



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**



**NEWTON
INTERNATIONAL
ACADEMY**

PRIMARY PARENT HANDBOOK

2026-2027

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NEWTON
INTERNATIONAL
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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



Welcome Message

Dr Tereza Woolgar
Deputy Principal

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



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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.

I 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 providing an inclusive, respectful and supportive learning environment in which every student is valued and has access to high-quality education.

We celebrate the diversity of our international community and promote respect, fairness and equal opportunities for all. We actively work to remove barriers to learning and participation and ensure that students are supported according to their individual needs.

Discrimination, harassment and victimisation are not accepted within our school community. Through our curriculum, pastoral provision and school values, we promote positive relationships, mutual respect and understanding.

Safeguarding statement

At Newton International Academy Barwa, keeping children safe, happy and protected is at the heart of everything we do at NIA Barwa. 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.

Reporting a Safeguarding Concern

If you have a concern about the safety or wellbeing of a child, please contact the school immediately and ask to speak to a member of the Designated Safeguarding Lead (DSL) team. Current DSL information is displayed throughout the school and shared with parents. Safeguarding concerns will always be treated seriously, sensitively and in accordance with the school's safeguarding procedures.

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, bothering or deliberately hurting the feelings of other people.

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 these expectations will be addressed in accordance with the school's Behaviour and Discipline Policy, using appropriate and proportionate consequences.

The Primary School Day

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

Students have two supervised break times during the school day, at 8:50am and 10:50am, providing opportunities to eat and play.

The school ends each day at 1:30pm for all 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 1:45-2:20pm.

Students must be collected promptly at the end of the school day. Year 1-4 students will be collected directly from their classrooms, while Year 5-6 students will be collected from the designated KS2 foyer. Parents or authorised adults entering the school for collection must wear their authorised parent lanyard; anyone without a lanyard will be required to sign in at the gate. Students with an approved Walking Pass or Secondary Sibling Pass will follow the procedures outlined by the school.

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 & After-school Procedures

Parents and authorised adults may enter the designated collection areas at the end of the school day in accordance with the school's collection procedures. All adults entering for collection must wear an authorised parent lanyard or sign in at the gate.

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 may leave the school independently only where an approved Primary Walking Pass has been issued by the school. Parents must complete the required permission process before a Walking Pass is issued. Students must carry their pass and follow the school's dismissal procedures at all times. Students going home by bus will be accompanied by the bus assistant to the bus.

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.

ClassDojo is used for routine communication between home and school. Staff will respond to messages within a reasonable timeframe during the working week; however, ClassDojo should not be used for emergencies or urgent safeguarding matters. Parents are asked to communicate respectfully and to arrange an appointment where a matter requires a detailed discussion.

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 from reception and have it signed by the class teacher before leaving the school grounds.

If your child is absent due to illness, parents should inform the school as soon as possible through the agreed school communication channels. Medical documentation may be requested in line with the school's Attendance Policy.

If absent for any other reason, you must also inform the school/class teacher. Requests for planned leave during term time must be submitted to the school in advance using the appropriate leave request procedure.

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 a medical certificate.

Accidents and Sickness

Children who are unwell should not attend school. Parents should keep children at home if they have a fever, symptoms of a contagious illness, or are not well enough to participate comfortably in the school day. Parents should notify the school of any contagious illness and follow any medical or school guidance regarding the child's return to school.

Key

Procedures

If a student becomes unwell or is injured during the school day, the school nurse will assess the child and contact parents where necessary. Students who feel unwell must report to the school clinic and should not contact parents directly to request collection without first being assessed by the nurse.

Parents are responsible for ensuring that the school has accurate and up-to-date medical and emergency contact information for their child.

Parents must notify the school if their child has a contagious illness. Students may be required to remain at home for an appropriate exclusion period and, where necessary, provide medical clearance before returning to school. The school follows current health and Ministry guidance when managing communicable illnesses.

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 opportunities to explore important themes and the weekly Character Education virtue, celebrate learning and receive recognition for positive behaviour, effort and achievement.

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.

Students wearing non-uniform outerwear may be asked to remove the item during the school day. Parents will be contacted where incorrect uniform becomes a repeated concern.

You will receive a Cause of Concern uniform letter from the Deputy Head of Primary (Pastoral) if your child consistently wears the incorrect uniform. Sanctions will be logged according to NIA's Behaviour and Discipline Policy.



