is due to start. However, as much as possible, trips should be confined to weekends.

Collecting children during the day for an emergency

All parents/guardians are to report to the reception and a school representative will collect your child at specific times so teaching and learning is not interrupted. At **NO time** is a

parent, driver or carer allowed to the classroom during the day. Any early pick-ups will equate to an unauthorised absence. Pupils will not be permitted to leave early during the school day unless evidence of a medical appointment has been provided a day in advance.

The School Day and timings

School gates will open at 6:40am and children can be dropped off and left to play in the outdoor areas. These areas are supervised by teaching assistants. School finish promptly at 1:30pm, once you have collect your child please promptly leave the school site to avoid overcrowding.

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 pupils to practise Road Safety and would encourage you to ensure that your child always wears their seat belt in your vehicle. Please ensure that the procedures are followed diligently to ensure the safety of pupils, staff, and families. There will be a designated pick up and drop off point for pupils. Parents will not be permitted to enter classrooms.

Uniform

Uniforms are on sale at NBA Barwa and NIA Lagoon or via the website: [Newton School - Uniforms](#) Throughout the year, the uniform shop will visit NBS Muraikh. When this happens, you will receive a notification via Class Dojo or email for your convenience.

Pupils must be dressed in full uniform each day. Pupils must come to school in their PE kit on PE days. No trainers or brightly coloured shoes are permitted.

It is an expectation that both parents and pupils adhere strictly to the required dress code and ensure that pupils are neatly and appropriately presented at all times. A review of NBSM Uniform Policy will give you further details.

Warm Clothing

As the temperature drops in the winter months, pupils need to wear warm clothing. The correct NBSM fleece, jumper or hooded top is to be worn. Pupils will not be permitted to wear any other jackets as these do not form part of the school uniform. Sanctions will be logged according to NBSM Behaviour and Uniform policy.

Jewellery

Girls	Boys
• One pair of stud/sleeper earrings • Watch (Not a smartwatch) • Other items like Necklaces, rings or bracelets are not allowed • No Make up or nail vanish	• Watch (Not a smart watch) • No other jewellery

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, white or black

Communication

Contact Information

Good communication is key to a child's development at school. Please assist by making sure that the teacher and registrar always have up to date contact and medical information regarding your child. We like to keep parents informed about the day-to-day occurrences at school. There will be limited paper communication and therefore all notices or announcements will be sent online. If you wish to speak to the teacher, you are required to make an appointment and the teacher will arrange a mutually convenient time to meet.

Class Dojo

Each class will have 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. Teachers will try to respond to messages within 1 working day. They will also not respond during any unsociable hours or holidays. Please log in using the parent Code which will be given to you in Term 1.

Information / Parent Meetings

All parents are expected to attend Parent/Teacher meetings during the year. This is where teachers will be available to discuss each 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 do wish to meet with a teacher or a member of the school's leadership team at any other time, you are more than welcome to make an appointment via the school's reception. It is essential that you make an appointment in advance as teachers cannot be disturbed during 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 you can offer the school. We have an active PTA that supports the school in many ways, particularly 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 children and the school so that together we can achieve this goal.

- Discuss what has happened at school and what they have learned.
- Congratulate (give praise) when the child has been complimented or rewarded.
- Meet your child's teachers whenever you can. If you have concerns talk to the class teacher, subject teacher or members of the SMT. Find out what your child thinks.
- 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 if they are reintroduced as the year progresses.
- Ensure your child arrives at school on time with the necessary equipment ready for lessons.
- Ensure your child has the time and opportunity to do his/her homework.
- Read daily with your child.
- Ensure that your child has enough sleep.

Pastoral Care

Throughout their time at Primary, every pupil has the right to develop as a person both in and out of the classroom. Teachers promote positive relationships within the school throughout the 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 pupil should speak if they have any concerns or worries. We also have a school based councilor that can support children further if need.

Curriculum

Key Stage 1 consists of Years 1 and 2. The courses for KS1 are designed to meet the requirements of the English National Curriculum (2014). Curriculum letters, detailing what your child will study throughout the year, will be shared via Class Dojo and Microsoft Teams at the beginning of each term.

Key Stage 1 Curriculum

English

At Newton British School- Muraikh we follow the English Programmes of Study as set out in the National Curriculum in England (2014). In KS1 English, your child will develop skills in reading, writing, speaking and listening. They will be introduced to a range of materials, including stories, poems and plays, non-fiction and information books and will start writing their own versions of familiar stories as well as pieces of non-fiction. By the end of KS1 they will be planning their work and writing longer pieces with a beginning, middle and end.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Mathematics

At Newton British School we follow the Mathematics Programme of Study as set out in the National Curriculum in England (2014).

