



Parent Handbook

Academic Year 2022 - 2023

Early Years and Foundation Phase

Primary

Key Stage Three



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Principals Message



Dear Parents,

In a time when the face of education is constantly changing, it is a privilege to be part of this journey as Principal of Newton International School D Ring. Being part of the management team over the past 8 years has been an honour and looking back I am amazed at how far we have all come. Established in 2007 Newton International School D Ring is a British International School with both British Schools Overseas and Qatar National Schools Accreditation. We teach the English National Curriculum alongside the Qatar National Curriculum in Arabic, Islamic and Qatar History catering to over 1,100 students from Foundation One to Year 8.

The Newton International School D Ring community is a very special one. A community where parents, children and staff work together to build a safe and nurturing environment for our children to take risks. We are a diverse and inclusive community, where our staff work hard to make sure all children are given equal opportunities to access outstanding learning opportunities.

Our staff undertake and lead continuous development in both latest initiatives and practice for the English National Curriculum and Local Curriculum keeping them constantly updated and enabling your child to be the very best they can be. For us, every member of the D Ring team are lifelong learners.

Embedded into the curriculum are the core values of Philosophy for Children - Collaboration, Caring, Creativity and Critical Thinking. Through communities of inquiry our students are encouraged to confidently and critically question the world around them while enhancing their thinking and communication skills.

We welcome all prospective families to come and visit us in school to meet the team and see what Newton D Ring has to offer.

Kindest regards
Pauline Penney
Principal



Vision And Mission

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 will positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

School Wide Learning Objectives

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.

Values

As a caring thinker, our children learn to be:

- Emphatic
- Kind
- Respectful
- Supportive



As a critical thinker, our children learn to be:

- Diverse
- Motivated
- Determined
- Resilient

As a creative thinker, our children learn to be:

- Curious
- Independent
- Open Minded
- Problem Solvers

As a collaborative thinker, our children learn to be:

- Supportive
- Honest
- Responsible
- Understanding



EYFS Curriculum

The EYFS is all about play based learning. EYFS teachers are not 'conventional teachers', we don't have desks in our classrooms and the classroom is divided into child friendly areas (role play, construction/malleable, quiet/book and creative/art areas). The EYFS framework explains that a classroom should have access to various areas of learning. A stimulating and child orientated environment, where children have access to resources and a choice of what they would like to do. Practitioners do not teach large groups of children, but focus on observing all their children within small groups and individually in order to assess that child's individual learning needs. We use the 'Development Matters Statements' to help us assess the children according to their age and development.

The EYFS works on 4 basic principles: A Unique Child (each child has different learning needs, strengths and areas of improvement), Positive Relationships (looking at the relationships surrounding the child, eg: teacher, parents and peers), Enabling Environments (Children must be provided with stimulating environments) and Learning and Development.

Within Learning and Development there are seven different areas. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In Foundation 1 and 2 we follow the phases of Letters and Sounds, building from pre phonics to a synthetic phonics system where children learn to sound out and blend letters and letter strings. Mathematics in Foundation 1 and Foundation 2 involves the children learning about numbers, shape and measures. This is taught where children are able to explore their environment and apply mathematical learning to real life situations.



EYFS Coordinator
Ciara Lynch



Key Stage One Curriculum

English

At Newton International School we follow the English Programmes of Study as set out in the National Curriculum in England (2014). In KS1 English, your child will develop skills in reading, writing, speaking and listening. They'll be introduced to a range of materials, including stories, poems and plays, non-fiction and information books and will start writing their own versions of familiar stories as well as pieces of non-fiction. By the end of KS1 they will be planning their work and writing longer pieces with a beginning, middle and end. The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

Read easily, fluently and with good understanding

Develop the habit of reading widely and often, for both pleasure and information

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

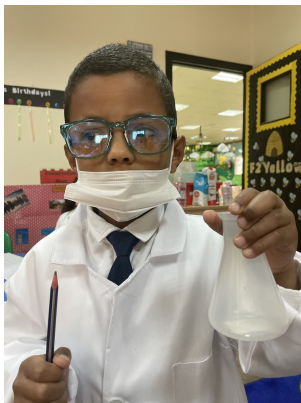
Appreciate our rich and varied literary heritage

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is essential that children are immersed in a rich literary environment at both home and school. In KS1 your child will be sent home each week with a book to read, please ensure you take the time to listen to your child and discuss what they have read.



