

# PARENT HANDBOOK

WELCOME TO OUR SCHOOL

*“An international community of learners striving for excellence and celebrating success”*

# WELCOME MESSAGE

*Claudia Martins*



**HEAD OF SECONDARY**

Dear Parents,

It is with great pleasure that I welcome you to Newton International Academy Barwa, a proud member of the Newton Group of Schools.

At NIA Barwa, we are committed to delivering an exceptional British-style education that reflects the values of both the UK and Qatar, while preparing our students to become confident, responsible, and globally-minded citizens.

Our vibrant, inclusive school community represents over 60 nationalities, and we take pride in nurturing every child academically, socially, and emotionally through a rich blend of rigorous academics, character development, and a wide range of extra-curricular opportunities.

This Parent Handbook outlines the key policies, procedures, and expectations that help us maintain a safe, respectful, and high-achieving environment for all. We encourage you to take the time to read it carefully and keep it as a reference throughout the year.

Should you have any questions about any of the information included, please do not hesitate to reach out. Our staff are always happy to assist and clarify any aspect of our approach or day-to-day operations.

We look forward to working in close partnership with you and your child throughout what promises to be another exciting, purposeful, and successful school year.

Kind regards,

Claudia Martins  
*Head of Secondary*

# Our Vision, Mission Statement and Values

## Our vision

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



## Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

## Values

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



The learning objectives of the school have been agreed collectively across all Newton schools, through the Office of Standardisation. They are derived from the Newton Group vision and mission statement. All the objectives have been communicated to stakeholders through the Parent Teacher Association and the Student Council. From our own self-review and assessments, the priorities have been identified for an ongoing school development.

Objective 1	Objective 2	Objective 3
<p>To provide a modern, diverse and academically sound education in a safe, supportive environment which encourages self-discipline and confidence.</p>	<p>To ensure that teaching and learning is meaningful and provides a challenge for all learners.</p>	<p>To promote a sense of community in the school so that students, parents and staff develop a sense of belonging and work in partnership to achieve our vision and mission.</p>
<p><b>Priorities linked to objective 1</b></p> <ul style="list-style-type: none"> <li>· Ensure the impact of literacy and numeracy development across the curriculum.</li> <li>· Ensure that curriculum is meeting the needs of students and fulfilling school vision and mission.</li> <li>· Provide a wide range of teaching methods which cater for all learning styles and abilities of NIA students.</li> <li>· Ensure pastoral care and support is provided for all students and that staff maintain high standards when managing behaviour for learning.</li> </ul> <p>Extra-curricular activities compliment the curriculum and school vision and mission and further develop student skills and abilities and support them as needed.</p>	<p><b>Priorities linked to objective 2</b></p> <ul style="list-style-type: none"> <li>· Staff aim to provide outstanding teaching and learning in all classes.</li> <li>· Technology and alternative teaching methods are used effectively across all subjects.</li> <li>· Use frequent formative and summative assessment to impact on learning.</li> <li>· All lessons should include challenge for all students, however Gifted and Talented should be extended even further.</li> <li>· Ensure adequate support for SEN and EAL students.</li> <li>· Programs for G&amp;T in place.</li> <li>· Analyse results and monitor quality of T&amp;L and drive development based on these.</li> </ul>	<p><b>Priorities linked to objective 3</b></p> <ul style="list-style-type: none"> <li>· Meet with parents and community members regularly to create partnership.</li> <li>· Promote the PTA as a credible stakeholder voice for parents.</li> <li>· Ensure parents benefit from RENWEB to be able to check attendance, homework, student behavioural status and announcements and other school important information and to communicate with parents successfully.</li> <li>· Promote extended students leadership program which includes student council, prefect body, class captains and house captains as a credible stakeholder voice for students.</li> </ul>

### Outstanding Teaching and Learning at NIA

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

## GLOBAL CITIZENSHIP

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

# STRUCTURE OF THE DAY

The School day begins at 7:00. Students are expected to go directly to their tutor room. It is vitally important that students are present at 7:00 as this is when the attendance register will be taken and, perhaps even more importantly, where any important matters pertaining to their day and the school are discussed.