The principal focus of Mathematics teaching in KS1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognize, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Science

The principal focus of science teaching in KS1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will be encouraged to be curious and ask questions about what they notice. They will be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science will be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

History

In KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Geography

In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality (Qatar). They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils will be taught locational knowledge, place knowledge and geographical key vocabulary.

Computing/ ICT

Computing is taught through specialist lessons in KS1. Children will take part in a computing lesson once a week. As well as this a number of opportunities for children to be using different technologies in the classroom to support other curriculum areas will occur each week.

Art and Design

Art is taught through lessons each week in KS1. Teachers work closely with each year group to ensure the work completed in Art will enhance the subjects/topics being taught in class. Pupils will be taught to use a range of materials creatively to design and make products and to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will discover the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Physical Education

Physical education is taught as a specialist subject; it is essential that children are in the correct PE clothing for their weekly lessons. Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage 2 Curriculum

Key Stage 2 consists of Years 3 - 6 – often divided into Lower KS2 (Years 3 and 4) and Upper KS2 (Years 5 and 6). At British School we follow the Programmes of Study as set out in the National Curriculum in England.

English

We follow the English Programmes of Study as set out in the National Curriculum in England (2014). In KS2 children develop skills in speaking, listening, reading and writing. They learn to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Studying English helps children understand how language works by looking at its patterns and structure enabling them to adapt what they say and write in different situations.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and

written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils.

It is essential that children are surrounded in a rich literary environment at both home and school. In KS2 your child will be sent home each week with a book to read, please ensure you take the time to listen to your child and discuss what they have read.

Mathematics

Year 3 and Year 4 (Lower Key Stage 2)

The principal focus of mathematics teaching in LKS2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of Mathematics teaching in UKS2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number.

Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Science Year 3 and Year 4 (Lower Key Stage 2)

The principal focus of science teaching in LKS2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of science teaching in UKS2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At UKS2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.

They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

History

In KS2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and

difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Geography

In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and Middle East. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Computing/ ICT

Computing is taught through specialist lessons in KS2. Children will take part in a computing lesson once a week. As well as this a number of opportunities for children to be using different technologies in the classroom to support other curriculum areas will occur each week. Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. They will use search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content. Students will gain awareness on how to use technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; and identify a range of ways to report concerns about content and contact.

French

All children from Year 3 to Year 6 will learn French. They will study different topics in French ranging from numbers and the alphabet, to being able to introduce themselves in French and talk about their families.

Art and Design

Art is taught through lessons each week in KS2. Teachers work closely with each year group to ensure the work completed in Art will enhance the subjects/topics being taught in class. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught to use a range of materials creatively to design and make products and to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will discover the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Physical Education

Physical education is taught as a specialist subject; it is essential that children are in the correct PE clothing for their weekly lessons. Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Arabic, Islamic and Qatar History

The Arabic curriculum consists of three levels. Each level aims to help students acquire good speaking, listening and reading skills. Non-Native Arabic lessons help beginners build a gradual interest in developing practical linguistic skills in listening, speaking, reading and writing. All this aims to help the student be able to pronounce and speak Arabic more fluently.

Features of an Arabic lesson:

- The build-up of linguistic skills to cater to different levels in Arabic
- Focus on reading and listening - this is very practical for beginners
- An increase of Arabic-language skills delivered in a fun and exciting way
- The ability of students to read properly is enhanced by starting with phonetic awareness and then reading aloud.
- Students' physical and mental abilities are expanded by doing text-level work or grammar based book exercises such as: Providing word synonyms, antonyms and singular, dual and plural forms
- Comprehending over 80% of Arabic texts structured and meaningful sentences and short paragraphs, while looking at picture prompts and discussing the lesson's subjects
- Forming basic Arabic sentences, then applying advanced structures to re-form those sentences and use them in daily life
- Writing sentences related to lesson's subjects, then correcting mistakes by writing words phonetically.

Islamic and Qatar History

Islamic lessons are taught by the Arabic department staff for fluent Arabic speakers. Non-Arabic speakers will receive instruction from their class teachers in Citizenship when Islamic is being taught and the Qatar History programme will be delivered to them in English.

Assessments and Reports

There are different types of assessments within the school. Throughout the year teachers carry out continuous assessment on the pupils. We also conduct weekly spelling tests, termly Mathematics check-ups and Mental Maths tests. Each term we have end of topic tests and the end of term assessments. All marks are collated and reflected on the end of term report.