Mathematics

At Newton International School we follow the Mathematics Programme of Study as set out in the National Curriculum in England (2014).

The principal focus of mathematics teaching in KS1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

Science

The principal focus of science teaching in KS1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will be encouraged to be curious and ask questions about what they notice. They will be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science will be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

The children will be studying the following topics in KS1:

Year 1: Plants; Animals including Humans; Everyday Materials; Seasonal Changes

Year 2: Living Things & Habitats; Plants; Animals including Humans; Uses of Everyday Materials



Key Stage One Curriculum

History

In KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



Geography

In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality (Qatar). They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Computing

Computing is taught through specialist lessons in KS1. Children will take part in a computing lesson once a week. As well as this a number of opportunities for children to be using different technologies in the classroom to support other curriculum areas will occur each week.



Art

Art is taught in class
Pupils will be taught:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

At KS1 Music is taught by Specialist teachers in practical hands on lessons.

Pupils will be taught:

To use their voices expressively and creatively by singing songs and speaking chants and rhymes

To play tuned and un-tuned instruments musically

To listen with concentration and understanding to a range of high-quality live and recorded music

To experiment with, create, select and combine sounds using the inter-related dimensions of music.



Physical Education

Physical education is taught as a specialist subject, it is essential that children are in the correct PE clothing for their weekly lessons.

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



Key Stage Two Curriculum

English

At Newton International School we follow the English Programmes of Study as set out in the National Curriculum in England (2014).

In KS2 children develop skills in speaking, listening, reading and writing. They learn to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Studying English helps children to understand how language works by looking at patterns, structure and enabling them to adapt what they say and write in different situations.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is essential that children are surrounded by a rich literary environment at both home and school. In KS2 your child will be sent home each week with a book to read, please ensure you take the time to listen to your child and discuss what they have read.

Mathematics

Year 3 and Year 4 (Lower Key Stage 2)

The principal focus of mathematics teaching in LKS2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of mathematics teaching in UKS2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly

Key Stage Two Curriculum

Science

Year 3 and Year 4 (Lower Key Stage 2)



The principal focus of science teaching in LKS2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Year 3 – Plants, Animals, Rocks, Light, Forces and Magnets

Year 4 – Living Things and their Habitat, Animals including Humans, States of Matter, Sound, Electricity

Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of science teaching in UKS2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena and analysing functions, relationships and interactions more systematically. In UKS2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Year 5 – Living Things and their Habitats, Animals including Humans, Properties of Materials, Earth and Space, Forces

Year 6 – Living Things and their Habitats, Animals including Humans, Adaptations and Inheritance, Light, Electricity

History

In KS2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



Geography

In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and Middle East. This will include the location and characteristics of a range of the World's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



Music

In KS2 Music is taught in class in practical hands on lessons. Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Art and Design

Art is taught through specialist lessons each week in KS2. Specialist teachers work closely with each year group to ensure the work completed in Art will enhance the subjects/topics being taught in class.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

French

For this academic year we are focusing on the french pronunciation and writing french words with their meanings in English.

The topics are the :colours, seasons and weather ,animals(savage and domestic) and having short conversations in shops.

Also we learned about clothes,different types of houses and how we can describe each room in the house(bedrooms,kitchen,basement,living room,bathroom). We also studied how to read time in french, fruits and vegetables,the adjectives of colour,masculine and feminine definite articles in singular and plural(le,la,les).

