



Parent Handbook



EARLY YEARS FOUNDATION STAGE 2022/23

Newton British Academy, Barwa City



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SCAN ME



SCAN ME



School Contact Details:

Telephone: 40061501, 40357601,
40357602, 40357603, 40357604

Email:

info.NBA@newtonschoools.sch.qa

Website:

nbabarwacity.newtonschoools.sch.qa

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



Messages of Welcome from the Senior Leadership Team

Principal Message

Welcome to Newton British Academy, Barwa, which is a truly international school community consisting of over 70 nationalities. As stated in our Vision, we strive for excellence and celebrate our successes, as a community.

At Newton British Academy, Barwa we aspire to live up to our mission statement in everything that we do. As educators we appreciate that we are honoured to be able to play a significant role in shaping the future lives of our pupils. The staff work tirelessly to ensure that high quality teaching and learning takes place in their classrooms and we endeavour to inspire our pupils to develop a lifelong love of learning. Through the many amazing opportunities that the pupils are given throughout their time at the school, we aim to make sure that our pupils become well rounded individuals who will make a meaningful contribution to the world.

The school prides itself on developing confident young people who have a wide variety of skills to take them further in life. The school seeks to offer a range of opportunities to challenge pupils to attain the skills to develop into lifelong learners. The school offers a range of extracurricular activities to promote a holistic education. The atmosphere is busy with pupils engaged in independent learning and collaborative tasks. It is important to recognise that in school, as in life, barriers exist and there will be times when it seems that problems become unconquerable but through hard work and personal self-belief much can be achieved. As Winston Churchill said:

“Success is not final; failure is not fatal: it is the courage to continue that counts”.

Liam Anthony McLoughlin



Deputy Principal Message

Welcome to NBA, a school where our students build memories that will be cherished forever, make friendships that will last a lifetime and gain knowledge and experiences that prepare them for life ahead, gain knowledge and experience that will prepare for life ahead and the challenges this may. As a school we implement a holistic approach to teaching and learning, which allows every one students to develop academically, physically, emotionally and socially to ensure they become rounded individuals.

At NBA we are proud of our school community, our staff, our parents and most importantly our students and applaud each and every one of them for rising to the challenges that Covid 19 has presented. Despite these challenges, the school has continued to facilitate a quality educational experience for all of our students whenever they are attending school onsite or through online learning.

Educating children is a huge privilege that brings with it great responsibility. We are fortunate to be a part of a devoted school community at NBA who are committed and inspired to provide our students with a high quality education encompassing our school mission, vision and values

Jane E. Larkin

Deputy Principal





Our Vision, Mission Statement and Values

Our Vision

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

Our Mission

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

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

Our Attitudes and Attributes

Achieve ACADEMIC EXCELLENCE Term 1 September/October	Become LIFELONG LEARNERS Term 1 November/December	Enjoy CREATIVE DIVERSITY Term 2 January/February	Develop CRITICAL THINKING SKILLS Term 2 February/March	Be RESPONSIBLE CITIZENS Term 3 April/May/June
Ambitious Knowledgeable Perceptive Skillful	Determined Proactive Resilient Versatile	Adventurous Creative Curious	Analytical Open-minded Reflective	Collaborative Empathetic Honest Respectful

Our Values

September/October	RESPECT	Self-respect, respect for students, staff, parents and cultures. Respect for personal and community property
October/November	SUPPORT	Support the development of each individual to their full potential
December	EMPATHY	Understanding and appreciating other people's feelings
January	HONESTY	Honesty in all our actions
February	TRANSPARENT COMMUNICATION	Open and effective communication among students, staff and parents
March	PERSONAL ACCOUNTABILITY	Taking responsibility for our actions
April	DIVERSITY	Appreciation of all languages, traditions, religions and cultures
May	SOCIAL RESPONSIBILITY	Development of responsible citizens through community service
June	ENVIRONMENTAL AWARENESS	Respect for our environment



Message of welcome from the SMT

EYFS Coordinator

Welcome to NBA (Newton British Academy), EYFS Department. We look forward to working in partnership with you to ensure your child has an exciting start to their school journey.

Our aim is to provide your child with a safe, stimulating and caring environment. "Play is never trivial, it is serious and deeply significant. Play is a child's work" (Maria Montessori). We are committed to providing a solid foundation in all seven areas of learning mentioned in the EYFS (Early Years Foundation Stage; the British Curriculum for the Early Years), through well planned, rich and stimulating playful experiences. We believe that the child should be at the center of our practice and that the child's connections within family, communities, cultures and the natural world are key to having a well-rounded understanding of the world around them.

