



Curriculum Policy 2021 -22

Aims and Principles

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

Our curriculum is designed to allow each student to:

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

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

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

Early Years Foundation Stage

The EYFS Framework sets the standards for learning, development and care for children from birth up to 5 years of age. The principles which guide the work of our Early Years Professionals are grouped into four themes:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

Areas of Learning and Development

There are seven areas in which our Early Years Professionals support children to learn and develop. These are:

1. Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

2. Physical development

Personal, social and emotional development

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

3. Literacy development

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

4. Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

5. Understanding the World

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

6. Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

7. Teaching phonics

<https://www.teachyourmonstertoread.com/>

<https://www.youtube.com/watch?v=iuCuND7k5jc>

<https://www.topmarks.co.uk/phonics/balloon-phonics-cvc-game>

Singing/Rhymes

<http://www.songsforteaching.com/nurseryrhymes.htm>

<http://bussongs.com>

Stories

<https://storylineonline.net/>

Primary

The courses for KS1 and KS2 are designed to meet the requirements of the English National Curriculum.

Subjects

English, mathematics, Science, Geography, History, Art, Design and Technology, French, ICT, Arabic/Islamic, music, Citizenship, PE.

Secondary

Key Stage Three

All students follow the British National Curriculum

The Key Stage Three curriculum builds on the experiences students have had at their primary school. Our aim is to transfer the skills and attributes from the primary phase and introduce teaching by subject specialists. In particular, we encourage students to use their skills across the curriculum and not to confine them to the subject in which they happen to be learned.

The subjects currently offered are: English, Mathematics, Science, ICT, History, Geography, French, Arabic, Islamic Studies, Qatar History, P.E., Art and Design Technology, with English, Science and Mathematics being taught each day of the academic week. There is also an extensive extra-curricular activity programme which extends the breadth of opportunities both academically, artistically and practically.

Within the structure of the National Strategies, the Programmes of Study set out what students should be taught, and the attainment target sets out the expected standards of students' performance. The aim of KS3 is to focus upon the practical development of the skills needed to develop the students to become successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

External assessments are undertaken in maths and English years 7, 8 and 9 as well as cognitive ability tests in year 7 which provide benchmark figures for our students, relative to UK averages, which inform planning and progress.

Key Stage 4 curriculum

Compulsory

- Mathematics (5 lessons)
- English as an additional language (5 lessons)
- Information and Communication Technology (3 lessons)
- Islamic (2 lessons)
- PE (1 lesson)
- Tutorial (1 lesson)

Options

One subject from each of the 6 blocks. There are 3 lessons for each subject.

Additional non-IGCSE compulsory subjects

Islamic Studies Qatar Ministry Curriculum– This is not an accredited IGCSE subject by Cambridge International or Edexcel

OR

Citizenship/Life Skills (UK National Curriculum) – This is not an accredited IGCSE subject by Cambridge International or Edexcel

All students will take 1 lesson of PE.