Physical Education

Physical education is taught as a specialist subject, it is essential that children are in the correct PE clothing for their weekly lessons.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.



Key Stage Three Curriculum

English

At Newton International School we use the English Programmes of Study as set out in the National Curriculum in England (2014) to deliver the English programme. Each unit of work covers aspects of Speaking and Listening, Word, Sentence and Text-level work. Within the Word-level work, children will look in depth at different spelling patterns and develop their handwriting skills. Sentence-level work consists of grammar and punctuation work, while Text-level work looks in depth at how texts are constructed and teaches the pupils to write their own texts in these styles.

The English National Curriculum ensures all students are given the opportunity to work with different types of texts, both fiction and non-fiction. 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. A very important part of our English teaching is reading. The students read books in school during Guided Reading to increase their fluency and comprehension. These texts vary in difficulty so that the range of abilities in the class is covered.

Mathematics

At Newton International School we use the Mathematics Programmes of Study as set out in the National Curriculum in England (2014) to plan and implement our Mathematics programme. Mathematics lessons are carried out daily.

Assessment is on-going throughout the year. It involves the regular completion of practical and written tasks related to the units covered. Each week there is a Mental Mathematics test or a short check-up test, based on the unit studied.

Science

In Science students will experience an integrated programme through a variety of topics. Students will be taught science in our Science Laboratory. 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.



Humanities

Geography and History are taught separately in Key Stage 3. They cover a variety of topics and focus on students using skills related to these different subjects in order to enhance their learning. There is a larger focus on self-study for these subjects than in the Primary phase.

Physical Education

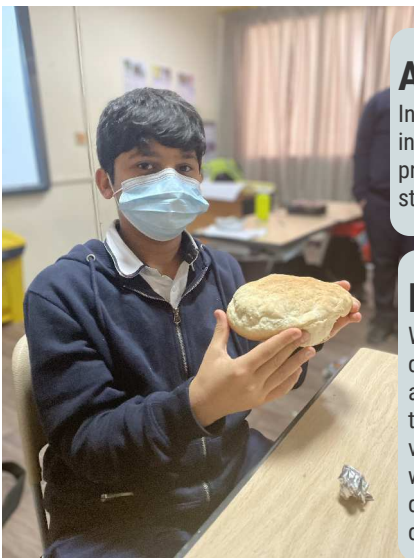
In PE the students acquire and develop skills in games and gymnastics. Understanding the need to be fit and healthy and developing skills in movement and coordination are the fundamentals of our PE programme. All students are required to take part for their own personal benefit and safety. PE is taught by specialist staff.

Computer Studies

Each class visits the computer suite three times a week. Here at NIS, we feel that it is very important for our students to be confident when using the computer. Students will have the opportunity to use multimedia packages to present their work and use a variety of programmes to broaden their knowledge base. Each year group follows a prescribed course, based on the National Curriculum. This subject is taught by a specialist teacher.

Art and Design Technology

In Art, students have the opportunity to study the work of artists and copy their artistic style. Topics are varied and incorporate different skills and forms of art. DT helps pupils to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society. Art & DT is taught by specialist staff.



French

We learned this year about the personal pronouns with their similarities in English, definite and indefinite articles, the different prepositions (some of them need infinitive verbs: pour, de), physical and psychological descriptions (body and feelings), reading time, the type of sentences in French (negative and positive sentences). For tenses: we learned the present tense and the future tense in negative and positive sentences. The groups of verbs (there is 3 groups of verbs in French). Also, we learned homonyms and synonyms. Regular and irregular verbs. We are also focusing on writing sentences using: subject, verb and object. The verbs in general with their meanings in English. How to describe my house, possessive adjectives and demonstrative adjectives, gender and number of the adjectives, the different marks of plural.