Our focus is to consider the needs of the whole child: physical, social and emotional wellbeing, health, and learning and we welcome you to become part of that caring partnership. It is of paramount importance that effective working relationships are formed between parents and staff.

Kathy Lockyer
EYFS Coordinator



Team Leader Oryx Building

I am excited to embark on this journey with all of the children, parents and teachers at NBA, The early years are such an important time where children develop, learn and grow, And as a team we are dedicated to ensure that each child at NBA develops to their fullest potential. We strive to cater for each child's individual needs while providing a safe and enriching environment for them to explore and learn.

I look forward to working in partnership with parents in order to provide the best education possible for each child. As caregivers, this is our window of opportunity to expose children to a nurturing, stimulating and exciting learning environment. Early experiences shape a child's brain and research confirms that the first years are fundamental and have a direct impact on how children develop social, intellectual and learning skills.

"The first 5 years have so much to do with how the next 80 turn out" - Bill Gates



Team Leader Pearl Building

My name is Ms Aoibhinn. I am from Ireland. This will be my second academic year teaching here at NBA. I am super excited to welcome all the new and returning students back for a fun filled, busy year. In EYFS, the children will engage in play activities that will help meet targeted learning outcomes, which can range from developing early social skills to learning to write in sentences. We have worked hard to ensure that we can provide the best learning experience for each child in every classroom across EYFS. I look forward to meeting everyone and showing you all the amazing things, we have to offer here in NBA Early Years.

Aoibhinn Hume





Covid 19 General Health and Safety Information

Covid 19 related directives and guidelines will impact some school events, activities and school regulations that may be outlined in this handbook for this academic year. All decisions made by The Newton Group are made to ensure a safe school environment for our students in line with the MOEHE/MOPH guidelines.

- Masks are compulsory for teachers and all staff and are provided by the school.
- Masks are mandatory for all students as per current regulations.
- Back up masks for students will be available at the schools.
- Sanitizers are available around all of the buildings.
- All students will enter at the assigned entry points and have their temperatures checked on entry.
- Students must bring their own snacks and water/juice to school and eat in their classrooms.
- All classrooms have been prepared in line with guidelines, desks 1.5 meters apart, max 15 students.
- All teachers and staff have been fully vaccinated.
- Extensive sanitizing, cleaning and monitoring of all routines are in place across the school.
- Online students will be facilitated live from the classrooms on Zoom.
- Assemblies and trips will take place in line with current guidelines.
- Attendance is compulsory for all students onsite as per the student schedule and guidelines from the MOEHE.
- Students who are requesting to be exempted from attending school who suffer from chronic conditions are requested to submit a HMC stamped certificate.
- Phones are only allowed for use of ETHERAZ app for Secondary students when entering the school only. They will then need to be placed in student bags. All devices and Airpods must not be on display.
- If as student is feeling unwell and/or is showing Covid 19 symptoms parents are advised not send them to school and online learning on that day. Students with symptoms are placed in the Isolation Room and parents are called to collect the students. If C19 testing is required, parents will facilitate this.
- All visitors to the school continue to wear fitted face masks and respect Social Distancing guidelines in order to protect our school community. When collecting students at the end of the school day social distancing guidelines are observed and supervised by the SLT, congregating in groups outside the gates is not allowed. Please ensure that EYFS siblings are collected first due to the earlier finishing time.
- All social distancing measures as outlined by the Ministry of Public Health and Ministry of Education have been implemented. It is vital that all students comply with the directions and instructions given in order to ensure health and safety measures are effective. Guidance on procedures will be provided.



Code of Conduct for Parents, Carers and Visitors to NBA, Barwa City

The purpose of this Code of Conduct is to provide guidelines to all parents, carers and visitors to NBA, about expected conduct. This is so we can continue to progress and achieve an atmosphere of mutual respect and understanding in line with our Mission, Vision and School Values.

All NBA staff have a right to work in an environment free from verbal or physical harassment or intimidation of any kind and so we politely require that you adhere to the following points:

- Please respect **all** staff at all times, regardless of their ethnicity, background or position
- Treat all staff with the courtesy that you would like to receive yourself
- Ensure the tone you adopt in talking to people is appropriate
- Please be patient if waiting to be seen
- If you wish to speak to someone in Arabic, please do not hesitate to ask for this to be facilitated
- Conduct your business in a professional manner, obey the school rules and remember we are here to help

We must recognise that as adults, children are observing us and modelling their behaviour on our actions, so it is important we set a good example in the way we communicate and interact.