Reports are issued to students at the end of each term. End of Term1 and Term 2 reports give snapshot of your child's progress, whereas Term 3 reports are more detailed reports. The reports are very informative and help parents to understand their child's academic strengths and become aware of areas where there is room for improvement. Reporting of academic progress within the reports follows the National Curriculum levels. Reports are usually issued before parent meetings so that parents can use the reported information to discuss their child's progress further.

ECAs

On a Monday and Tuesday, 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. There are ECAs provided by the school. Outside providers do offer occasional diverse activities at additional cost.

If a child is waiting for a sibling who is participating in an ECA, then they must wait in the designated area.

Specialist Weeks

Newton British School runs activity weeks throughout the year, usually linked to the Curriculum. The students find the weeks very enjoyable and learn a lot whilst having fun. The events for this year include: Science Week; International Week; Maths Week; Sports Week; Book Week and Arts Week as well as celebrating the World Cup

Educational Visits

Each class in KS1 and KS2 will experience one visit each term during the year. Trips will usually be educational although occasionally students are taken on fun trips to celebrate achievements and hard work. It is crucial that permission slips are returned, otherwise children cannot attend the trip. All information regarding school trips will be shared by your class teacher.

Homework

All children from KS1 and KS2 will receive homework. All KS1 and KS2 children are expected to read every night as part of their homework. Homework for KS1 and KS2 will be issued on Thursday with the week's tasks and collected on the following Tuesday for

marking. Homework will be set via Microsoft Teams. Class teachers will provide logins for this platform during Term 1. In addition to this, books will be set via Active Learn each week. Logins will be shared via Class Dojo at the beginning of the academic year.

Lunches

Children are encouraged to bring a healthy packed lunch to school as well as a water bottle which they can refill from the water-coolers in school. Chocolates, sweets or fizzy drinks should not form part of your child's snack. Drinks should be in plastic bottles or cartons; no tins or glass bottles are allowed. Chewing gum is forbidden in school. The school does not allow the delivery of any type of food to the school during the day.

Student Leadership

At Newton British School Muraikh, we strive to give our pupils a voice about their school. There are a number of leadership opportunities for our older pupils, as well as an active School Council involving Year 1 to Year 6.

Student Council- Year 1-6

NBS Muraikh has a Student Council where pupils from Years 1-6 are elected by their peers to represent their class and share thoughts, opinions and ideas to move the school forward in a positive direction. The School Council meet to discuss class council issues and ideas, and on occasions the representatives are asked to take on extra responsibilities. Any pupils interesting in this role will need to prepare and give a short speech, saying why they should be elected to be on the school council. Two representatives from each class will be elected by the students.

Pupil Ambassadors- Year 6

Year 6 students are chosen as pupil ambassadors to represent the school at events, meet and guide visitors, award certificates, lead the school council and carry out other key roles. To be considered for this role, pupils will need to be a role model to others in terms of behaviour, attendance and punctuality. If Year 6 pupils would like to apply for the role of Pupil Ambassador, a letter should be written and addressed to Mrs. Behan, saying why they should be considered. Pupils will be invited to an interview with Mr. Ruddy and Mrs. Behan to discuss their application.

Buddy System- Year 5

Year 5 pupils may put themselves forward to be a buddy. This role will involve helping students from all year groups during break time and in the morning. Any Year 5 pupils interested in this role will need to prepare and give a short speech in class, saying why they would make a good buddy.

Birthday/Celebration Parties

We enjoy helping your child to celebrate their birthday. If you wish, you may send a cake that your child can share with their class at break-time, **on Thursdays only**. Please ensure you notify the teacher prior to the event and bring the cake in at the beginning of the school day so that it does not interrupt teaching and learning. It would also be helpful if you could pre-cut the cake for the children. For safety reasons, candles are NOT ALLOWED on cakes. Please understand that we cannot have a full party for every child, as this would interrupt their teaching and learning time. Fast food, such as McDonalds, Burger King, etc. are not permitted as we promote a healthy eating environment. Please do not send in gifts, toys or party bags, and under no circumstances will any 'deliveries' by an external company be allowed. Parents will not be permitted to attend this celebration and neither will other siblings in the school

Complaints Procedure

It is important that all complaints are dealt with quickly and efficiently. Please refer to the school's complaints policy which can be found on the school's website. All parents have the right to access the Ministry of Education via their website to lodge a complaint. However, it would be our intention to resolve any issues before this stage.