Arabic Curriculum



Arabic, Islamic and Qatar History

The Arabic curriculum consists of three levels. Each level aims to help students acquire good speaking, listening and reading skills. Easy Arabic lessons help beginners build a gradual interest in developing practical linguistic skills in listening, speaking, reading and writing. All this aims to help the student be able to pronounce and speak Arabic more fluently.

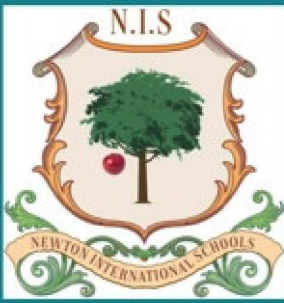
Features of an Arabic lesson:

- The build-up of linguistic skills to cater to different levels in Arabic
- Focus on reading and listening - this is very practical for beginners
- An increase of Arabic-language skills delivered in a fun and exciting way
- The ability of students to read properly is enhanced by starting with phonetic awareness and then reading aloud.
- Students' physical and mental abilities are expanded by doing text-level work or grammar-based book exercises such as:
- Providing word synonyms, antonyms and singular, dual and plural forms
- Comprehending over 80% of Arabic texts
- Building correctly structured and meaningful sentences and short paragraphs, while looking at picture prompts and discussing the lesson's subjects
- Forming basic Arabic sentences, then applying advanced structures to re-form those sentences and use them in daily life.
- Writing sentences related to lesson's subjects, then correcting mistakes by writing words phonetically.

Islamic and Qatar History

These lessons are taught by the Arabic department staff for fluent Arabic speakers. Non-Arabic speakers will receive instruction from their class teachers in Citizenship when Islamic is being taught and the Qatar History programme will be delivered to them in English.





D Ring Shaped Lessons Include..



1. Collaboration

Active Listening
Respectful responses
Building on ideas
Taking turns /roles



5. Enquiry

Children asking the questions
and exploring key concepts.



2. Talk Partners

Facing each other
Active listening
Respectful responses



6. Differentiation

Tasks and learning meet the
needs of all of the pupils in the
classroom.



3. Thinking time

Time to process and consider
new learning and ideas



7. Plenaries

How we know where our children
are during a lesson and what our
next steps are.



4. Self and Peer Evaluation

Opportunities for children to
reflect upon, respond to and
improve any learning that has
taken place during the lesson.



8. Feedback

Live feedback is much more
effective than feedback from a
distance, when in a lesson do
children get the opportunity to
adjust, edit and up level their
work?

Specialist Weeks

Newton International School runs activity weeks throughout the year, usually linked to the Curriculum. The students find the weeks very enjoyable and learn a lot whilst having fun. The events for this year include: Science Week; International Week; Maths Week; Sports Week; Book Week and Arts Week.

We also have termly immersion days for year groups to dive deep into their topics. These include Roman Day, Stone Age Day, Colour Day, The Great Fire of London and many more.



Home Learning

Home learning activities will take place in various forms such as: family discussions, topic tasks, online activities/games, spellings and reading. We place a high emphasis on the value of discussion, which is a key element of our homework activities set each week.

The Home Learning Sheet is posted on Google Classroom, on a Thursday. Pupils are expected to spend 15 minutes reading daily, in addition to the approximate timings above on the homework tasks and online learning activities set via the Home Learning sheet. Pupils should have completed all Home Learning tasks by Wednesday of the following week. At the end of the week, teachers will give pupils the opportunity to share some of the homework-based discussions they have had at home. Pupils will also be tested weekly on the spellings learnt that week.

Written tasks are uploaded onto Google Classroom or handed into the class teacher for feedback. They receive instant feedback to any online learning tasks they complete on Maths and Spelling Shed and verbal feedback from the teacher, based on class-based discussions around the homework tasks.

Types of home learning activities on the weekly Home Learning Sheet include:

Maths - consolidation and practice via Maths Shed.