We expect parents, carers and visitors to:

- Work positively in partnership with the staff, the teachers and the school management
- Treat all members of the school community with respect and set a good example in their own behaviour.
- Clarify a child's version of events with the relevant teacher, in order to bring about a peaceful solution.
- Support the school correcting their child's behaviour appropriately, where it could lead to conflict, aggressive behaviour or unsafe behaviour.
- Establish a rapport with the teachers to work as a team for the best interests of the child.
- Make an appointment with the relevant staff member to discuss any issues or concerns you may have. Such appointments must be requested in advance with the reason / reasons for the meeting, the meeting can then be organised at a mutually convenient time.
- Any concerns you have should in the first instance be communicated through your child's Class / Form tutor, then Key Stage Coordinator before referring the matter to a Deputy Head. If necessary matters will be referred by a Deputy Head to a Headteacher if a solution cannot be initially found to the concern/ issue raised by a parent. In extreme circumstances the concern / issue to the Deputy Principal/ Principal.
- Positively represent our school to the community.
- Do not discuss school related issues on social media/WhatsApp, Twitter, Facebook etc.
- Respect the confidentiality of the school and the privacy of teachers, staff and the students
- Allow time for any issue to be investigated internally, rather than escalating matters with the MOE.

NBA, Barwa will not tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, staff work area or any other area of the school grounds.
- The use of loud or offensive language or displaying temper.
- Acting in a threatening manner either verbally or physically.
- Threatening to, or causing actual bodily harm to any member of our school community, that includes all staff, parents or students, regardless of the reason.
- Damaging or destroying school property.
- Sending abusive or threatening emails, texts or letters.
- Writing defamatory, offensive or derogatory comments about the school community on social media/ WhatsApp etc. or spreading malicious rumors.
- Discussing issues relating to a child that is not their own or making a comparison between their child and another child that is not their own.
- Approaching a child that is not their own child in order to chastise them, because of alleged actions of this child. Such an approach to a child may be considered an assault and may have legal consequences.
- Positively represent our school to the community.
- Do not discuss school related issues on social media/ WhatsApp etc.
- Respect the confidentiality of the school and the privacy of teachers, staff and the students 11. Allow time for any issue to be investigated internally, rather than escalating matters with the

We trust that parents, carers and visitors to our school will assist NBA, Barwa with the implementation of this Code of Conduct to ensure that all members of our wider school community feel safe and comfortable while on the school site.



Communication with the School

School Address: Newton British Academy, Barwa City, P.O. Box 8449, Qatar
Building Number 35, Zone 56, Street 1126

School Telephones:

Main School Building (Primary/Secondary):
4006 1501, 40357602, 4035 7603, 4035 7604

EYFS:

Pearl Building: 4006 1503
Oryx Building: 4006 1502

School website:

<http://nbabarwacity.newtonschools.sch.qa/>

School Email:

info.NBA@newtonschools.sch.qa

Email contacts:

Position	Name	Email
Principal	Mr. Liam A. McLoughlin	Info.NBA@newtonschools.sch.qa
Deputy Principal	Ms. Jane E. Larkin	jlarkin@nbabarwa.com
Head of Secondary	Mr. David Walton	dwalton@nbabarwa.com
Head of Primary & EYFS	Ms. Tatum Julies	tjulies@nbabarwa.com
EYFS Coordinator	Ms. Kathy Lockyer	klockyer@nbabarwa.com
Parent Liaison Officer	Ms. Randa Abdelmalak	plofficer.nba@newtonschools.sch.qa
Registrar	Ms. Mays Baydoun	registrar.nba@newtonschools.sch.qa

Scan and join us on **NBA, Barwa Social Media** for updates and events.

“An international community of learners
celebrating succe



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The School Day

The school day starts at 7.00am to 1.30pm (Primary & Secondary), 12.30pm (EYFS) and runs from Sunday to Thursday. Please note that timings may differ due to the Covid 19 pandemic in line with guidelines from the MoEHE and the MoPH.