	7:00 - 7:10	7:10 - 8:00	8:00 - 8:50	8:50 - 9:40	9:40 - 10:00	10:00 - 10:50	10:50 - 11:40	11:40 - 12:00	12:00 - 12:50	12:50 - 13:40
Sun	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Mon	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Tues	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Wed	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Thurs	Registration	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Lesson 7

## TUTORIAL

The form tutor is very instrumental in developing a student's school life. As such, any issues a student has should be raised with their tutor and, likewise, the tutor should be the parent's primary link with the school. Day to day issues can be raised through written comments in the Planner; more detailed comments should be addressed in a letter or through an appointment after school. The tutor is the teacher with the overall view of the student and can thus serve the student best when all issues are first addressed through them.

## ASSEMBLY

Whole School, Key Stage and House Assemblies are important opportunities for the school body to meet at different levels. Here students are provided with the opportunity to lead and share ideas and philosophies important to them all. Assemblies are an opportunity to develop the key values as presented in the school's Mission Statement. It is also expected that each student should have the opportunity to take part in an assembly.

## VIRTUAL LEARNING ENVIRONMENT AT NIA

All teachers set up Google classrooms in order to support their student learning in school. All lesson plans/powerpoints and homework are posted there regularly, therefore all students must join Google classrooms of all of their teachers. In order to access Google classrooms, your child must set up a new email address on Gmail. SAMPLE EMAIL ADDRESS on GMAIL:

[Firstname.familyname.class@gmail.com](mailto:Firstname.familyname.class@gmail.com)

[Ali.Smith.9bg@gmail.com](mailto:Ali.Smith.9bg@gmail.com)

Once the students have this new email address, they can find a Google App: Google Classroom of all their teachers. Codes are issued at the start of every academic year. We will email the CODES needed to enter these classroom to all parents. They will also be available on RENWEB.

You may also find additional resources such as planning, revision materials, useful links and much more on these specific departmental websites; please see the links below.

## KEY PROCEDURES

**Security and Visitors to the School (for safety and safeguarding reasons no parents, guardians or visitors are allowed into the school main sections where lessons take place).**

All visitors to the school must obtain authorisation to enter the school from the security staff and wear a visitor's badge. Visitors should then report to the Secondary Reception area for further information. All meetings must take place only in the reception or meeting rooms and offices nearby.

Visitor's details will be entered into the Visitors' Control Book.

**Dropping off and Collection of Children (all drop off and collection must be outside of the gates).**

Parents and drivers are asked to be extremely vigilant and cautious when dropping off and fetching children. We encourage our students to practise Road Safety and would encourage you to ensure that your child wears their seat belt whether seated in the front or back of your vehicle. NIA are pro safety and have a seatbelt and road safety awareness campaign each year.

Parents are requested to use the allocated entrances for the dropping off and collection of children. Please do not ask your child to walk to a nearby pick-up-point as this could put your child at risk as the traffic is extremely busy.

## ABSENCE AND LATE PROCEDURE

It is vital that students attend school every day in order that they are able to keep up with work. Students who regularly miss days through sickness or other reasons often have problems catching up with work and tend to become frustrated. This can often affect their behaviour. It is essential that all students attend the registration period as important information is given out at this time. The school calendar and Attendance Policy is available on our website.

## HEALTH AND SAFETY

Good health will help your child's ability to learn and achieve at school and throughout his/her life. Therefore, we stress the importance of good nutrition, adequate sleep, good hygiene and regular exercise. We have a Healthy Eating Policy which is found on our website and we ask you to encourage your children to drink lots of water; especially in the warmer months. We also would like to highlight the fact that we endeavour to promote environmental awareness amongst our students. We encourage you to send a water bottle to school with your child to discourage the use of plastic cups.

