



## Newton International Academy - Smash

أكاديمية نيوتن العالمية

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

<http://newtonschools.sch.qa>



### Curriculum Policy

#### 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.

The Curriculum Policy should be seen within the overall Aims and Ethos of the School, which are at the core of its objectives.

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.

#### Relationship to other policies

The school policy on the curriculum should be read in conjunction with the following school policies and procedures :

- Teaching and Learning
- Admissions

- Assessment,
- Homework
- SEN
- EAL
- Subject Policies
- Extra Curricular Activities
- Student Support Programmes

## **Curriculum Delivery**

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Although the majority of the students' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address a number of cross-curricular dimensions.

### **Literacy Across the Curriculum**

We aim for all of our students to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

In speaking, pupils should be taught to use language precisely and cogently.

Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

They should be specifically taught strategies to aid revision, including how to retain information long-term for deep understanding.

### **Health and Safety**

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with science, design and technology, information and communication technology, art and design, and physical education.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control.
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- to use information to assess the immediate and cumulative risks.
- to manage their environment to ensure the Health and Safety of themselves and others.
- to explain the steps they take to control risks.

## Academic Support

In order to ensure every child achieves their personal best, and is fully engaged in her learning, we offer a high level of support within the curriculum, depending on the needs of each individual pupil. This happens in a number of different ways.

### Monitoring :

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Heads of Schools, Heads of Department, and individual class and subject teachers also have a key role to play. The policy is supported by schemes of work developed by individual departments.

The curriculum provision is reviewed annually at SMT and through Heads of Department meetings, as well as discussed at various academic forums

## The EYFS Curriculum

There are seven areas of learning and development in **EYFS** that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Daily Times	7am to 12.30pm
Arabic	1h30m in F1
	2 hours in F2
Islamic Studies	30 minutes

## The Primary Curriculum

Key Stage 1 consists of Years 1 and 2. Key Stage 2 consists of Year 3, Year 4, Year 5 and Year 6. The courses for KS1 and KS2 are designed to meet the requirements of the British National Curriculum and all teaching and learning is based on this curriculum. The students are assessed through a variety of formative and summative assessment which includes ongoing assessments, weekly, end of unit and termly test as well as diagnostic testing. All assessments used are up to date with current research and trends and in line with the expectations of the National Curriculum. In addition teachers make use of peer and self-assessment techniques

In addition to the National Curriculum criteria, students will receive instruction in Arabic and Muslim students will receive Islamic Studies. The history of Qatar are taught in both Arabic and English. All instruction will be in compliance with Ministry of Education (MOE) regulations

Subjects	
English	Mathematics
Science	Geography
History	Art & Design & Technology
French (KS2)	ICT
Arabic	Music
Islamic Studies Citizenship	P.E.

### Standardised Timetable Structure - Primary

Key Stage 1			Key Stage 2		
<b>SUBJECT</b>	<b>TIME</b>	<b>LESSONS</b>	<b>SUBJECT</b>	<b>TIME</b>	<b>LESSONS</b>
English	9h10	12	English	7h30m	10
Mathematics	5h50	7	Mathematics	5h50m	7
Science	2h30	3	Science	2h30	3
Geography & History	50m	1	Geography	50m	1
History of Qatar	1h40m	1	History	50m	1
Art	50m	1	History of Qatar	1h40m	1
Assembly	50m	1	Art & DT	50m	1
<b>SPECIALIST SUBJECTS</b>			<b>SPECIALIST SUBJECTS</b>		
ICT	50m	1	ICT	50m	1
P.E.	50m	1	P.E.	50m	1
Music	50m	1	Music	50m	1
Islamic Studies	1h40m	2	French	50m	1
Arabic	3h20m	4	Islamic Studies	1h40m	2
<b>Total</b>	<b>29h10m</b>	<b>35</b>	Arabic	3h20m	4
			<b>Total</b>	<b>29h10m</b>	<b>35</b>

### The Secondary Curriculum

Key Stage 3 consists of Year 7, Year 8 and Year 9 – all subjects are compulsory

Key Stage 4 consists of Year 10 and Year 11 – English and Mathematics and two Science subjects are compulsory. Students chose 5 other subjects

The curriculum followed throughout the Secondary School is based upon the British National Curriculum; with each subject curriculum being drawn from the British National Strategy. Each individual curriculum is then evaluated as to its appropriateness and importance to the school community that we have and balanced with the needs of the Ministry of Education.

The KS4 curriculum is essentially drawn from this same curriculum and the examination boards we use, Edexcel and Cambridge (CIE) are both respected British Examination boards. The IGCSE share international renown as one of the best middle level examinations in the world. Subjects taught in each Key Stage are indicated on the table below.

Key Stage 3		Key Stage 4	
Design & Technology	Islamic Studies	Arabic – 1 <sup>st</sup> / 2 <sup>nd</sup> Language	Computer Science
Geography	I.C.T.	Physics	French
English	Mathematics	Biology	Geography
History of Qatar	Arabic	Business Studies	Design & Technology
History	Science	Chemistry	I.C.T.
French	Citizenship	History	Environmental Management
Art and Design	PE	Travel & Tourism	History of Qatar
		P.E.	Mathematics
		Art and Design	English 1 <sup>st</sup> / 2 <sup>nd</sup> Language

### Standardised Timetable Structure : Key Stage 3

Subject	Time	Lessons
English	4h10	5
Mathematics	4h10m	5
ICT	2h30m	3
Science	3h20m	4
Arabic	3h20m	5
French	1h40m	2
Art	50m	1
DT	50m	1
P.E.	1h40m	1
History	1h40m	2
Geography	1h40m	2
Islamic Stud/Cit	1h40m	2
History of Qatar	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35

## Standardised Timetable Structure : Key Stage 4

<b>Subject</b>	<b>Time</b>	<b>Lessons</b>
English	4h10m	5
Mathematics	4h10m	5
Option 1	2h30m	3
Option 2	2h30m	3
Option 3	2h30m	3
Option 4	2h30m	3
Option 5	2h30m	3
Option 6	2h30m	3
Option 7	2h30m	3
P.E.	50m	1
Islamic Stud / Cit	1h40m	2
Tutor Period	50m	1
<b>TOTAL</b>	<b>29h10m</b>	<b>35</b>