NEWTON
INTERNATIONAL
ACADEMY | BARWA

NEWTON INTERNATIONAL ACADEMY

PARENT HANDBOOK

2025-2026

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NEWTON INTERNATIONAL ACADEMY | BARWA

Welcome Message

Nadia January
Principal

Welcome to Newton International Academy, Barwa City.

Welcome to Newton International Academy, Barwa (NIA), a vibrant and truly international community where over 60 nationalities come together to create a rich tapestry of cultures and experiences. Our commitment to excellence and celebration of collective successes is at the heart of everything we do, as reflected in our Vision.

I'm delighted to share that our dedication to providing quality education has been recognised through a series of prestigious accreditations. We have achieved a 5-year Qatar National School Accreditation (QNSA) in both 2017 and 2022, and were awarded British Schools Overseas (BSO) accreditation in 2018 and 2023. Our accredited memberships with Council of British International Schools (COBIS), British Schools Middle East (BSME), and Council of International Schools (CIS) further reflect our commitment to maintaining high educational standards.

At NIA, we offer a comprehensive educational journey from Foundation 1 through to Year 13, spread across three campuses. Our curriculum, based on the National Curriculum of England, is designed to nurture lifelong learners equipped with the skills to work collaboratively, solve problems, and make positive contributions to the world around them. We're particularly proud of our Philosophy for Children (P4C) initiative, which promotes the 4C's - Caring, Collaborative thinking, Creative thinking, and Critical thinking.

Our students academic achievements continue to impress, with continuous improvement in iGCSE, IAS, and IAL examination results year on year achieving Highest in Qatar, in Middle East and in the World. This success is a testament to our unwavering commitment to high academic standards and the strong partnership between the school and our parent community.

I'd like to highlight our active Parent-Teacher Association (PTA). Their collaboration with our Senior Management Team ensures a robust connection between home and school, which research consistently shows is crucial for academic success. We encourage parents to be active participants in their child's education. To facilitate this, we offer various communication platforms including Class Dojo, Renweb, school emails, and direct phone lines. We also keep parents informed through handbooks, prospectus, termly newsletters, curriculum outlines, and workshops.

At NIA, safeguarding is paramount. We implement strict protocols to ensure the safety and well - being of all pupils, making it a fundamental part of our daily operations and ensuring a secure learning environment for our entire school community. As we continue to deliver exceptional education and innovative programmes, we remain focused on holistically developing our pupils into well-rounded global citizens. Together, we're building a strong, supportive, and successful learning community. For the most up-to-date information, I invite you to follow us on Instagram at www.instagram.com/nia_barwa_city.

Yours sincerely,
Nadia January
Principal

NEWTON INTERNATIONAL ACADEMY | BARWA

Dr Tereza Woolgar

Deputy Principal

Welcome Message

Welcome to Newton International Academy, Barwa City.

Dear Parents,
As a founding senior leader serving this community well over a decade, it is my absolute pleasure to welcome you to Newton International Academy Barwa. Whether you are new to our school community or have been with us for many years, I would like to thank you for your trust and continued support. At NIA Barwa, we believe that a child's educational journey is most successful when built upon a strong partnership between school and home.

As educators, we are committed to delivering an outstanding British curriculum that nurtures academic excellence, encourages critical thinking, and promotes a love for learning. Equally important is our unwavering focus on the well-being and personal growth of every student. Through a comprehensive pastoral care programme and a wide range of Extra-Curricular Activities (ECAs), we ensure that our students are not only high achievers but also confident, kind, and well-rounded individuals. Our approach is firmly rooted in the values of global citizenship, mutual respect, and responsibility, in line with both British educational standards and the Qatar National Vision 2030.

This Parent Handbook has been designed to provide you with clear information about our policies, expectations, and day-to-day procedures. It is our hope that it will serve as a useful reference throughout the academic year. We deeply value the role that parents play in a child's success, and we are proud to work alongside you to ensure that each child reaches their full potential—academically, socially, and emotionally. If you ever have questions, feedback, or ideas, please know that our doors are always open. Together, we look forward to another enriching and successful year for all.

Warm regards,
Dr Tereza Woolgar
Deputy Principal

NEWTON INTERNATIONAL ACADEMY | BARWA

Welcome Message

Mr. Nathan Unwin
Ms. Carien Hanna

Head of Primary and EYFS
EYFS co - ordinator

Welcome to Newton International Academy, Barwa City.

Dear Parents,
It is a pleasure to welcome you to our school community. At Newton International Academy Barwa City, we believe in The NIA Way - thriving as an international community of learners striving for excellence and celebrating success.
This Parent Handbook is designed to help you feel informed, confident, and connected to your child's school journey. Inside, you will find everything from daily routines and key contacts to our school policies and shared expectations.
We are proud of our commitment to providing high-quality, inclusive education within a safe and nurturing environment. As partners in learning, your support is invaluable, and we look forward to working closely with you to ensure a successful year ahead.

Yours sincerely,
Nathan Unwin
Head of Primary and EYFS

Welcome to Newton International Academy, Barwa City, EYFS Department

Dear Parents,
A very warm welcome to our EYFS community! We are so excited to begin this wonderful journey of early learning with you and your child. The early years are such a special time, full of curiosity, discovery, and growth.

As EYFS Coordinator, I am committed to ensuring your child feels safe, happy, and inspired every day. We believe in learning through play, nurturing each child's unique potential, and building strong partnerships with our families.
We are excited to share our days filled with stories, songs, messy play, and plenty of opportunities to explore, create and learn new skills.

We look forward to working together to make this a joyful and enriching start to your child's educational journey.

Best sincerely,
Mrs. Carien Hanna
EYFS Coordinator

NEWTON INTERNATIONAL ACADEMY | BARWA

Welcome Message

Ms. Ansonet Oberholzer
Ms. Sonia Santos

Welcome to Newton International Academy, Barwa City.

At Newton International Academy, we believe that every child has the potential to achieve excellence—both academically and personally. Our students are encouraged to work hard, make positive choices, and demonstrate kindness, resilience, and responsibility in all that they do.

As a dedicated team, our staff strive to create a safe, nurturing, and engaging learning environment where each child is supported to thrive. Throughout the year, your child will be offered a wide range of opportunities to learn, grow, develop friendships, and take part in enriching school activities, including educational trips and special events.

We are proud to play an active role in your child's educational journey and recognise the importance of working in close partnership with you. Your support and involvement are vital in helping us create a strong and successful school community.

II look forward to the year ahead and to celebrating your child's successes—both big and small—alongside you. Together, we can create a positive, rewarding, and memorable school experience for every child.

Yours sincerely,
Ansonet Oberholzer
Deputy Head (Pastoral)

Welcome to Newton International Academy, Barwa City.