Drop Off Timings	7.00 – 7.15
Registration	7.15 – 7:30
Lesson 1	7:30 – 8:00
Lesson 2	8:00 – 8:30
Break / Snack	8:30 – 9:00
Lesson 3	9:00 – 9:30
Lesson 4	9:30 – 10:00
Lesson 5	10:00 – 10:30
Lesson 6	10:30 – 11:00
Break	11:00 – 11:30
Lesson 7	11:30 - 12:00
Lesson 8	12:00 – 12:30
Pick Up Timings	12:30 – 12:45
ECAs	12:45 – 1:30

Pick up and Drop off

Your child’s class will be given a specific drop off and pick up point (one of the blue doors at the corners of the building) which will be communicated to you once you have your class allocation.

You will need to accompany your child to their class where you will be asked to sign your child in and out at the beginning and end of day. Please refer to the EYFS Procedures Policy for further information. There are no Aftercare facilities due to current Covid 19 guidelines.

Extra-Curricular Activities



Once a week we have optional Extra-Curricular Activities for the **Foundation 2 students only**. These ECA's, finish at 1:30pm. There is no bus service for the children who stay late to attend an ECA and these children should be collected by their parents. A letter will be sent home giving you all the relevant information along with a permission slip which you should complete and return the next day. All children must be registered and you as a parent must have received a confirmation slip of your child's enrolment.

Please note that timings and capacity of ECAs may differ due to the Covid 19 pandemic in line with guidelines from the MoEHE and the MoPH

School Uniform

It is compulsory that all students are dressed in full school uniform every day. No trainers or brightly coloured shoes are permitted, all black leather shoes are a requirement. It is an expectation that both parents and students adhere strictly to the required dress code and ensure that students are neatly and dressed correctly at all times. It is the responsibility of the parents to review the NBA's *Uniform Policy* on the school website

Students not dressed in their correct uniform will not be allowed to participate in school activities or class trips. Parents will be contacted to bring in the correct uniform. Should the correct uniform not arrive before the class has left for their school or class trip, the student will remain at school with appropriate supervision. Where payment has been made for the trip, parents will not be reimbursed for the trip.

Students must come to school in their school PE kit on PE days. As the temperature drops in the winter months, the correct NBA fleece, jumper or hooded top is to be worn. Students will not be permitted to wear any other jackets not part of the school uniform.

Please review the correct required uniform for your child's section of the school below:

Foundation (KG 1-2)		Primary (Grade 1-6)		Secondary (Grade 7-12)	
<p>Daily Wear (Mandatory)</p> <p>Unisex Polo Shirt, White KG Girls Pinfore, Tartan KG Boys Bermuda, Tartan KG Boys Trousers, Tartan</p>		<p>Daily Wear (Mandatory)</p> <p>Unisex White Shirt Girls Skirt, Tartan Bermuda Shorts, Navy Boys Trousers, Navy</p>		<p>Daily Wear (Mandatory)</p> <p>Unisex White Shirt Unisex White Longsleeves Navy Blue Skirts Navy Blue Boys Trousers Navy Blue Girls Trousers Tartan Skirts Tie (Only for boys, grade 7 onwards)</p>	
<p>Accessories (Optional)</p> <p>Winter Jacket, Navy Unisex Sweatshirt, Navy</p>		<p>Accessories (Optional)</p> <p>Winter Jacket, Navy Unisex Sweatshirt, Navy</p>		<p>Accessories (Optional)</p> <p>Winter Jacket, Navy Unisex Sweatshirt, Navy</p>	
<p>Sports Wear</p> <p>(Mandatory) Unisex PE Polo Shirt, White Unisex PE Track Pants, Navy Unisex PE Shorts, Navy</p>		<p>Sports Wear</p> <p>(Mandatory) Unisex PE Polo Shirt, White Unisex PE Track Pants, Navy Unisex PE Shorts, Navy</p>		<p>Sports Wear</p> <p>(Mandatory) Unisex PE Polo Shirt, White Unisex PE Track Pants, Navy Unisex PE Shorts, Navy</p>	



The uniform shop is open at NBA, Barwa City,
6.45am to 1.30pm, Saturday to Thursday.

Please visit the online school uniform shop for further details to purchase the required uniform Online Purchase www.uniformnewtonschools.qa or call 50677734.