Parents are notified of any problems. Injured and ill children are assessed and treated accordingly. Many of our teaching and support staff are trained in basic First Aid and CPR. If a student is ill or injured during the day, the school nurse will assess the child and will contact parents if necessary. Students may not contact home directly if they are unwell; they must report to the nurse for assessment. Parents may not come into school to remove a student on the grounds of ill health without notification from the nurse.

Students are not allowed to use the elevator unless a documented medical condition warrants use. This will be documented and noted in the planner by the Head of Secondary. Unauthorised use of the elevator may result in disciplinary consequences.

School officials are required to conduct fire drills throughout the school year. The purpose of these drills is to ensure safe evacuation in the case of an emergency. Students should become familiar with the evacuation plan for each lesson which are on display in all classrooms. Students should exit the building in an orderly manner and remain with the subject teacher. Students should refrain from talking during emergency drills. Please ensure you read through the Health and Safety Policy with your child. Students who violate this policy will receive disciplinary consequences.

Access to the internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. To this end, we ask that you read and abide by the School's E-Safety policy which is found on the school website.

## TEXTBOOKS

When textbooks are issued to students, the student becomes responsible for returning the assigned book in the same condition as when issued - except for normal wear. Charges will be assessed for lost and damaged books. Issuing of end of year reports will be held until all financial obligations are met.

## LIBRARY AND RESOURCES

As a developing school we are constantly looking to provide an increasing range of resources for the school to utilise. This year we have added many Secondary level books to our library and to further develop our secondary library resources, we have increased the ICT provision throughout the school. All books are now logged electronically, by our school management system.



## UNIFORM

### GIRLS

- McKenzie tartan straight cut long skirt, or loose fitting navy blue school trousers.
- White linen shirt with school logo on left side
- School jumper/fleece jacket
- Plain colour coat, no logos.
- Plain black or navy head wear (optional).
- White ankle socks
- Plain, flat black leather shoes with no motif or White heel. **No trainer styles.**



### BOYS

- Navy blue school trousers – no jeans or tracksuit bottoms
- White linen shirt with school logo on left side
- Plain white T-shirt or vest to be worn under shirt **(optional)**.
- School tartan tie **(to be tied properly and worn up to the neck)**
- School sweatshirt/fleece jacket
- School jumper/fleece jacket
- Plain, flat black leather shoes with no motif
- Sports shoes will **not** be permitted. These include: Yeezys, Converse, Vans, Nike, Adidas, Sketchers



Students who need to wear any alternative style of shoe other than plain black must provide a doctor's note explaining the reasons so we can keep this for our record.

Students should be dressed in full uniform each day. Student may come to school in their PE kit on PE days. A detailed outline of the required uniform is found at the reception. It is an expectation that both parents and students adhere strictly to the required dress code and ensure that students are neatly and appropriately presented at all times. Please refer to the Uniform Policy for further details.

<p><b>PHYSICAL EDUCATION</b></p>	<ul style="list-style-type: none"> <li>• School shorts/ trousers</li> <li>• School polo shirt, a plain white vest may be worn under shirt (optional)</li> <li>• Trainers</li> </ul>	
<p><b>HAIR STYLE</b></p>	<ul style="list-style-type: none"> <li>• Hair for both girls and boys should be conventional in style. Hair dye is not permitted.</li> <li>• Hair accessories for girls should be in the school colours.</li> <li>• Hijab/scarves should be navy or black</li> </ul>	
<p><b>JEWELLERY</b></p>	<p><b>GIRLS</b></p>	<p><b>BOYS</b></p>
	<ul style="list-style-type: none"> <li>• One pair of small stud or sleeper earrings</li> <li>• Watch</li> <li>• Necklaces, rings, pendants, bracelets or any other type of jewellery is not allowed.</li> <li>• No make-up or nail varnish is to be worn.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch</li> <li>• No earrings, necklaces or jewellery.</li> </ul>

## GENERAL EQUIPMENT

Students are required to have the following equipment at school every day. Specialist equipment, like the Art sketch book for example, must be at school on the required days.