It is our great pleasure to welcome you and your child to our school community. We are proud to be an international school that celebrates the diverse backgrounds, cultures, and experiences each student brings. At the heart of our vision is a commitment to celebrating success and striving for excellence in all that we do.
Our curriculum is thoughtfully designed to provide a broad, balanced, and engaging learning experience that supports academic excellence while nurturing creativity, critical thinking, and a lifelong love of learning. We place great emphasis on personalised learning, ensuring that every child is challenged and supported at their level.
Global citizenship is not only celebrated in our diverse community, but also embedded in our curriculum through inquiry-based learning, international themes, and opportunities for students to develop empathy, leadership, and a sense of responsibility for the world around them. We aim to equip our learners with the knowledge, values, and skills they need to thrive in a global society.
We look forward to working in close partnership with you to ensure a happy, successful, and enriching school journey for your child.

Yours sincerely,
Sonia Santos
Deputy Head (Academics)

Our Vision, Mission Statement and Values

Vision

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

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.

Wellbeing at NIA

"Thriving together, a community committed to the wellbeing of all."

Anti discrimination and equal opportunity

At Newton International Academy Barwa, we are committed to promoting equality and preventing discrimination. We believe that all students, regardless of nationality, ethnicity, gender, disability, religion, sexual orientation, or any other characteristic, have the right to access a high-quality education and participate fully in school life.

Our commitments include:

- *Eliminating Discrimination: We will not discriminate against, harass, or victimise any pupil based on their protected characteristics as outlined in the Equality Act 2010.*
- *Advancing Equality of Opportunity: We will take proactive steps to remove barriers to learning and participation, ensuring that all students can thrive in our educational environment.*
- *Fostering Good Relations: We will promote understanding and respect among students from diverse backgrounds, encouraging positive relationships and collaboration.*

Safeguarding statement

At Newton International Academy Barwa, the safety and well-being of our students is our top priority. We are committed to providing a secure and nurturing environment where all students can thrive. Our safeguarding policies and procedures are designed to protect students from harm, abuse, and neglect, ensuring that they feel safe and supported throughout their educational journey.

We adhere to the safeguarding standards set forth by the Ministry of Education and Higher Education (MOEHE), the Council of International Schools (CIS), and the Department for Education (DfE). All staff members receive comprehensive training to recognise and respond to safeguarding concerns effectively.

We encourage open communication with parents and guardians and actively involve them in safeguarding initiatives. Our Designated Safeguarding Leads (DSL) are available to address any concerns or questions regarding student safety.

Together, we can create a safe and supportive community where every child can learn and grow.

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
Environmental Awareness	Respect for our environment

Student
Rights & Responsibilities

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.

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.

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.

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.

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.

General guidelines and expectations for an individual student apply equally to all students. 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 student assumes when he or she agrees to become part of the school. The guidelines apply to all students during the time that they are under the jurisdiction of the school, including when they are away on school-related activities. Failure to comply with any of the guidelines may result in suspension or expulsion.

The
EYFS School Day

The EYFS day starts at 7:00am as our students arrive. All students must be in school at 7:15 to be registered and start with impactful daily routine and morning activities.

There are two 30 min supportive break times for the students to eat and play, they are at 8:30 and 11.00.

The school ends each day at 12:30 for F1 & F2 and all students must be collected punctually at the end of the day. We do have After School Care for EYFS siblings that needs to wait for Main School siblings to finish or children who use the bus service. If you are going to be late for any reason, you must inform the Class Teacher on DOJO or by phoning the reception ahead of time. During Terms 1-3, ECA's will take place on Sundays, Tuesdays & Wednesdays between 12:30 -1:30pm.

All children must be collected by an adult, students are to be collected from the reception area where the Class teacher, TA and security will be assisting.

Registration & Fine Motor Activities	7.00 to 7:30
Lesson 1	7.30 to 8.00
Lesson 2	8.00 to 8.30
Snack 1	8:30 to 9:00
Lesson 3	9:00 to 9:30
Lesson 4	9.30 to 10.00
Lesson 5	10.00 to 10.30
Lesson 6	10:30 to 11:00
Snack 2	11:00 to 11:30
Lesson 7	11:30 to 12:00
Lesson 8	12:00 to 12:30

The
Primary School Day

Our school day begins for all primary students at 7:00am. All students must be in school at this time to ensure that they do not miss out on registration and valuable learning time.

There are two supervised break times for the students to eat and play, they are at 8:50 and 10.50.

The school ends each day at 1:20 for Year 1 and 1:30pm for all other students. Students must be collected punctually at the end of the day. If you are going to be late for any reason, you must inform the Class Teacher on DOJO. During Terms 1-3, ECA's will take place on Sundays and Wednesdays between 1:45-2:30pm.

All children must be collected by an adult, Key stage 1 students are to be collected from the Key stage 1 Foyer, Key stage 2 children are to be collected from the Key stage 2 Foyer.

Registration	7.00 to 7:10
Lesson 1	7.10 to 8.00
Lesson 2	8.00 to 8.50
Break	8:50-9:10
Lesson 3	9:10 to 10:00
Lesson 4	10.00 to 10.50
Break	10.50 to 11.10
Lesson 5	11:10 to 12:00
Lesson 6	12:00 to 12:45
Lesson 7	12:45 - 13:30

Primary Before & Afterschool Procedures

Parents will not be permitted to enter the school premises, with the exception of the administration area for paying fees and registration requirements.

All primary students will be dropped off at the main or side gates. The gates will open from 6:45am until 7:10am and from 1:20pm until 1:45pm.There will be staff guiding your children into their classroom where their Class Teacher will be waiting for them.

To ensure the health and safety of all our students at home time, all students must stay with the class teacher in the allocated pick up area until a parent or guardian has arrived to collect their child.

Students in Year 3 and above are allowed to walk home, if the Class Teacher received written permission from the parent. These students will receive a walking pass. Students going home by bus will be accompanied by the bus assistant to the bus.

EYFS students must be collected by an adult (siblings above 16 need special permission).

Parents and drivers are asked to be extremely vigilant and cautious when dropping off and collecting students. 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.

Registration 7:00 – 7:10am.

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.

Key Procedures

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.

If your child arrives after 7.10am they must sign in at reception and will be recorded as "late." If you need to collect your child early from school, you must collect a blue slip form reception and have it signed by the class teacher before you will be able to leave the school grounds. If your child is unwell you need to notify the teacher in writing so it is recorded as sick. If absent for any other reason, you must also inform the school/class teacher. Leave request forms are at the reception.

Records of lateness and absenteeism are recorded on your child's school report whether they are approved or unapproved. Persistent lateness and absenteeism will be followed up with letters or email home.

If your child is not permitted to come to school due to a family member or your child having a chronic illness, please provide the school with the "Schools Exemption Chronic Disease Certificate."

Accidents and Sickness

If your child has any of the following symptoms, they MUST be kept at home;

- Fever, Dry Cough, Tiredness
- If your child has tested positive for Covid-19 you MUST inform the school as early as possible.

Key Procedures

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. There is an isolation room in school where children who show any symptoms which could be related to Covid-19 will go and remain until parents' collection.