General Health & Safety Expectations and Procedures

Health and Safety is a priority at Newton British Academy, Barwa City. As a school we strive to maintain a safe environment wherein students can work and move around without risk to themselves or their good health

- Good health will help your child’s ability to learn and achieve at school and throughout his/her life. Therefore, we stress the importance of good nutrition, adequate sleep, good hygiene and regular exercise for all of our students from the youngest to the oldest.
- The School assists in this health education and maintains health records on each child so that the best care and treatment can be given. Parents are notified of any problems. Injured and ill children are assessed and treated accordingly. Many of our teaching staff and support are trained in basic First Aid. There is always a medical staff member on hand with two Nurses in the main building and a Nurse in each of the EYFS Building.
- Please assist by making sure that we have up to date medical information regarding your child. Do not send your child to school if they are ill or have a temperature. Notify the school doctor immediately if your child contracts a contagious illness. The child cannot return to school unless a medical certificate, is provided. If a child is taking medication, please inform the nurse in the building.

The following table gives the exclusion periods for some common illnesses:

Positive Covid 19	7 days quarantine from date of positive result if unvaccinated
Chicken pox	7 days or until lesions have healed
Measles	7 days
Mumps	14 days
Rubella (German Measles)	10 days
Head Lice	Once the child has received treatment, remember a second treatment is needed 7-10 days after the first to prevent a re-infestation.



Conjunctivitis

Until treated and no discharge from the eye or any discolouration.

Accidents and Sickness at school:

If a student is ill or injured during the day the School Nurse onsite will assess the child and will contact parents. If the illness is Covid 19 related the student will be placed in the Isolation Room until collected. Students may not contact home directly if they are ill. They must report to the School Nurse. Parents may not come into school to remove a student on the grounds of ill health without prior notification from the Nurse of SMT. If you have arranged any Doctor's appointments that must take place during school hours, please inform the class teacher directly.



Security and visitors to the school:

To ensure the continued safety of students and staff, all visitors to the school must obtain authorisation to enter the school from the security staff. All visitors, including parents and maintenance staff will be issued with identification badges while present in the school once their QID and other details are entered in the Visitors Logbook. All visitors are then required to report to reception for further direction and information.

- Due to the Covid 19 pandemic , temperatures will be taken and EHTERAZ checked for all visitors to the school premises. A green EHTERAZ is required to enter and those displaying a high temperature will not be allowed to enter the school.
- All visitors are required to follow the guidelines given by the school staff in relation to all Covid 19 procedures - 1.5 meters social distancing, wearing a mask correctly at all times.
- Exercise personal responsibility for the safety of themselves and others while on the school premises.
- All parents are required to abide by the Parent Code of Conduct at all time while visiting the school site.

Traffic Calming: (Dropping off and Collecting Children):

All persons dropping students at the school must adhere to the following measures:

- Arrive in a timely manner for drop off and pick up of the students.
- Use the correct gate/door for entry and exit to the school as assigned to the year groups. The school gates are open from 6:30am - 7:00am and 1:30pm - 2:00pm.
- We encourage our students to practice Road Safety and would encourage you to ensure that your child wears their seat belt in your vehicle at all times.
- All students must be collected immediately at the end of the school day. Students cannot be left in school unless this has been agreed with the SMT.
- Not park at any of the school gates or in fire assembly areas.



- Park their vehicle in a designated parking area before allowing the students to exit or enter the vehicle.
- Drive at a slow speed in the school vicinity particularly in front of all of the gates and going over the allocated walk cross ramps for pedestrians
- Be consistently vigilant and considerate of all pedestrians and other drivers particularly the students and the younger members of our school community

Fire Drills:

Regular Fire Drills both announced and unannounced will occur at different times of the school year in all buildings. This ensures that in the unlikely event of a fire the students are all aware of what to do, how to exit the buildings in a safe and timely manner without unnecessary stress and panic. All Fire Drills are supervised by the SLT/SMT and are run in an efficient manner so little learning time is lost.

Birthdays:

While we acknowledge your child’s birthday, we have a limited amount of time to cover the curriculum. Students are not allowed to arrange parties for teacher’s birthdays. Only KS1 children will be allowed to celebrate their birthday at school (on a Thursday). Only individually wrapped treats and cupcakes (no birthday cakes) can be sent to school. Please note that we are a nut free school. Teachers must be notified at least 3 days in advance. The sharing of cupcakes/individually wrapped birthday treats will only take place at the end of the school day on a Thursday. No fast food is allowed as we promote healthy eating.

Healthy Eating:

Students are encouraged to follow our Healthy Eating policy. Students are not permitted to have fast-food while on the school grounds. The students are encouraged to eat healthy and the benefits of a healthy diet and regular exercise are promoted at NBA. Please ensure your child has a healthy breakfast and brings healthy food to school daily.