<ul style="list-style-type: none"> <li>• Black/blue ballpoint pens</li> <li>• hb pencils</li> <li>• Pencil sharpener</li> <li>• Eraser</li> <li>• Ruler</li> <li>• 2GB –Flash Drive</li> <li>• Plastic Clear Bag Folder for each subject</li> </ul>	<ul style="list-style-type: none"> <li>• Set square set</li> <li>• Protractor</li> <li>• Pack of colour pencils</li> <li>• Pack of felt tip pens</li> <li>• Pencil case</li> <li>• Calculator</li> <li>• A3 Sketch Book for Art</li> </ul>
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**\*\* PLEASE NOTE THAT SPECIALIST SUBJECTS MAY HAVE FURTHER REQUIREMENTS\*\***

## STAMPS

All NIA students receive stamps for meeting 5 basic targets, standards and requirements in every lesson:

- **Attend the lesson on time**
- **Wear correct uniform, no make up**
- **Do not disrupt class (NO talking to other students, or moving around the classroom without permission)**
- **Study conduct**
- **Bring your homework and the correct equipment (books, planner, stationery)**

A stamp is a reward for consistency and readiness for learning. Please praise your child, if he/she receives **8 stamps in a day** (7 teaching periods and a tutor period). Teachers check stamps at the end of p3 and 5. If your child has all 6 stamps (for tutor period, p1,2,3 and 6 and 7 from the previous day before break 1) OR 2 stamps (for p4 and 5 before break 2) he/she will be allowed to go to break. If not, he/she must attend a **break time detention**. If your child accumulates 5 break time detentions in 5 days, he/she will be kept behind for an **after school detention**. To avoid this, please ensure your child submits homework and arrives to school on time and fully equipped. **Together we can support all students to achieve a stamp in every lesson every day!**

## COMMUNICATION

At NIA we encourage open communication between parents and staff at all levels. Our website is the main link between parents and the school. Our school newsletter goes out each term, keeping parents informed of the day to day occurrences at school and of all special events that take place.

**NIA student life is portrayed weekly on Instagram: [nia\\_barwa\\_city](#).**

Parents are also encouraged to visit the school and meet with their child's teachers. Please follow the appropriate lines of communication. The first point of contact is the form tutor or subject teacher. The next is the Head of Year or Head of Department, the Deputy Head of Secondary, Head of Secondary, and then the Principal or DP. Please ensure you make an appointment with the teachers you wish to meet.

## CONTACT INFORMATION

Good communication is key to a child's development at school. Please assist by making sure that we have up to date contact and medical information on your child at all times. A page has been allocated in the planner for this; however, student records should be up to date with the registrar as well. We like to keep parents informed about the day to day occurrences at school.

Please read and sign your child's planner on a weekly basis and feel free to comment or question. Parents are encouraged to contact form tutors and subject teachers to monitor the child's progress. Although staff are discouraged from giving their personal mobile numbers to parents, a list of staff email addresses is made available to parents at the beginning of each year. Staff, like parents, have a real interest in the student's development.

## **INFORMATION / PARENT MEETINGS**

At the beginning of the year, parents are invited to attend a Welcome Evening where they will be given the plan and vision for the academic year. Parents will be introduced to the curriculum and will have an opportunity to ask questions. All Secondary staff will be present at these meetings to answer any queries you may have.

Parent-Student-Teacher Interviews are held in each term. These are an important time to discuss your child's targets and progress. Please ensure that you attend these meetings.

There are times when other meetings are called, for instance Year 9 and Year 11 Option evenings. Your presence here is essential and we ask that you make sure you attend in order that you may assist your child to make an informed and significant decision in their higher education.

If a parent wishes to meet with any teacher during other times of the year, please telephone the school and make an appointment.