Primary (Grade 1-6)

Daily Wear (Mandatory)



Unisex White Shirt



Girls Skort, Tartan



Bermuda Shorts, Navy



Boys Trousers, Navy



Accessories (Optional)



Winter Jacket, Navy



Unisex Sweatshirt, Navy



Sports Wear



(Mandatory)
Unisex PE Polo Shirt, White



Unisex PE Track Pants, Navy



(Optional)
Unisex PE Shorts, Navy



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 involving a child other than your own, please raise the matter with a member of staff. Parents should not approach another child directly.

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 value the contribution that parents make to school life and welcome opportunities for parents to support learning, events and community initiatives. Parents who would like to become involved in our Parents as Partners activities should contact the Primary Leadership Team through the school office.

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 important part of the learning process and provides opportunities for students to practise, consolidate and extend learning completed in school. Homework expectations vary according to the age and year group of the student.

All students are expected to read regularly at home. Teachers will communicate year-group homework expectations and details of any digital learning platforms used.

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

The school uses a range of age-appropriate digital platforms and resources to support learning in English, Mathematics and other curriculum areas. Login details and information about the platforms used within each year group will be shared with parents and students by their teachers. Teachers may use these platforms to allocate activities and monitor student progress.

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 emphasise 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. Reassure your child that finding something difficult is a normal part of learning and encourage them to keep trying.
- **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. Providing guidance is helpful, but completing the work for your child can prevent them from developing independence and understanding.

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, Positive Behaviour, Character Education and P4C

All Primary students belong to one of four Houses: Bell, Curie, Edison or Wright. Students earn House points through positive behaviour, effort, participation, leadership and demonstrating the school values. House events, competitions and celebrations take place throughout the year and help to develop teamwork, belonging and school spirit.

Positive behaviour is promoted through clear expectations, recognition and rewards. Students are encouraged to make responsible choices, treat others with respect and take responsibility for their actions. Where difficulties occur, staff use age-appropriate consequences, reflection and restorative approaches to help students learn from their choices.

Character Education is an important part of life at NIA Barwa. Weekly virtues are explored through assemblies, classroom activities, discussion and opportunities for students to put these values into action at school and in the wider community.

Philosophy for Children (P4C) provides students with regular opportunities to explore questions and ideas through discussion. Students learn to become caring, collaborative, creative and critical thinkers while developing confidence in expressing their views and listening respectfully to others.

How to help your child

Behaviour and Positive Relationships

At Newton International Academy Barwa, we aim to create a safe, respectful and positive learning environment in which every student can thrive.

We teach clear expectations for behaviour and encourage students to demonstrate the school values through their choices, relationships and actions. Positive behaviour, effort and responsible choices are recognised through praise, ClassDojo points, House points, certificates, assemblies and other school celebrations.

When behaviour does not meet expectations, staff use age-appropriate consequences alongside reflection and restorative approaches. Students are supported to understand the impact of their actions, repair relationships and make better choices in the future.

Repeated or more serious behaviour concerns are recorded and communicated with parents. Where appropriate, additional pastoral support, behaviour monitoring or an individual support plan may be introduced.

Bullying, discriminatory behaviour, physical aggression and behaviour that compromises the safety or wellbeing of others are taken seriously and addressed in accordance with the school's Behaviour and Safeguarding Policies.

We believe that positive behaviour is most successfully supported when the school, student and family work together in partnership.

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

Student Leadership

Leadership is a quality that all students at Newton International Academy Barwa are encouraged and supported to develop. From EYFS through to Year 6, students are given age-appropriate opportunities to take responsibility, contribute to school life and develop confidence, communication, teamwork and decision-making skills.

Primary Ambassadors and Prefects

Year 6 students have the opportunity to serve as Primary Ambassadors and Prefects. Prefects take responsibility for different areas of school life and work alongside staff to support school improvement and student-led initiatives.

Areas of responsibility may include sustainability and Eco-Schools, culture and diversity, community and charity, sport and healthy lifestyles, digital citizenship and online safety, learning, events and trips, student voice and inclusion, House and school spirit, and wellbeing and positive relationships.

A Character Education Prefect also helps to promote the school values, positive relationships, wellbeing and student voice across Primary.

Student Council

Student Council representatives provide an important voice for their classmates. Representatives meet regularly with staff to share students' ideas, discuss areas for improvement and contribute to initiatives that positively influence school life.