Writing – consolidation of Talk 4 Writing activities for the week

Spellings – Weekly spellings list and consolidation of spelling/phonics rules via Spelling Shed

Reading – children are set individually tailored books via 'Bug Club' on 'Active Learn'.

Topic tasks – including discussions, sharing ideas, experiments and research.

Joint family activities – with a high focus placed on discussion.

Values – discussion around values focus of the week.

In addition to the Home Learning Sheet, knowledge organisers are also sent out weekly on Google Classroom to support through recapping and revisiting learning for the week.

Key Stage Three

In Key Stage 3 we aim to provide a variety of activities each week to consolidate learning taking place in the classroom. Teachers set one piece of home learning each week dependent on the subject and the day it is taught in class. All work is uploaded onto Google Classroom and feedback given.



Key Stage 1

1 Hour per week



Key Stage 2

1.5 - 2 Hours per week



Key Stage 3

1 hour daily



**All children should be
reading at least 15
minutes a day**



Newton

International School D-Ring Road

Designated Safeguarding Team

Our job is to keep you safe. If you are worried or worried about someone else we are here to listen and help.



Ms Zoe Hardman
Designated Safeguarding Lead
SENDco



Mr Unwin
Deputy Safeguarding Lead
Deputy Head of Pastoral



Ms Penney
Principal



Ms Menna Younis
Parent/Student Liason Officer
Receptionist



Ms Clara Lynch
EYFS Coordinator



Ms Aubrey Aquino
School Nurse

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



Attendance Counts

ON TIME ALL DAY EVERYDAY

We at Newton International School D Ring 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 and employers alike. 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.

Gates Open 6:20 am
School begins at 7:00 am
Late registration begins at 7:15 am

Approved Leave

While we encourage medical appointments to be made outside school hours, we do understand that at times this is not possible. If you require your child to leave school early, please supply the admin team copy of your appointment confirmation.

For applications of longer periods of leave for medical or religious reasons, please complete a leave application from the attendance officer. This will be processed and you will receive information regarding approvals within a week of application.

Absences

If your child is absent from school please contact the class teacher. Medical certificates can be sent to attendance@nisdring.com. All unexplained absences will be followed up by class teachers. Absences longer than 3 days will be followed up by the attendance officer. Absences longer than 15 days will be followed up by management.



Assessments and Reports

There are different types of assessments within the school. Throughout the year teachers carry out continuous assessment on the pupils. We also conduct weekly spelling tests, termly Mathematics check-ups and Mental Maths tests. Each term we have end of topic tests and the end of term assessments. All marks are collated and reflected on the end of term report.

Reports are issued to students at the end of each term. End of Term 1 and 3 are more detailed reports, whereas Term 2 is a snapshot of your child's progress. The reports are very informative and help parents to understand their child's academic strengths and become aware of areas where there is room for improvement. Reporting of academic progress within the reports follows the National Curriculum levels. Reports are usually issued before parent meetings so that parents can use the reported information to discuss their child's progress further.

Assessment Grades Primary

	Reporting Grade	Term One Expectation	Term Two Expectation	Term Three Expectation
Mastery Mastery of age related expectations	M			
Well Developed Working well above age related expectations	WD			
Proficient Working above age related expectations	P			
Capable Working at age related expectations	C			
Developing Working towards age related expectations	D			

Assessment Grades KS3

	Reporting Grade
Mastery Mastery of age related expectations	9 8
Well Developed Working well above age related expectations	7 6
Proficient Working above age related expectations	5
Capable Working at age related expectations	4 3
Developing Working towards age related expectations	2 1



Parent Information Evenings

At the beginning of the year, parents are invited to attend an Open Evening when 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. Key Stage Coordinators and SMT will be present at these meetings to answer any queries you may have.

There will also be a number of parent workshops held throughout the year to ensure that parents are better informed about how the school is run and how you as parents can help your children at home.

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.