## **REPORTS**

Reports are usually issued at the end of each term. The information in these reports should help parents understand their child's academic strengths and become aware of areas where there is room for improvement.

## **TARGETS**

Constant reflection and target setting by both teachers and student is an essential part of preparing an independent learner. As such students are encouraged to set targets on a termly basis, and to reflect upon them as they progress. These should be recorded in the student planners. Teachers also set at least one target per subject in the report. Whenever possible in lessons, students will be asked to reflect on how they can achieve their target.

## **AN EVALUATIVE SCHOOL**

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

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



## How to Help Your Child Succeed at School

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

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

## STUDENT PLANNERS

Please note that the school planner is not just a record of homework but a crucial link with parents. Planners have been organised and arranged in such a way as to ensure that students regard it as an essential document. Changes have been made which guarantee that communication between home and school is documented and it also keeps a record of all required information. Please note that these should be signed by form tutors and parents at least once per week. Please take some time to look through your child's planner with them.

## HOMEWORK

Homework is an integral part of the school experience. A copy of the Secondary Homework Policy can be found in the Policy section of this document and on the school's website. Homework in the Secondary School is organised to take account of the variety of requirements across subject areas. For example frequent short homework is ideal for reinforcing techniques in Mathematics, whereas longer project style work spread over two weeks is more appropriate in Geography. To accommodate this variation, the homework timetable sets total expectation of time spent on homework each week. It is important that students tackle homework early to avoid accumulation of work on one night. This will be monitored by form tutors and Heads of Year and students are encouraged to take on the responsibility for the organisation of work as they progress through the school. All students are issued with a Planner into which they should note the day's homework and the date by which it is due. Parents, again, are asked to check the diary regularly and to sign it on a weekly basis. If a homework assignment is missed, teachers will note it in the Planner. Repeated failure to do homework may result in disciplinary action. Our aim as a school is to develop independent learners and a key aspect to this is building into lessons the need to develop self study skills.

## WHAT TO DO WHEN YOU DON'T KNOW THE ANSWER

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

- **Be positive.** While it's acceptable to briefly empathise with your frustrated child, try to respond optimistically so the child knows that there is a solution and you will help him or her find it. Don't demean your child's struggle; all students have problems at some point. There is nothing wrong with struggling to understand something.
- **Listen to your child.** Ask your child to explain exactly what it is that he or she doesn't understand. If it is a textbook-related question, have your child show you where it is found in the book.

- **Get the whole picture.** Ask your child if the teacher provided any extra materials such as handouts or Web resources, which might help. If it is an assignment that takes several days or weeks to complete, have your child check with the teacher to be sure he or she has everything.
- **Re-read the question or homework task.** Once you have all the material, re-read the question or problem together. Break down the problem into component parts, if possible. Take an analytical approach and work through the steps together. It is acceptable to guide your child through the steps, but beware of completing the work for him or her. Your child will not learn the material and will ultimately suffer.
- **Use the textbook as a resource.** Textbooks are usually filled with examples and supplementary materials that help relate concepts to the real world. Be certain to also check the textbook Web site, if there is one. There are many sites that offer a wide array of text-related materials, including illustrations, web links, and games that help students learn in a fun and interactive environment.  
e.g. [http://www.bbc.co.uk/schools/websites/11\\_16/index.shtml](http://www.bbc.co.uk/schools/websites/11_16/index.shtml)

## LEARNING SUPPORT

Our aim is to give our students a level of education that matches their ability and potential. In some cases a student's progress may be inhibited by a learning difficulty. Statistics suggest that about 10% of the population have some form of specific learning difficulty and about 4% are severely dyslexic. Please inform us of any previous learning support your child may have received so that we may, where possible, continue to provide proper support. If you feel that your child might be experiencing some unexpected difficulties with his/her school work, please bring it to the attention of his/her form/subject teacher. We can then take a closer look and decide upon a course of action, if necessary.