Please take time to refer to the following table to ensure you are aware of the requirements for a healthy lunch for your child:

Best Options	Not allowed (will NOT be given to your child if found in their lunch box)	Best Avoided
Food prepared at home.	All kind of Fizzy drinks (Cola, Miranda, 7up etc.)	Anything artificial, industrial-made products,



Wholemeal products (such as brown bread)		all kind of processed and ready-made food. These products are overloaded with sugar, salt and chemicals ('e' numbers, preservatives, colouring, flavouring...) These food have no or very little nutritional value and may have harmful effects.
Water (you could add a bit of honey and lemon or any other natural flavouring)	Crisps/chips	
	Chocolate bars	Industrially produced Juices
	Any types of sweets/candies	
Best Options	Not allowed (will NOT be given to your child if found in their lunch box)	Best Avoided
Sandwiches (wholemeal bread)	Any type of fastfood	Refined flour products (white bread & pastries)
Small pastries (home made with fresh ingredients and low sugar contain)		Ready-made packaged cakes
Fresh pieces of fruit		Flavoured yoghurts
Dried fruit (raisins, dates...)		
Plain yoghurt with honey		

NBA Barwa, has a strict **NO NUTS** policy.

Parent Communication (Parents as partners):

Educational research has shown that children who have support from Parents at home achieve more at school. In the same way that Parents have expectations of the School, the School also has expectations of Parents. We ask Parents to support their child and the School. At Newton we encourage parents to take an active role within their child’s education. During the year there will be opportunities for parents to get involved in school activities.



Information / Parent Meetings

At the beginning of the year, parents are invited to attend a Welcome Afternoon where staff will present their aims for the academic year. Parents will have an opportunity to ask questions of teachers and find out about the learning objectives for the year. Coordinators, Team Leaders and Senior Management will be present at these meetings to answer any queries you may have.

Parent Teacher Interviews are held each term. These are an important time to discuss your child's progress. Please ensure that you attend these meetings. If you do however wish to meet with teachers at any other time, you are more than welcome to. We do ask that an appointment be made by telephone so that the teachers are available for the consultation. Teachers cannot be disturbed during their teaching time. You may also meet with the Team Leader or Coordinator by making an appointment at the Reception desk.

Pastoral

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 care and welfare. Your class teacher is your main link between school and home. Positive relationships are built between teachers, students and parents to ensure everyone feels safe and secure in their school environment.

Class Dojo

At the beginning of the year, you will receive information from the class teacher about Dojo communication and how it helps parents keep up with what is happening in class.

Emails

It is very important to provide us with your correct email address at the beginning of the year, as it allows us to communicate with you effectively and instantly. Please remember to keep us updated if you change your email address during the year.

Pastoral Procedures and Expectations

Encouraging Positive Behaviour in Foundation Stage



In EYFS, we recognise the need to set out reasonable and appropriate limits to help manage the behaviour of children in our care. We believe all children should know what the expected behaviour is and will regularly reinforce this by praising and rewarding the expected behaviours. Just as we teach reading, writing and numeracy we teach behaviour.

From time to time children will have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. We acknowledge these feelings and try to help children to find constructive solutions in liaison with their parents. Distracting and re-directing children's activities are used as a way of discouraging unwanted behaviour.

We encourage responsibility by talking to children about choices and possible consequences. We aim to be firm and consistent so that children know and feel secure in the boundaries we have set.

We make children feel valued and ensure that apologies are given to others. We also set a good example ourselves. We will ensure children maintain their self-esteem by showing it is the behaviour we disapprove of, not the child!

We do not, and will not, administer physical punishment or any form of punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in our care. We would only intervene physically, and possibly restrain, a child to prevent an accident, or for a child's safety such as a child running into the road, or to prevent an injury or damage.

All significant incidents are recorded and will be shared and discussed with the parents of the child concerned so that together we can work to resolve any behavioural issues.

We endorse positive discipline as a more effective way of setting limits for children. If a child's behaviour becomes cause for concern and our usual methods are not effective, we will discuss this with you and hopefully, together, will find ways to resolve the problem.

Different positive strategies are used to encourage good and responsible behaviour, such as:

- Each classroom uses a behaviour chart system where children are encouraged to move their name higher up the chart for positive behaviours such as tidying up and helping their friends.
- Children are awarded a special certificate in Assembly.
- Good behaviour is praised, encouraged and modelled.
- Reminders are given if a child chooses not to follow school expectations and they may need a short time to think about the required behaviour and return when they are ready to abide by the required expectations.