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

Chicken pox - 7 days or until lesions have healed
Measles - 7 Days
Mumps - 14 Days
Rubella (German measles) - 10 Days
Head Lice - Students may return to school after treatment has been administered, however a second dose must be given a week later.
Conjunctivitis - Until treated and no discharge from the eye or any discolouration.

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

Assembly

The assemblies are held on various days of the week. During assemblies, students have the opportunity to learn about important issues as well as to showcase what they are learning in the classroom and receive rewards for good behaviour and good work.

In EYFS assemblies we talk about the event or highlight of the week, celebrate our star of the week and un-bee-lievable value of the week. From Term 2 onwards we send out special weekly invitations to the parents whose children will be celebrate, so they can attend the suscess celebrations with us.

Our
Uniform

Students should be dressed in full uniform each day. Please be clear that trainers may not be worn as a substitute for school shoes and black leather shoes must be worn at all times, with the exception of your child's P.E day. 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.

As the temperature drops in the winter months, pupils have to wear warm clothing. The correct NIA 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. Any warm clothing, which does not form part of NIA's uniform will be confiscated by the Class Teacher and returned to the pupil at the end of the day. You will receive a Cause of Concern uniform letter from the Deputy of Primary (Pastoral) if your child consistently wears the incorrect uniform. Sanctions will be logged according to NIA's Behaviour and Discipline Policy.

Transparent Communication

At NIA we encourage open communication between parents and staff at all levels.

Communication with Staff

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 with the registrar. We like to keep parents informed about the day-to-day occurrences at school. If you wish to speak to the teacher, you are required to make an online appointment via Class Dojo. All teachers use ClassDojo and you will be able to communicate with the teacher this way – it is an excellent way to keep up to date with what is happening in your child's class.

Information / Parent Meetings

All parents are expected to attend Parent/Teacher Interview Evenings 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 teachers or members of the school's Leadership Team at any other time, you are more than welcome to make an appointment via the school office. It is essential that you make an appointment in advance as teachers cannot be disturbed during their teaching time. If you have a concern about a child other than your own child, speak to that child's class teacher, do not approach the child.

Parental Involvement and the Parents as Partners

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 a Parents as Partners group 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 group which helps focus parental participation in school life, please do not hesitate to contact Mr Nathan Unwin nathan.unwin@nia-newtonschools.com

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.
- Keep regular contact with your child's teachers whenever you can. If you have concerns sit down with the class *teacher,* subject teacher, counsellor or members of the SMT. Find out what your child thinks. Find out if the school knows something you don't or if you know something the school doesn't.
- Do not hesitate to contact the school to discuss issues. We are here to help in any way we can.
- Ensure your child arrives at school on time and has all equipment ready for lessons.
- Ensure your child is collected promptly so they have time to rest and do required homework on a daily basis.
- Read daily with your child.
- Ensure that your child has enough sleep.

Homework

Homework is an integral part of the school experience. Homework will be scheduled weekly on Google Classroom and should be submitted online. Your child (KS2) will also be required to complete English, Mathematics and Science homework on the Atom platform. Each child will receive a login and homework allocated weekly.

All Key Stage 1 and 2 children are expected to read every night as part of their homework.

In EYFS, the F1s & F2s will be given suggestive activities on the Weekly Newsletter throughout the year. Each term will have different expectations and will be progressive according to their academic progress.

How to help your child **Succeed at school**

The school has subscribed to LiteracyPlanet, TTRS, Bug Club and ATOM as online resources to support children's learning in English and Mathematics in a differentiated manner. Children will be given their log in details during the first term which will enable teachers to track the children's progress.
Work will be assigned for your child on the websites.

What to Do When You Don't Know the Answer.

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

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

How to help your child **Succeed at school**

Pastoral

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

The House System, PB4L and P4C

All students are placed in one of four Houses in Primary (Bell House, Curie House, Edison House and Wright House). At least once a term, there will be House Days where the children come in dressed in their House colours and take part in a series of events. This is alongside a number of other school events throughout the year like Maths Week, Science Week, Book Week 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. The House points will be added weekly and at the end of each ½ term the winning house will get the chance to come in dressed in their house colours.

We run a "Positive Behaviour for Learning programme" (PB4L) where students are all taught the expectations. This is based around the school values and students' needs. Each week, the PB4L is also added to the front of the homework sheet.

Finally, we have also implemented the Philosophy for Children (P4C) programme. Once a week the children will take a relevant issue, stimulus or quote and discuss what it means to them. This is a good chance for the children to link their real-life experience with solving problems. It also allows the children to see that others think the same way they do. P4C homework is also given as this is an opportunity for you to discuss issues with your child/children.

How to help your child
Succeed at school

Leadership is a quality that all students at Newton International Academy are encouraged and supported to develop. Students from Foundation to Year 6 take on the role of leaders of their own learning. Through the curriculum and our many extra-curricular activities, all students are encouraged to develop the skills necessary to be a leader. This ensures that all students perceive themselves as leaders and have the opportunity and confidence to take on leadership roles.

Student leadership roles are available for children from F2 - Year 6. They are challenged as individuals to develop a sense of vision and purpose as they take on responsibilities. They develop interpersonal and intrapersonal skills including communication, negotiation, teamwork and reflection. Students are given opportunities to develop the skills of active, reflective listeners who respond effectively as they work with others to determine and achieve collective goals.

Primary Ambassadors and prefects

There are 2 Primary ambassadors and 12 Student Prefects selected from Year 6 who are keen to promote our school core values: Respect, Honesty, Transparent Communication, Empathy, Support, Diversity, Social Responsibility, Personal Accountability, Environmental Awareness. Primary ambassadors and student prefects have have been selected because they really care about the well-being of the children in our school, treating others how they want to be treated and believe listening to one another is extremely important in moving the school forward.

Student council

Student in each class (Years 3-6) elect two representatives to sit on the School Council. This elected body meets regularly with the Deputy Head of Primary / Head of Student council and occasionally with Head of Primary to discuss important Primary issues. At these meetings the representatives convey the views of the students to Management and this provides student voice and student led initiatives that helps to shape policies within the Primary School.

Young Leaders

The Young Leaders Program is an innovative initiative designed for Early Years (F2) and Key Stage 1 students, aimed at nurturing and identifying potential future candidates for the school council and prefect system. With one child from each class participating in the program, we strive to empower these young students to become exceptional role models, displaying strong leadership qualities and skills. Through a series of engaging activities, children will have the opportunity to develop crucial skills that will enable them to become effective leaders in the years to come.

How to help your child **Succeed at school**

Extra-Curricular Activities

A range of after school activities takes place:
*From 12:30 - 13:30 (EYFS) on Sunday - Wednesday
*From 1:45-2:25pm (Primary) on Sunday and Wednesday.
These activities are arranged by staff and outside companies and include sports, music, chess, ballet, swimming, crafts and drama activities. These activities are advertised in advance and students are given the opportunity to select an activity of their choice in each term. Many of these activities are very popular so it is important to return ECA reply slips promptly as students are allocated on a first come, first in basis.
Students should be collected:
*At 13:30 (EYFS) from aftercare
*At 2:25pm from the allocated side gates.