As part of regular assessment, we monitor for signs of learning difficulties and may ask the learning support teachers to take a closer look at individual students as a consequence. We will inform parents of any support that may be needed and make recommendations should further diagnosis be required.

Apart from learning difficulties, your child may have fallen behind in a previous school because of extended absence. Please let us know if this is the case and we will discuss with you what extra provision could be made to recover lost time.

If there is anything of this nature which you have not yet discussed with us, please advise us as quickly as possible.

# PASTORAL

Throughout their time at Secondary, every student has the right to develop as a person both in and out of the classroom. Teachers promote positive relationships within the school community, and these are reinforced in lessons, assemblies and at breaks. Bullying is not tolerated in any form and the school has an Anti-Bullying Policy which can be found on the website. The school also has an annual Anti-Bullying Campaign. The Form Tutor sees students at the beginning of each day and are the primary contact between the school and home. In tutor time, students are encouraged to build an important relationship with their tutor; one based on trust and confidence. The tutor is the first point of contact and as such it is he or she with whom students should speak if they have any concerns or worries. However, all Secondary teachers have a pastoral role, and students can speak to another teacher if they prefer.

## TUTOR TIME

At the beginning of each day, students meet in form groups for 10 minutes with their Form Tutor. Attendance is taken and the tutors also distribute any school notices and deal with important matters relating to the form. The tutor plays a vital pastoral role and he/she will take the opportunity to help and guide students with their concerns. The tutor deals with behavioural issues in the form, which includes the issuing and follow up of any merits and demerits. Tutors will also make themselves available to listen to any individual concerns of students in their form.

## THE HOUSE SYSTEM

All students are placed in one of four Houses in Secondary (Bell House, Curie House, Edison House and Wright House), and they remain in the same House throughout their career in the school. Year 11 and 12 students are elected as House Captains to encourage students and build team spirit.

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



## EXTRA-CURRICULAR ACTIVITIES

A range of after school activities takes place from 1.45pm - until 2.30pm. These activities are arranged by staff and senior pupils. These activities include sports, musical instruments, photography, craft and drama activities, and even pastimes like chess and other board games. These activities are advertised in advance and students are given the opportunity to select an activity of their choice in each term.

It is appreciated that students will have to be picked up from the school at 2.30pm as the buses leave at 1.50pm. However, extra-curricular activities are encouraged as they are enjoyable and promote cooperation and friendship. They may even stimulate a life-long interest.



## PREFECTS

Staff and students participate in the selection of prefects from Year 11 and Year 12 who will play an important part in the day to day running of the Secondary School. The prefects have important leadership roles amongst the students, and they have a number of responsibilities. Prefects are expected to be good role models, motivate and work co-operatively with all students in the school. Some roles outlined include: assisting the Sports and Art Departments, assisting and speaking at assemblies, as well as assisting at parent meetings and other school events.

## STUDENT COUNCIL

Students in each class (Years 7 to Year 13) elect two representatives (one boy and one girl) to sit on the School Council. This elected body meets regularly with the Head of Student Council, the Head of Pastoral and occasionally with the Principal to discuss important Secondary School issues. At these meetings the representatives convey the views of the students to Management and this helps to shape policies within the Secondary School.

## SCHOOL COUNSELLOR

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

## SPECIAL EVENTS

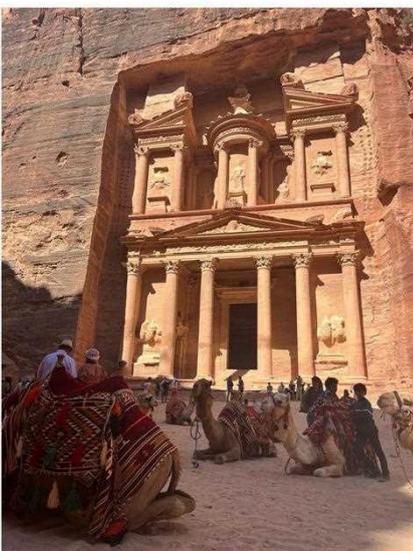
There are special events in the school calendar and in which Secondary students are encouraged to participate. Important events include the School Fair when funds are raised for a worthy cause, Sports Day for athletic competition and the School Concert for musical performances. In addition, there are events which follow a particular theme such as Healthy Eating Week, Science Week and English Week. These events promote good principles amongst our students as well as providing opportunities for fun and enjoyment.