Student Attendance Procedures and Expectations



Road safety

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

We encourage all parents to practice ROAD SAFETY and would encourage you to ensure your child wears their seatbelt whether seated in the front or back of your vehicle. Infants should be safely seated in a child car seat.

Dropping off your child

Due to the Covid 19 pandemic, temperatures will be taken and EHTERAZ checked for all visitors to the school premises. A green EHTERAZ is required to enter and those displaying a high temperature will not be allowed to enter the school.

- On arrival parents will be required to show their Ehteraz App
- Children will have their temperature taken
- Children MUST be dropped off and collected by an adult (16 years or over), who is authorised by the child's parent/s, or by a sibling from year 5 or above. This is non-negotiable
- Sign in /out sheets are located on the parent information board outside of the classrooms.
- Children must be accompanied into the building and 'signed in' on arrival.
- Children must not be left unattended in the classroom or anywhere in the building, at any time or left outside the building prior to the opening hours of the school.
- On arrival parents should inform their child's teacher or assistant of any information that is relevant to their child's care for that day. If your child needs to be given medication, please visit the nurse to fill in a form.

Collecting your child

- A parent collecting a child from the school must sign the child out in the designated sign in/out book.



- A person collecting a child must be named on the child’s enrolment form as a person authorised to collect the child.
- If someone collecting a child does not have prior authorisation to collect them, written permission in the communication book, email or a text message must be provided to a staff member. The person will be required to supply identification on arrival.
- The school will not release a child to anyone who is not authorised without prior consent from the parent.

Late collection of children

- Where a parent knows they will be late, collecting their child after the agreed time, they are required to contact the class teacher or call the school in due time.
- If a child is not collected by the agreed time the school will attempt to contact the parents or the emergency contact persons.
- Staff are in the building until 2.30pm Sunday – Wednesday and until 2:00pm on Thursdays, after this time only a security guard will be on duty.

Buses

- Buses are organised by an external company. All information and contact details are available from the bus coordinator in the main primary school building.

Security and Visitors to the School

- Due to the Covid 19 pandemic , temperatures will be taken and EHTERAZ checked for all visitors to the school premises. A green EHTERAZ is required to enter and those displaying a high temperature will not be allowed to enter the school.
- All visitors to the school must obtain authorisation to enter the school from the security staff.
- Visitor’s details will be entered into the Visitor’s Control Book.

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 often have problems catching up with work and tend to become frustrated. This can often affect their behaviour and social interaction.

Repeated lateness

- The front of office staff will generate a lateness report every Thursday and any student accumulating three absences in the week will have a communication



sent home to acknowledge this and look to remedy the tardiness. The class teacher and Coordinator to be copied in.

- Late three times or more over the week, the class teacher organises a meeting to discuss lateness concerns
- If the 'late coming' becomes a regular occurrence the parents/guardians will be invited to meeting with the Class teacher, coordinator, Head of School or Deputy Principal.

Extra Curricular Activities/Events

These will happen in line with MoE/MoPH guidelines and procedures once permitted.

Trips

Each class will be taken on different trips during the year. Trips will usually be Educational although occasionally students are taken on fun trips. Children should be wearing their school uniform for all school trips.

ECAs

Once a week we have optional Extra-Curricular Activities for the Foundation 2 students only. These ECA's, finish at 1:30pm. There is no bus service for the children who stay late to attend an ECA and these children should be collected by their parents. A letter will be sent home giving you all the relevant information along with a permission slip which you should complete and return the next day. All children must be registered and you as a parent must have received a confirmation slip of your child's enrolment.

ECAs Include but are not limited to:

- Baking
- Sports
- Science Club
- Book Club
- Ballet



Activity Days / Weeks

Newton British Academy runs many activity weeks throughout the year. The students find the weeks very enjoyable and learn a lot whilst having fun. The weeks planned for this year will be communicated via the monthly newsletter.

Activity and themed weeks during the year include but are not limited to:

- Maths Week
- Science Week
- Kindness Day
- National Day
- Sports Week
- Road Safety Day
- Global Citizen Week
- Book Week



Curriculum Details and Academic Procedures

The Curriculum

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is extremely important; it provides the foundation for children to make the most of their abilities and talents as they grow up.