School Counsellor

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

Activity Weeks

Newton International Academy runs activity weeks throughout the year. The students find the weeks very enjoyable and learn a lot whilst having fun. The events for this year include Healthy Eating week, Science Week, Maths week, International Week, Anti-bullying week, Arabic week, Humanities Week, P4C day etc.

School Trips

All year groups will be taken on at least two school trips each year. Trips will usually be educational although occasionally students are taken on trips to celebrate achievement, hard work or good behaviour. It is crucial that permission slips are returned, otherwise students cannot attend the trip. We follow MOE guidelines when arranging trips to ensure high quality safeguarding.

How to help your child
Succeed at school

Zero Tolerance

NIA has a zero-tolerance policy for anti-social behaviour. Fighting and bullying are not allowed in school and will not be tolerated. If a child is caught fighting or bullying other students, parents will be contacted. Please read the school Behaviour Policy and Anti Bullying Policy. Please note that bullying also includes use of the internet which is called cyber bullying.

Mobile Phones

We ask that parents do not allow their children to bring mobile phones to school. However, should they do so and they are seen using it, it will be confiscated and only returned to their parent. Students should leave their phones with the class teacher for safe keeping, however neither the teacher nor the school will be held responsible for the loss or theft of mobile phones. Students should not be contacting parents during the school day.

Birthdays

We enjoy helping your child to celebrate their birthday. However, disruption needs to be kept to a minimum so that teaching and learning is not interrupted – a cupcake and juice is recommended. Should you want to bring cupcakes in for your child and their peers, please notify the class teacher at least three days in advance and specify what you would like to bring. Birthday celebrations will only take place at the end of the school day on a Thursday (not always possible due to timetables). Remember no fast food is allowed as we promote a healthy eating environment.

Transport

Buses are provided through a private company which is not part of the Newton Group.

Walking

Primary children In Year 3 and above who live very close to the school and have written permission from their parents may walk home. A child may only escort a primary aged sibling home if they are in the secondary school, live very close to the school and have written permission from their parents.

If their application to walk is approved the student will be issued with a pass for security reasons. The walking children MUST carry this pass with them when going to or from school every day. You must email the Deputy Head of Primary (Pastoral) if your child requires a walking pass. EYFS children must be collected by an adult.

EYFS
Settling your child into a new routine

We understand that the first days of school can be difficult and unsettling for both you and your child. It is never easy for a child to separate from their parents.

A child who is anxious and unhappy will have difficulty settling to learn. Equally, child will sense when a parent who is anxious and uncomfortable with the new setting and this in turn will have impact on the child's ability to settle in. for that reason, it is important for parents and staff to work together to help the child feel confident and secure in their new setting.

A settling-in period should be a gradual introduction of the child to the setting. A gradual withdrawal of the parent's presence is easier for the child and the parent to manage.

To help you and your child settle into school we suggest the following:

- Before their first day at school, talk about school and all the fun and interesting things they will be able to do every day, as well as the new friends they will play with.
- It is extremely important for your child to see that you trust their teacher. Your child looks to you for guidance and security and will feel a lot more comfortable when he/she sees that you are comfortable and happy for them to stay with their classroom teacher.
- Staying with your child in the class and then leaving him/her for short period eases the separation process. Please remember, the more your child comes and experiences the activities on offer and sees you interacting with the staff, the more settled she/he will feel.
- Most importantly, always reassure them about the fact that you will be back to pick them up and if anything happen, the teacher will call you and you will come immediately. If they are having difficulty separating, leave an item they know is important to you (e.g. your handbag, minus your wallet and keys) and ask them to look after it. They know you will come back for it and them.
- If needed, let your child bring a familiar toy or any reassuring item (a special blanket, Teddy, photo, etc.).

Settling can take longer for some children, therefore, parents should not feel worried if their child takes a while. You must be prepared to accept that it may take some time for your child to adjust to their new class and be flexible. Do not worry too much; eventually, they will settle.
Please be on time when dropping and collecting your child from school. It is a very important part of the settling process for your child to know that he will be collected from school. Children find it particularly distressing when they see other children being collected by their parents while they are waiting for your arrival. This allows them to be relaxed during the school day as they know they will be collected.

EYFS

Settling your child into a new routine

Be consistent in their attendance. Children need to develop a school routine to help with their settling process.

Talk to your child about his/her school day. By showing an interest in their day, you are showing him/her that you value their learning and school day.

Settling in period - Suggested plan

F1: First two week is early pick up 10:30

F2: First week early pick up 10:30

(Every step will be discussed with you and alternative plans will be suggested if needed)

Day 1 First day in school (especially for children who are New to school).	We suggest you stay with your child in his/her new classroom and spend an hour or so together in the classroom. This will normally be enough for your child's first day. During that time, the teacher will have a chat with you and will give you some important forms to fill in.
Day 2	Spend time with your child in the classroom and around the school, playing with the toys and getting to know the other children. We should then introduce a short period of time for your child to be on his/her own in the classroom, to see how well he/she manages on his/her own. Please remember it is very important you tell your child that you are leaving for a little while and will be back very soon. We have found that when parents leave their child alone in the class without warning and without telling them they are coming back very soon, the child becomes very distressed when he/she realises his mum or dad are not there anymore. Consequently, they will find it a lot more difficult to trust the setting and to settle in. For sure, your child will cry for a while. It may calm down soon after, it may not. If crying does not calm down after a little while, we will call you back.
Following days	Gradually, parents/carers should increase the time their child spend in school each day and increase the time their child spends in the classroom on his/her own. This period will vary from child to child and can take more or less time. We may sometimes allow your child to hear your voice on the phone as an aid, even if you are still in the building.
What if...?	If a child continues to be distressed after a long period of time, we will try to find solutions with you that will work in the child's best interest.

EYFS
Curriculum

We incorporate the following beliefs into our outstanding practice:

- High expectations sit at the core of all we believe. Through precision assessment, planning and teaching every child will excel.

- We believe that learning is a partnership between children, families and school. Therefore, at NIA, we actively encourage parental involvement to promote shared understanding and experience between home and school.

- Every child is unique and special. Therefore, observation, assessment and evaluation of children's individual needs, ability and preferences are key - this enables teachers to plan precisely, enabling each child to make progress in all aspects of their learning and development.

- Children grow and develop at different rates. We assess and observe children regularly in order to identify and promote children's individual abilities and strengths, offering them opportunities and challenges to experiment and succeed.

- Children learn most effectively through active participation within a familiar context; in a safe, secure and stimulating environment, where they are motivated and interested and where they feel confident in themselves and their own abilities. The environment and learning tools we provide, both indoors and out, will enable children to learn, flourish, grow and so fulfil their potential.

- Exploration gives children the opportunity to learn about themselves and the world they live in. Children learn by doing, rather than being told. Active learning is a fundamental principle that underpins the curriculum throughout primary school.