Should you wish to meet with your child's teacher at any other time, you are more than welcome to. We do ask that an appointment be made by telephone so that teachers can be available for consultation. Teachers must not be disturbed during their teaching time. You may also meet with the Key Stage Coordinator or a member of SMT by making an appointment at the Reception desk.

Inclusion

Our aim at Newton International School D Ring is to value the individuality of all our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages in their lives. We have an Inclusion Policy that helps to ensure that this happens for all the children in our school – regardless of disability, age, gender, ethnicity, attainment or background. The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Policies

We have a number of policies which govern the way we approach different aspects of school life. The following policies are available:

After-School Care; Pupil Attendance; Behaviour Management; Anti-Bullying; Communication; Complaints; Extra-Curricular Activities; Homework; Parental Involvement; Staff and Pupil Protection; Sun Protection; Student Uniform & Healthy Eating.

For further information regarding policies, please visit <https://newtonschools.sch.qa/schools/nis-d-ring/>



School Council

We believe in the promotion of positive behaviour. This is done in many ways through our Behaviour Management Policy and the House points system plays a huge part. The children are each allocated a House when they first start at D Ring – Bell (yellow), Curie (red), Wright (green) or Edison (blue). Children work throughout the year to obtain house-points for their house and inter-house events are organised during the year. This promotes a good sense of team spirit.

Every teacher operates the Class Dojo system to reinforce positive behaviour and this enables the teacher to instantly report back to parents. Parents are invited at the beginning of the year to sign up to our Class Dojo so that they can be involved in what their child is up to in school and keep abreast of school events.

One of our teachers manages the School Council. At the beginning of the Academic Year the students elect the Student Council. These students meet regularly. They have a role of great importance in the school providing a student voice, raising concerns and helping to organise events. They place great emphasis on helping to improve the school environment.

In addition to this we have Heads of School and House Captains in Key Stage 3. These selected students help monitor behaviour and take responsibility to liaise with the teachers regarding behaviour. The Heads of School represent the pupils at various functions throughout the school year.

Parent Council

The Newton International School D Ring Parent Council will work collaboratively with Student Council, Teacher Council and SMT to build positive networks between school, home and the wider community such as:

Whole School Community Projects – School Fair, Sports Day, Specialist Weeks

Community Outreach/Awareness Projects – Red Earth Education, PAWs, QAWs and other charitable links.

Community Health Projects – Diabetes Walk, Road Safety Awareness, Cancer Foundation

Parents will not be elected as part of the process of Parent Council. All parents on entry to the school are automatically part of the parent council. Meetings will be held monthly and chaired in collaboration with the Head Boy/Head Girl and Pastoral Lead. Parents will be invited via email and class dojo one week prior to the meeting an agenda will be included in the invite.



Uniforms

Please note that school uniforms can be purchased from NBA Barwa or NIS Lagoon, please contact the school office for up to date timings.

Parents can also place orders via the link below.

<https://uniform.newtonschools.qa/>

Students in all years must wear uniform designed specifically for Newton. In particular, please note that all students must wear jumper/cardigan, trousers purchased from the uniform shop. Boys must wear shirts with the McKenzie collar and sleeve trim. This ensures consistency of standards.

Shoes should be of a formal style and black in colour. Please see below some examples of correct and incorrect shoes.





Healthy Eating

Children are encouraged to bring a healthy packed lunch to school as well as a water bottle which they can refill from supplies in school. Chocolates, sweets or fizzy drinks should not form part of your child’s snack. Drinks should be in plastic bottles or cartons, no tins or glass bottles are allowed. Chewing gum is forbidden in school. The school does not allow the delivery of any type of food to the school during the day.

Dropping off and Collecting Students

Please note that the two roads on the sides of the school are busy and congested in the mornings and afternoons. Parents and drivers are asked to be extremely vigilant and cautious when dropping off and picking up children.

We encourage our children to practice good road safety when walking to and from their cars. We also encourage all children to wear seatbelts in both the front and back seats of the vehicle.