The EYFS (Early Years Foundation Stage) is child centred and play based, with carefully chosen areas of play set up around the room. This is done in accordance with the specific curriculum areas and current interest of the children. During a typical day, teachers and TAs will work with children in groups, to scaffold their individual learning.

There are seven areas of learning and development that must shape educational programs in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:



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

We are committed to 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

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.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. 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.

Physical Development



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

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).

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 organizing 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.

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.

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.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Personal, Social and Emotional Development

ELG: Self-Regulation

- Children at the expected level of development will:
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present



Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:



- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Foundation 1

F1 (Foundation 1) provides an excellent learning environment for young children, helping them develop and learn new physical, mental, and emotional skills. Children learn to be able to listen, follow instructions, get along in a group and manage conflict in a positive manner. As an international school, we use EAL (English as an Additional Language) techniques to encourage English conversation and vocabulary. We focus on the three prime areas of the EYFS described earlier, in order to prepare children for Foundation 2.

Children take part in a wide range of different hands on activities including structured and free flow play, physical activities, sharing stories, circle time, numeracy and literacy games etc.

As children join in a wide variety of activities, these have both a practical and positive effect in helping children prepare for the structured learning environment of school. It also prepares them to take direction from adults outside the circle of family and friends.

Mixing with other children regularly helps children to develop essential social skills, especially when playing and sharing with others, and making friends.

More importantly, in F1, children are encouraged to develop their independence and make independent decisions, such as deciding where they want to play and what with.

Foundation 2

F2 (Foundation 2) is the final stage in the Early Years Curriculum, where the children will be learning the basic skills they need for starting school in Year 1.

Children are taught to recognise letters and sounds of the alphabet as well as letter names. We use Jolly Phonics; this is supported by ‘Letters and Sounds’ (the UK curriculum for teaching phonics) to introduce and support learning of letters and sounds in a fun and hands on way.



Even though there is slightly more structured work than in F1, F2 children are still learning through play. Teachers throughout the school day provide numerous play opportunities for children to develop further understandings of what they have just learnt.

List of Relevant School Policies

EYFS Curriculum Policy
EYFS AESN Policy
EYFS Teaching & Learning Policy
EYFS Behaviour Policy
EYFS ECA Policy
EYFS ClassDojo Policy
Online Learning Policy
Admissions Policy
Communication Policy

FAQs

What does my child need to bring to school?

Your child should always have in their bag the following:

- A healthy snack (enough for their day at school)
- A bottle of water
- A spare change of clothes (labelled with children's name and class)
- A pack of wet wipes
- Hand Sanatiser
- A sun hat

Why is there so much paperwork to complete?

It is of the utmost importance that we obtain as many details about your child as possible to ensure their welfare at school. During the first week you will be asked to complete some information forms – please make time to do this while at school.



How do the teachers communicate with the parents?

Each Topic you will receive a Topic Overview which includes event information, updates and curriculum information. Class Dojo is the main way teachers communicate with parents. You will receive regular updates, information and class stories through this way of communication.

How can parents get involved with their children's school life?

There are many ways to get involved:

- Parent/teacher meetings
- Parent Teacher Association
- School events
- Parent workshops

How often will my child go outside?

It is important for children to be able to get some fresh air every day. During the cooler months children will have regular access to the outdoor areas, however we do ask that children always wear a hat and have water with them. During the hotter months children will spend very little time outdoors, this will be monitored closely by teachers and the coordinator.

How children's learning is assessed?

Children are assessed by:

- Regular teacher observations
- Formal assessments (Foundation 2)
- Regular assessment based on the 7 areas of the EYFS curriculum

What happens if my child has an accident at school?

Any incidents that happen at school will be logged in an incident report. A copy will be kept with the Nurse and one given to the teacher. Our school nurse will be



available at all times to tend to any child who might be sick or hurt. They are also available for any queries regarding medication at school.

What happens if I am late collecting my child?

The Foundation Stage day finishes at 12:30pm. Children must be collected by an adult on time. However, we do understand that things happen and you may be late to school.

If you going to be would appreciate a DoJo message or phone call to inform the school if you are going to be late for your child so that we can provide suitable supervision.

Who should I speak to if I have a concern?

Please feel free to speak to your class teacher if you have any concerns or queries. If you are still not satisfied, you can discuss it with our Team Leader or the Early Years Coordinator. If you are still not satisfied then you can talk to our Head of Primary.