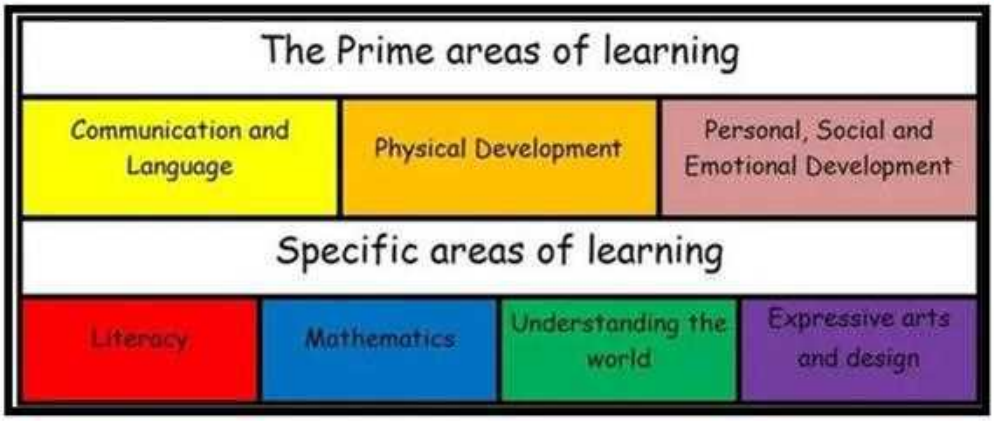
- Children need time and space to produce learning of quality and depth. Appropriate planning, evaluation, resourcing, organisation and management enables them to have this time and space.

- Children need to be encouraged to be independent and autonomous in their learning, to think in a positive way about themselves so that they feel respected as individuals, whose cultures and language are valued.

- All adults are positive role models; giving confidence and offering choices, aware of when to support learning and when to teach, in ensuring quality learning experiences for all children.

(Complete Teaching & Learning Policy can be found separately with more detail)

EYFS
Curriculum



The Seven Areas of Learning

The Three Prime Areas:

- **Communication and Language (C&L)** development 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.

- **Physical Development (PD)** provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement in both gross and fine motor skills. We help children to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal, Social and Emotional Development (PSED)** consists of 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.

The Four Specific Areas:

- **Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics (M)** provide 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.

- **Understanding the world (UW)** 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.

- **Expressive arts and design (EAD)** enables 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.

EYFS
Curriculum

The Learning Environment

We recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. All classrooms are organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. Children are taught to access the resources available in the classroom environment, independently. This enables them to follow their own ideas and interests. The variety of resources will be based on the needs and interests of the individual children.

Indoor Provision

Each class is organised to create opportunities where the children can securely be active or be quiet and rest. The classroom provides a wide range of different learning areas:

- Reading corner – books, print, comics, magazines available
- Mark making/graphics area/Writing area
- Creative area
- Sand/water/exploration area key focus on understanding the world
- Role play area/home-corner
- Construction area
- Mathematics area

Outdoor Provision

At NIA, we believe in the importance of outdoor learning opportunities. All classrooms have their own enclosed outdoor learning area, as well as having an outdoor play space and garden. Being outdoors offers the children different opportunities to explore, use their senses and be physically active.

The outdoor provision includes opportunities for:

- Cycling-wheeled toys
- Climbing/balancing/jumping equipment
- Sand and water play
- Role play
- Exploration
- Large block play
- Mark-making
- Problem Solving and Numeracy

Our Curriculum

Assessments and Reports

There are different types of assessments within Primary. These range from weekly spelling and Mental Math tests, end of topic tests, end of unit tests and continuous assessment to end of term exams. Reports are issued to students at the end of each term. End of Term 1 and 2 reports are a snapshot of a child's progress, whereas the report at the end of Term 3 is a more detailed report. The reports are very informative and help parents understand their child's academic strengths and become aware of areas where there is room for improvement. Reports are usually issued before parent meetings so that parents can use the reported information to discuss their child's progress further.

Marking

When marking teachers are identifying the strengths and noting areas for development. When marking, next steps in learning will be given as well as strengths. Our marking feedback is given in the following forms: written feedback, verbal feedback from the class teacher, peer- and self-assessment.

Assessing Pupil Progress

Assessment used for Year 1-6 is in line with the national curriculum guidelines. Each unit of work that the students complete will end with an assessment.

Subjects

English
Mathematics
Science
Geography
History
Art & Design & Technology

French (KS2)
ICT
Arabic /Islamic Studies
Music
Citizenship
P.E.
P4C
Character Education

Our Curriculum

English

At Newton International Academy we follow the UK Curriculum objectives for the teaching of English. These objectives ensure all students are given the opportunity to work with different types of texts, both fiction and non-fiction. The aim is to promote high standards of language by equipping students with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

In English, we follow Talk 4 Writing, developed by Pie Corbett. This powerful teaching approach is based on the principles of how people learn. The movement from imitation, innovation to independent application lends itself perfectly to meeting the needs of all our different students. The Talk for Writing approach enables students to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that students internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence.

At NIA we encourage all students to read as much as possible to ensure standards in English are reached. We utilise methods such as E books, Guided Reading, circle discussion and structured library sessions. We also encourage parent participation by sending books home to practise the words and fluency of their reading as well as their comprehension. Our school library is open to all children throughout the school week

Speaking and Listening is integrated into every aspect of school life. The students are always encouraged to speak in English. They have opportunities to perform in class assemblies to a wide audience, which also encourages listening skills. Key Stage 1 follows a phonics programme which supports students to learn letter sounds and blends to help with spelling, writing and reading. This is taught alongside a well-rounded literacy programme which included the learning of basic sight words and regular guided reading

Our Curriculum

Mathematics

At NIA we use the White Rose Scheme, as a resource, for Mathematics which we use to plan and implement our Mathematicsnprogramme. Mathematics lessons are carried out daily in every class across the primary school.

The main mathematical topics covered within each year group include:

Numbers and the number system

Counting and number sequences
Place value and ordering
Estimating and rounding
Proportions and rations including fractions

Calculations

Understanding addition and subtraction
Mental calculation strategies for addition and subtraction
Understanding multiplication and division
Mental calculation strategies for multiplication and division.

Solving Problems

Making decisions
Reasoning about numbers or shapes
Problems involving "real life", money and measures

Statistics

Organising and using data

Geometry

Measures related to length, mass, capacity, calendars and time, shape and space- 2D, 3D, position, patterns

Our Curriculum

Humanities

Geography and History are often linked where possible to enable more creativity in teaching and learning.

KS1 History topics include studies which compare life now with life in the past, famous events like Great Fire of London and famous people. KS1 Geography covers topics such as the Local area, safety and the world around us.

KS2 History topics include a study of an Ancient Civilization in each year group, for example, the Greeks or Romans, and more recent history, such as the Victorians.

KS2 has incorporated the history of Qatar into its curriculum as part of the local history unit. Geography covers topics such as Map work, Water and Climate.