Parents, Nannies and Drivers are asked not to come into the school building to collect children. Staff will be on all entrances to the school buildings and deliver children to you at the end of the school day.

Start of the Day

School gates open.....	6:20 am
Children enter class	6:40 am
Registration	7:10 am
Children registered late	7:15am

End of Day

Gates open for EYFS Parents	12:25pm
Gates open for Primary and KS3 Parents.....	1:25pm
After Care ends.....	2:30pm

We encourage parents to avoid drop children into school between 6:30 am and 6:45 am to avoid traffic in the morning. In the afternoon collection after 1:45pm will also reduce your time spent in traffic.

First Aid

If your child is unwell, to avoid spread of illness in class, we request you keep your child home and take them to the doctor. If your child falls ill while in school, they will be sent to the school nurse who will assess their symptoms.

If required, you will be contacted to collect your child from the nurse.

If your child requires medication, please contact the nurse and she will inform you of the information and consents you will be required to provide.

aaquino@nisdring.com



School Trips

Each class will be taken on at least one trip each term during the year. Trips will usually be educational although occasionally students are taken on fun trips to celebrate achievements and hard work. It is crucial that permission slips are returned, otherwise children cannot attend the trip.

Birthday Parties

We enjoy helping your child to celebrate their birthday. If you wish, you may send a cake that your child can share with their class at break-time. Please ensure you notify the teacher prior to the event and bring the cake in at the beginning of the school day so that it does not interrupt teaching and learning. It would also be helpful if you could pre-cut the cake for the children. For safety reasons, candles are NOT ALLOWED on cakes. Please understand that we cannot have a full party for every child, as this would interrupt their teaching and learning time. Fast food, such as McDonalds, Burger King, etc. are not permitted as we promote a healthy eating environment. Please do not send in gifts, toys or party bags, and under no circumstances will any 'deliveries' by an external company be allowed. Parents will not be permitted to attend this celebration and neither will other siblings in the school.

Wherever possible we encourage parents to use healthier options to birthday cakes. There are a number of companies that now supply fruit arrangements to birthday cakes.

School Bus Service

A local bus service is available for transportation to and from the school. Please note however, the contract is with the bus company and NOT with the school. The school has NO control over the way the bus company operates. Any concerns or queries regarding the bus must be made directly with the bus company.

Mobile Phones

Mobile phones are not encouraged. If a student brings in and uses a mobile phone during the day, it will be confiscated. Students should leave their phones with the class teacher. All phones will be securely kept in reception throughout the day. Please note that the school will contact you if and when necessary; consequently, the school will not be held responsible for the loss or theft of mobile phones.

Assemblies

Assemblies are held every week on a Thursday. During assembly, students have the opportunity to showcase what they are learning in the classroom as well as get rewarded for good behaviour and good work. Parents are invited to some of our assemblies over the course of the year.

ECA's

ECAs are offered in Terms 1 and 2 to the students. ECAs run from 1:45pm-2:25pm. We offer a range of activities from arts and crafts, sports and recreational activities. Students need to sign up for an activity each term. It will be a first come, first served basis and we do have a limited number.

Children will be designated one ECA activity each term, which will occur once a week. These ECAs will finish at 2:25pm. All other children not involved in an ECA will need to be collected at the usual time of 1:30pm. Students are encouraged to change their activity and enjoy learning a variety of skills. Siblings of children taking part in ECAs must be collected at the normal time if they are not involved in an ECA. Parents will have to make transport arrangements for those students who normally travel by bus.

Contact Details



Admin

al newton.hilal@education.qa



Registrar

registrar@nisdring.com



Accounts

accounts@nisdring.com



Principal

ppenney@nisdring.com



Attendance

attendance@nisdring.com



Nurse

aaquino@nisdring.com



Phone

+974 44666246



<https://newtonschoools.sch.qa/schools/nis-d-ring/>