## SCHOOL TRIPS

Activities outside of the classroom are seen as a way of enriching learning, and in some cases, they are an essential part of the academic course. The PE department arranges sporting fixtures with other schools in Qatar, and other departments including Art, Arabic and Science organise trips to locations within Doha.

In addition, it is envisaged that there will be at least one overseas trip each year. All trips are properly supervised, and risk assessments are made by the teacher in charge. However, it is essential that permission is given by a parent/carer before a student is allowed to go on the trip. As these trips are an important learning experience it is expected that students will attend if required.



# THE SECONDARY CURRICULUM

The curriculum followed throughout the Secondary School is based upon the National Curriculum of England and Wales; with each subject curriculum being drawn from the British QCA approved National Strategy (2014). Each individual curriculum is then evaluated as to its appropriateness and importance to the school community that we have and balanced with the needs of the Supreme Education Council. We constantly evaluate the school plans to assure that we offer the best possible curriculum that we can and are always seeking to improve upon this.

The KS4 and KS5 curriculum is essentially drawn from this same curriculum and the examination boards we use, Edexcel and CIE, are both respected British Examination boards. The IGCSE and AS share international renown as one of the best middle level examinations in the world.

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

<b>SUBJECTS</b>			
<b>KS3 (Year 7-9) – national curriculum</b>		<b>KS4 (Year 10 -11) – iGCSE exams</b>	
Arabic	PE	Arabic	Physics
Art and Design	Islamic	Art and Design	French
Citizenship		Biology	Geography
Design & Technology		Business Studies (BS)	History
English		Chemistry	I.C.T.
French		Computer Science	Physical Education (PE)
Science		Design & Technology (DT)	GCSE PE
Geography		Global Citizenship	Mathematics/Statistics
Mathematics		Economics	Travel and tourism
History		English 1st Lang/ Literature/ English 2nd Lang/ Drama	Human Biology
History of Qatar		Environmental management (EM)	Islamic Studies or Citizenship
I.C.T.		Travel and tourism	Enterprise
<b>KS5 (Year 12 and 13) – IAS and IAL exams</b>			
Mathematics	Physics	Arabic 1 <sup>st</sup> Lang	IT / Geography
Biology	Business Studies	Chemistry/Computer Science	Travel and tourism
EM/Global perspectives	History	Art/General Paper	English / Psychology

## ASSESSMENTS

There are a wide range of assessments throughout the academic year, both formative (ongoing assessments) and summative (end of unit and end of term assessments). These are graded according by grades which related to percentages (see below KS3 grading scale; KS4 and KS5 scales are prescribed by the examination boards Edexcel and CIE). Records are kept by each subject teacher and recorded on the school management system. The overall result of these assessments will be reflected as a level (KS3) or grade (KS4 and 5) in the end of term report.

### Grades in Year 7 – 9

Grade	Percentage
9	96 – 100%
8	90 – 95%
7	80 – 89%
6	75 – 79%
5	67 – 74%
4	58 – 66%
3	50 – 57%
2	40 – 49%
1	30 – 39%
U	0 – 29%

### Grades in Year 10-11

NIA	Edexcel	CIE
E x p e c t e d	9	A*
	8	A
	7	B
	6	
	5	C
4		
Pass	3	D
F a i l	2	E
	1	F
	U	G
	U	U