Science

In Science students will experience an integrated programme through a variety of topics. We offer a balance between obtaining knowledge, developing scientific skills and the application of both of these strands through investigation. Within the curriculum, certain topics and areas are repeated across year groups, meaning that children may revisit a particular topic in each year of Primary School but with increasing difficulty and with a different focus each time. Children are expected to master certain skills like being able to carry out investigations, record simple data, plan and carry out a fair test and be able to draw conclusions from their results and record them using a range of graphs and charts.

Students will learn about a wider range of living things, materials and phenomena. They will start to create links between ideas and apply their knowledge and understanding of scientific ideas to everyday things and their personal health. Students will have the opportunity to take part in a "Science Week," in which they will have the chance to do lots of 'hands on' science activities.

Our Curriculum

P4C

Philosophy for children is an opportunity to voice their opinion, be listened to as well as listen to their peers in a structured and nurturing environment. Each week the children come together as a whole class and students are encouraged to speak freely and share their ideas and thoughts. The students are encouraged to become critical, collaborative, creative and caring thinkers.

Specialist Subjects in Key Stage One and Two

ICT

Each student has the opportunity to work in the ICT lab developing their ICT skills. We believe that it is very important for students to be confident in using a computer and its applications. This enables them to reinforce the skills that they have learned in school.

Physical Education

In P.E children acquire and develop skills in games, gymnastics and swimming. All children are required to take part in PE lessons as part of our encouragement of them to live a healthy lifestyle. We encourage the children to wear their PE Kit to school on the day of their PE lessons.

Art & Design and Design & Technology

In Art and D&T children have the opportunity to study the work of artists and copy their artistic style. Art topics include sculptures, Mother Nature, Can Buildings Speak, Self Portraits and Investigating Materials. Children will use different methods to nurture creativity and innovation through designing and making. D&T is integrated with other subjects and will also help them to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society. Design & Technology include topics such as Puppets, Moving Vehicles, making a Chair and Making a Sandwich.

Our Curriculum

Music

Children attend one music lesson each week. Not only do students learn to sing new songs, but they also have the opportunity to learn to play instruments and play these in time to different rhythms. Music is part of the curriculum and is taken by all students from years 1 to 6.

French

All children from Year 3 through to Year 6 will take part in one French lesson a week. During this lesson children will learn the French language, ranging from numbers and the alphabet to being able to introduce yourself in French.

Arabic

The Arabic curriculum consists of two levels. Each level aims to help students to acquire good speaking, listening and reading skills. This series helps beginners build gradual interest in developing practical linguistic skills in listening, speaking, reading and writing. At all levels work is differentiated.

Islamic Studies & Citizenship

All children of Muslim faith attend two lessons of Islamic studies per week where they learn about Islamic faith and culture from specialist teachers. All non-Muslim children remain with their class teachers during this time to study citizenship and world issues.

Every parent will be issued with a curriculum overview at the start of each term to inform them of what their child is learning. It is also designed as a way of helping parents become more involved in their learning.

School Policies

Pupil Attendance Policy NIA Primary

Introduction

At Newton International Academy we believe that students 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. For a child to succeed in the school environment, it is essential that a high level of attendance is maintained. It has been proven that there is a strong correlation between success and attendance.

Our Target

Our target attendance rate of 94% is what the school will aim to attain each year. Newton International Academy works for approximately 180 days per academic year. In order to achieve this target and maintain our high standards we expect all children to not miss any more than 15 days over the school academic year, 5 days per term.

Meeting Expectations	94% to 100%	If a child's attendance is above 94% they are achieving Newton International Academy's expectations for attendance.
Requiring Improvement	90% to 93%	If a child's attendance drops below 93% but remains greater than 90%, the attendance requires improvement in order to meet our target and will be monitored.
Persistent Absence	80% to 90%	If a child's attendance drops below 90%, they are considered to be persistent absentees, which is proven to reduce their chances of success in school.
Chronic Absence	Less than 80%	If a child's attendance drops below 80% this is considered chronic absence, which will trigger a meeting with the Principal where the need for urgent improvement will be discussed.

School
Policies

Please note that if your child is absent for more than 36 days (below 80%) in the school year, they may not be offered a place in the following academic year at the school.

At Newton we want to put in place a clear, workable policy to monitor, improve and maintain good attendance. This policy will involve a partnership with the school, parents and the school's Pastoral committee.

Purpose of the Policy

To ensure all parties are aware of their responsibilities.
To ensure high levels of attendance, in order for students to achieve outstanding levels of achievement, progress and personal growth.

Rights & Responsibilities

Improving attendance at Newton International School is the responsibility of everyone in the school community – pupils, parents and all staff.

Students

All students are expected to attend school and all their lessons regularly and punctually. At the end of each term students who have 100% attendance will be presented with certificates. Full attendance on a yearly basis will also be acknowledged in the form of an award at the annual Prize Giving.

Parents

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 student's absence from school must be considered unauthorised until a satisfactory explanation is forthcoming from the parent (in writing in the school diary). 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 congratulation or concern will be written to by the Key Stage Leader/ Deputy Head of Pastoral/Principal at the end of each term. Parents should avoid, if at all possible, making medical/dental appointments for their child during school hours.

School
Policies

School

Staff will endeavour to encourage good attendance and punctuality through personal example. Attendance is the responsibility of all school staff (not just teaching and pastoral staff). Newton International will employ a range of strategies to encourage good attendance and punctuality and will investigate promptly all absenteeism, liaising closely with parents. Staff will respond to all absenteeism firmly and consistently.

Registration

- Registration will be called at 7.00am for Year 1 to 6.
- After 7.10am students are classed as late as registers will be closed at this time.
- Pupils arriving after 7.10 am must register as late at reception.
- Late arrivals are recorded term by term on school reports.
- If a pupil is late 3 times, it will equate to 1 day's absence. These late days are included in the 18 days of absence mentioned above.

Procedures for following up lateness

Step 1: If the late arrival becomes a regular occurrence (the child has been late 3 times), the parents/guardians will receive an Initial Punctuality Concern from the school reminding the parents about lateness.

Step 2: If the lateness does not improve, (the child has been late 3 more times), the parents/guardians will receive a Continuing Punctuality Concern from the school reminding the parents about lateness.

Step 3: If the lateness still does not improve, (the child has been late at least 9 times), the parents/guardians will receive an Urgent Punctuality Concern from the school, inviting them to a meeting with a member of the primary school leadership team.

School **Policies**

Procedures for following up absences

Step 1: Parents will be phoned and an inquiry made by our admin team, if a child has been absent for 3 days.

Step 2: Parents will receive an Initial Absence Concern in writing if their child's absence has dropped below 90% at the time of review which happens every half term and once in Term 3 (5 times/school year).

Step 3: If attendance does not improve and remains <90% at the next time of review, parents will receive a Continuing Absence Concern in writing from the school.

Step 4: Parents will receive an Urgent Absence Concern if their child's attendance has not improved or drops to below 80% at the time of review.

Step 5: When they have been absent for 36 days, the parents will receive a Final Absence Concern providing written notification that their child's place in this school is under review for the following academic year due to very low attendance.