Young Leaders

Younger students are also given opportunities to take on leadership responsibilities appropriate to their age. These roles help students develop confidence, responsibility and the skills needed to become positive role models within the school community.

At NIA Barwa, we believe that every child can develop as a leader and make a positive difference.

How to help your child Succeed at school

Extra-Curricular Activities

A range of after school activities takes place:

*From 1:45-2:20pm (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. Places are limited for some activities and allocation procedures will be communicated to parents when ECA registration opens.

Students should be collected:

At 2:20pm, ECA teachers will escort all students to the designated Primary Waiting Areas:

KS1 Waiting Area – Year 1 to Year 3

KS2 Waiting Area – Year 4 to Year 6

Students will be collected by their parents, guardians or authorised siblings from the appropriate waiting area. Students who hold an approved Primary Walking Pass may leave the school premises independently, while students who hold an approved Secondary Sibling Pass will remain in the designated waiting area until collected by their secondary sibling.

If a student has not been collected by 2:30pm, they will remain under supervision in the appropriate waiting area, and ECA staff will follow up with parents regarding delayed collection.

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

Throughout the year, students participate in a range of themed days and weeks that enrich the curriculum and promote wider personal development. These may include Science Week, Maths Week, International and Global Awareness activities, Anti-Bullying Week, Arabic Week, P4C activities, sustainability initiatives and other whole-school events.

School Trips

Students will have opportunities to participate in educational visits and school trips throughout the year. These experiences are designed to enrich the curriculum, support learning and provide opportunities for personal and social development. Parents will receive information and consent requirements in advance of each trip. All educational visits are planned in accordance with school safeguarding, risk assessment and Ministry requirements.

Our Curriculum

Assessments and Reports

Assessment is an ongoing part of teaching and learning at NIA Barwa. Teachers use a range of formative and summative assessment approaches to identify what students know and can do, monitor progress and plan appropriate next steps in learning.

Assessment may include classroom observations, questioning, classwork, quizzes, end-of-unit assessments and formal assessments where appropriate to the student's age and year group.

Parents receive regular information about their child's progress through school reports and Parent-Teacher meetings. Reports provide information about achievement, progress, strengths and areas for further development.

Feedback and Marking

Feedback is used to help students understand what they have done well and what they need to do next to improve. Feedback may be verbal, written, whole-class, peer or self-assessment, depending on the age of the student, the learning activity and the purpose of the task. Not every piece of work will receive written feedback. Teachers use professional judgement to provide feedback that is purposeful, timely and supports progress.

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 Mathematics programme. 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
- Ratio, proportion and 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.

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

NIA Barwa is committed to protecting students from excessive heat and sun exposure. Outdoor activities and break times are carefully managed according to weather conditions, temperature and relevant school and Ministry guidance. During periods of extreme heat, outdoor activities may be restricted, shortened or moved indoors.

Parents are encouraged to ensure that students bring a labelled water bottle to school each day and use appropriate sun protection where required.

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:

- Encourage students to use appropriate sun protection, including school-approved hats where required, during outdoor activities.
- Ensure that appropriate shaded areas are available and that outdoor activity is adjusted according to weather conditions.
- 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
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. Students are expected to wear the full approved school uniform during the school day. Non-uniform garments should not be worn in place of the required uniform. 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](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](https://uniform.newtonschools.Qa)

Students

Supporting learning at home

We value the important role parents play in supporting learning at home. Homework is designed to reinforce classroom learning, develop independence and provide opportunities for students to practise and consolidate key skills. Homework expectations increase gradually as students move through Primary. Students should complete regular reading alongside the homework activities set by their teachers.

Teachers will clearly communicate homework expectations and provide appropriate time for completion. Homework should be suitable for the age and ability of the student and should be manageable alongside family life and other commitments.

Parents can support learning by:

- providing a suitable space and routine for homework;
- encouraging regular reading;
- discussing learning with their child;
- encouraging independence rather than completing work for them; and
- contacting the class teacher if their child regularly struggles to complete homework.

Details of year-group homework expectations and any digital platforms used will be shared with parents by teachers.



Our Contact Details



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EYFS – Oryx Building – 40016403



EYFS – Pearl Building – 40016402



Principal – Nadia January

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Deputy Head of Primary, Academics – Sonia Santos sonia.santos@nia-newtonschoools.com



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