### GRADES IN YEAR 10-11

The grading system for **Edexcel** has changed – no longer the scale A\*-U is followed, rather a numerical marks from **9 to 1** were introduced. **Cambridge (CIE)**, however, kept the old grades: A\* - U. The numbers do not correspond exactly with the grades. In Edexcel, 9 is an equivalent to an A\* in CIE; however the top of 8 is also equivalent to an A\* whilst the lower end equals to an A in CIE. Please see the table below for your information. This means that our Year 10 students will have a report which will mix attainment grades and numbers. We **expect** our students to achieve **A\*- B** or **9-5** in at least **5** subjects in Year 10 and 11. **C - D (4-3)** will still be considered as a **pass**, however many universities require A\*-C and 9-4 grades in iGCSE. **D, E, F, G and U in CIE and 3, 2, 1 and U in Edexcel are fail grades.** U means ungraded where the students did not even achieve 10% in the exam.

## EXAMINATIONS

Examinations play an increasingly important role in student progress and as such are taken extremely seriously in Secondary. In house examinations are held with strict rules in order to prepare students for the public examinations they will sit in KS4 and KS5. Strict guidelines will be issued to each student and these should be followed to the letter. Anyone not following these guidelines will receive a null grade. This is in line with the strictness and values of public examination boards. Results of examinations are reviewed termly; parents of students who are a cause of concern are notified and the progress of their children is discussed with NIA management team. Students with an overall poor academic performance not meeting the standards at NIA Secondary who fail 6 and more subjects (exempting PE) in all 3 terms in the course of the year will fail and therefore repeat the academic year.

Also, students in Year 11 and 12 who will not achieve E and above in their January mock examinations may not be allowed to sit iGCSE and/or AS/A2 exams at NIA (with the exception of Maths and English in Year 11) as stipulated in detail in Year 11, 12 and 13 contracts.

	Term One	Term Two	Term Three
KS3 Years 7,8 & 9	End of Term Examinations.	Summative Grade.	End of Year Examinations.
KS3 Years 7,8 & 9	End of Term Exams.	Summative Grade.	End of Term Examinations.
KS3 Years 7,8 & 9	Mock Exams <i>Saturday monthly mocks throughout the year.</i>	Summative Grade <i>Mocks and predicted grades.</i>	Public Examinations <i>iGCSE, AS, A2</i>

## REPORTING: FORMAL PROGRESS CHECKS

### TYPES OF REPORTS

Secondary students will be issued 3 Academic Reports for the year. Two of these reports will be a ‘snapshot’ where parents are given an overall academic progress report and details are discussed at Parent Meetings. Attendance at these meetings is compulsory and these reports will not be issued to students, nannies or drivers. Subject teachers will discuss details of the students’ academic progress and areas for improvement at these meetings.

Every student will also be issued a detailed report twice a year, written by subject and form tutors. Parents will be able to gauge how their child is working in each subject. A target for improvement will be set by subject teachers. These reports will include comments about academic progress, attitude, effort and behaviour from the form tutor and each subject teacher. All academic cause of concern students’ parents will receive a warning letter at the end of each term and will be invited for an individual meeting with NIA management team.

More information about specific subjects, the curriculum and the policies can be found on our website.

# NIA STUDENT RIGHTS AND RESPONSIBILITIES

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## **I have a RIGHT to learn in my school.**

It is my responsibility to listen to instructions, work quietly when appropriate, and to raise my hand if I have a question, concern, or need to leave the classroom.

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## **I have a RIGHT to be heard.**

It is my responsibility to listen and not talk, shout or make loud noises, when others are speaking.

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## **I have a RIGHT to be respected in my school.**

It is my responsibility to be respectful of others by not teasing or bothering other people, by hurting their feelings.

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## **I have a RIGHT to be safe in my school.**

It is my responsibility not to verbally or physically abuse anyone else, and not to cause harm to anyone else by my carelessness.

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## **I have a RIGHT to privacy and to my own personal space.**

It is my responsibility to respect the personal property of others, and to accept their right to privacy.

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# PARENT HANDBOOK

2025/26