Truancy

- If any student is absent from the school without permission, then the parents/guardians shall be contacted by telephone or letter and the pupil will be detained after appropriate notification.
- If the truancy happens more than once, then the parents/guardians shall be requested to attend a meeting with the Deputy Principal or Principal to discuss the problem.
- If the truancy becomes chronic, then a referral will be made to the Social Counsellor and Parents' Affairs Officer.

Holidays

There are only 180 school days in an academic year, therefore families are discouraged from taking vacations during term time. All vacations or any unnecessary trips taken during term time will be registered and will count towards unauthorised absence for that academic year.

School Policies

Absenteeism

Pupils should always bring a note from parents/guardians explaining an absence. This should be given to the class teacher on the first day
of return to school.

Authorised Absence

An authorised absence is when a leave request has been approved by the principal or a written explanation (medical note) offered on the child's return to school. Holidays or travelling without a serious reason, do not meet the requirements of approved notification. Approved notification, will not be followed up by pastoral staff.

Unauthorised Absence

Where either no written explanation has been provided by parents or in cases when the principal has not approved the absence request e.g. in the case when a family takes a vacation during term time.

Health

A parent is permitted to sign their child off school for the first 2 days of absence. This should be in the form of a medical or personal note being given to the child's teacher on the child's return. *For absences of 3 days or more, a medical note must be provided.

Traffic in Doha

If you are held up in traffic, please contact your child's teacher on Class Dojo explaining this to be the case. Traffic congestion or road works are not legitimate excuses for continued tardiness. However, isolated incidents will be taken into consideration.

Appointments in the day

Children may only leave during the school day if collected by a parent or nanny/driver. If a child is removed from a class before 1:00 pm, it shall be treated as an absence UNLESS the parent presents a medical certificate for an appointment. Early exit from school counts in the same way as absences. Travel, traffic and non-availability of a driver – do not count as reasonable excuses.

***Parents or guardians must report to reception when collecting children early. Parents, drivers or nannies are not permitted to collect children directly from classrooms.**

School Policies

Sun Protection Policy

Rationale

Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn, skin damage and increases the risk of skin cancer. There will be no outdoor breaks, until further notice. However, children may still be exposed for some time to the sun during the peak UV times in the day. Protecting skin during the first 18 years of life can lower the risk of developing skin cancer by up to 78 percent. Just one blistering sunburn can double the risk of developing melanoma later in life.

Why Wear Hats?

Throughout Qatar, sun protection is required from April to November inclusive, especially between the hours of 11am and 4pm. Therefore, this policy applies during Terms 1 and 3.

Note: There are also benefits from sun exposure, including Vitamin D absorption, which is important for the development of healthy bones, muscles and teeth. During the winter months, students should be encouraged to actively enjoy the sun. This policy is adopted so that children attending Newton International Academy are protected from harmful UV radiation from the sun.

Everyday our skin is exposed to Ultraviolet (UV) radiation from the sun. Overexposure to ultraviolet radiation can cause sunburn, skin damage and an increased risk of developing skin cancer. School Sun Hats have a SPF rating of 50+ which means they block 98% of the UV radiation. These hats provide an excellent source of protection from UV for the face, ears, nose and back of the neck. However, sunscreen and sunglasses should still be worn with a hat as UV can be reflected back from surfaces, such as sand, water and concrete.

The good news is that covering skin with protective clothing, such as hats, wearing sunscreen and avoiding the sun at peak UV times of the day, can prevent sun damage to skin and reduce the risk of developing skin cancer. Teaching children to play safe in the sun from an early age is part of their education for life. Schools are an appropriate environment for sun safe behaviours to be taught and encouraged.

Wearing a hat and applying sunscreen when we go outside should be part of our daily routine, like brushing our teeth, or wearing a seat belt when we get into a car.

School
Policies

As part of general sun protection strategies, during Terms 1 and 3, between 11am and 4pm, our school will:

- Require children to wear broad-brimmed hats (min 7.5cms), legionnaire hats (with neck protection) or bucket hats (min 6 cm. brim, deep crown) when they are outside (e.g. playtime, P.E., sport, excursions and activities).
- Implement a "No Hat, Play in the Shade" policy.
- Require children without hats to sit in the shade.
- Work with parents to promote students' use of SPF 30+ broad-spectrum sunscreen.
- Encourage children to wear clothing that protects the skin from the sun (e.g. sleeves and collars) at all times.
- Encourage staff to role model SunSmart behaviour, particularly the use of appropriate hats, within the school grounds and during outdoor school activities.
- Regularly reinforce the SunSmart Policy, for example, through newsletters, parent meetings, student and teacher activities.
- Inform parents of the Sun Protection Policy at enrolment, especially the use of appropriate hats, clothing, SPF 30+ sunscreen, and encourage parents to practise SunSmart behaviour themselves.

School Policies

Uniform

Girls	Boys
Foundation Stage	
McKenzie pinafore White shirt with Newton logo White/navy socks School sweatshirt/fleece jacket (available term 2) Plain, flat black leather shoes with no motif. No trainer styles.	McKenzie shorts White shirt with Newton logo White/navy socks School sweatshirt/fleece jacket (available term 2) Plain, flat black leather shoes with no motif. No trainer styles.
Primary	
McKenzie skorts or loose-fitting navy-blue trousers. White shirt with school logo on it. Optional white t-shirt (can be long sleeved) may be worn underneath. No Abayas. White/navy socks School sweatshirt/fleece jacket (Available term 2) Plain, flat black leather shoes with no motif. No trainer styles.	Navy shorts/trousers White shirt with McKenzie tartan collar Optional white t-shirt (can be long sleeved) may be worn underneath. White/navy socks School sweatshirt/fleece jacket (available term 2) Plain, flat black leather shoes with no motif. No trainer styles.

Uniforms are on sale at NBA Barwa and NIS Lagoon or via the website HTTPS://uniform.newtonschools.Qa

School Policies

Physical Education

Plain navy shorts/ trousers
School polo shirt, a plain white vest may be worn under shirt (optional)
Trainers

Jewellery

Girls	Boys
One pair of small stud or sleeper earrings Watch Necklaces, rings, pendants, bracelets or any other type of jewellery is not allowed. No make up or nail varnish is to be worn.	Watch No earrings, necklaces or jewellery.

Hairstyles

Hair for both girls and boys should be conventional in style. Hair dye is not permitted.

Hair accessories for girls should be in the school colours. Hijab/scarves should be navy or black.

Uniforms are on sale at NBA Barwa and NIS Lagoon or via the website HTTPS://uniform.newtonschools.Qa

Students
Homework Primary

At Newton International Academy we believe that homework is an essential part of pupils' learning. It provides opportunities to practise skills, review content and deepen understanding of concepts learned. Homework can also assist students to develop self-regulation processes, such as goal-setting, time management and study skills. For the purpose of this policy document, it is important to note that at Newton International Academy, we expect that regular home reading will form part of students' daily routine and is considered an essential home activity.

Aims

At Newton International Academy we use homework to:

- reinforce classroom learning
- contribute to children's progress in school
- raise achievement
- provide opportunities to practise skills with parent/carer
- encourage learning as a life-long process
- promote habits of enquiry and investigation
- support development of independent learning skills
- promote an effective home/school partnership
- promote the importance of educational sustainable development.

Entitlement

All children are entitled to have homework set by their teacher which is matched to their ability and needs. Before setting homework, teachers consider what it is they hope to achieve and how the work set will relate to the educational needs of the individual child. In setting homework, careful thought is given to differentiation amongst the children in the class either by task set, quantity of work expected or level of intended outcome.

Students
Homework Primary

Homework will include the Learning Objectives for the week, the link to the Year group OneDrive as well as notes to parents. Homework for KS2 will be allocated on ATOM or in a booklet (KS1) and will involve some or all of the following activities:

- Reading: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school.
- Spellings and vocabulary extension: learning sounds and spellings; activities to apply spelling rules and patterns to extended tasks.
- Research into an aspect of the curriculum as preparation for, extension to, consolidation of or follow up to work carried out in class.
- Learning number facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc..) Times tables Rockstars
- Written assignments in English
- Handwriting
- P4C talk homework
- Other tasks to extend work done in class, including topic-based work.

Amount of Homework

As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this will include reading with a parent. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in years 5 and 6 tospend approximately 30 minutes per night. Of course, the natural abilities of individual children, their home life and parent's support play a huge part in the degree of time allocated for homework.

Monitoring and review

SMT/MMT at NIA are responsible for coordinating and monitoring the implementation of this policy. We allocate time for this vital task. It is the responsibility of SMT to agree and then monitor the school homework policy. Future development for homework will take into consideration any concerns that s raised by parents

Students
Homework Primary

Teachers

In setting and marking homework, teachers will:

- be aware of the school's homework policy and ensure it is implemented and followed;
- clearly communicate their expectations for homework to parents and students at the beginning of each year;
- ensure the homework tasks are accessible on the class Google Classroom.
- ensure homework that is set is understood and is able to be completed by the student;
- give reasonable time for homework completion
- match tasks to time and as far as possible to the abilities of the children
- ensure homework is marked in line with the school's marking policy
- provide feedback to children on their progress
- provide additional guidance for parents as part of termly curriculum letters, on how/when homework should be completed, including web links, etc.
- contact parents/caregivers to discuss any concerns regarding homework and give feedback through marking, during parents' meetings and in annual reports.
- provide flexible options for students to cater for varied access to resources and technology.

Parents

Parents have a vital role to play in their child's education, and homework is an important part of this process therefore all homework will specify the focus and expected outcome to aid parents in supporting their child. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing. If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. This is especially important if homework has not been completed so that teachers can help if a child has struggled with their work or know why homework has been delayed.

Students
Homework EYFS

Aim

At our Early Years Foundation Stage (EYFS), we recognize that children's learning and development extend beyond the classroom, and we believe that parent support and collaboration are crucial for fostering a love of learning.

Working together with families helps ensure children's progress, builds confidence, and strengthens their engagement in learning both at school and at home.

Purpose of Home Activity Suggestions

The purpose of home activities is to reinforce and extend the skills children are learning in the classroom in a way that is enjoyable and meaningful.

These activities provide opportunities for children to:

- Develop their early literacy, numeracy, and social skills in a home environment.
- Explore and apply their learning through fun and creative activities.
- Reinforce classroom learning or extend class activities
- Share their learning experiences with their family, building strong connections between home and school.
- Provide opportunities to practise skills with parent/carer
- Promote an effective home/school partnership

Required Support from Parents

Parents and carers play a vital role in supporting their child's learning. For these home activities to be most effective, it is important for parents to:

- Engage with their child: Actively participate in the activities and encourage curiosity and exploration.
- Provide a positive learning environment: Create a calm, quiet space with minimal distractions for completing tasks.
- Offer encouragement: Praise efforts, celebrate successes, and support children with challenges. Set rewards for completion or participation of school activities eg. sticker chart or pom poms in a jar.
- Communicate with the teacher: If there are concerns or difficulties with the homework, parents should consult the teacher who will be able to give clear guidance to ensure children receive the appropriate support.

Students
Homework EYFS

Time Commitments

Homework in the EYFS is designed to be short, engaging, and manageable.
We recommend that home activities take approximately 10-15 minutes per day for F1 and not longer than 30 minutes for F2.

This time should include:

- Daily reading to your child: A vital part of homework, encouraging a love of stories and improving early literacy skills.
- A practical task: A hands-on activity such as counting, identifying shapes, or exploring nature or a fine motor activity to promote writing skills & grips.
- Sharing family experiences: Reflecting on everyday experiences that connect to classroom learning.

Expectations of Activities F1: Suggestive activities at home

- Reading and Storytelling – Read a story to your child, talk about pictures in the book - Daily
- Practical Maths game – SplashLearn online allocated game focusing on counting objects, identifying shapes and numbers, identifying patterns or practicing basic addition and subtraction - 1x Weekly
- Phonetic awareness – Listening and participate in the phonic sound of the week in which they will play a game, recognise the phoneme and bring in a "show and tell" object of that sound - 1x Weekly
- Fine Motor Activities – Activities that involve using fingers to operate tools, resources, writing or art items with more precision and accuracy - 1x Weekly
- Exploring the Environment – Taking part in events and projects brought on by specialist weeks or events eg. making a Maths Hat for Maths Week or a topic for Show & Tell.

Students
Homework EYFS

Expectations of Activities F2: Required & Recommended activities at home

Required:

- Guided Reading – View the Homework Folder to see reading records for daily reading that takes less than 10 min- Daily
- Tricky words and Phonics—Flashcards to revise current learned tricky words and phonics sounds according to Jolly Phonics Sets and scaffolding. Children should practise for 5 min - Daily
- Handwriting & Letter formation– Activities that involve using fine motor skills and fingers to operate tools, resources, writing or art items with more precision and accuracy. 1x Phonics booklet will be shared at the beginning of the week. Each day there will be 3 pages available for practising which should not take more than 10 min (1x independent, 1x with support, 1x optional with reading and writing encouragement) - Daily

Recommended:

- Practical Maths game – SplashLearn online allocated game focusing on counting objects, identifying shapes and numbers, identifying patterns or practicing basic addition and subtraction - 1x Weekly
- Exploring the Environment – Taking part in events and projects brought on by specialist weeks or events eg. making a Maths Hat for Maths Week.

Teacher expectations:

- Be aware of the school's homework policy and ensure it is implemented and followed
- Clearly communicate their expectations for homework to parents and students at the beginning of each year and review it termly with the parents as well
- Ensure the homework tasks are accessible and provided on learning platforms and on Weekly Newsletter, within the Homework File
- Give reasonable time for homework completion
- Match tasks to time and as far as possible to the abilities of the children
- Provide flexible options for students to cater for varied access to resources and technology.
- Teachers will follow up with regards to the daily required homework after 3 days of uncompleted work (Reading records & Phonics booklet)

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