



## **Primary Curriculum Policy**

### **Aims and Principles**

The main values and purposes of the curriculum are aligned to the type of education in which The Newton Group believes and which we seek to provide. This includes a holistic environment in which young people are safe, secure, cared for and happy; and are nurtured to develop into articulate, confident and well-qualified citizens of the world. At Newton we aim to provide a curriculum which promotes children becoming curious thinkers with a love of learning and who can demonstrate independent thought. The curriculum and its implementation should foster an environment in which questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

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

Our curriculum is designed to allow each student to:

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

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

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

## **Curriculum Delivery**

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

### **English across the Curriculum**

We aim for all of our students to become literate and articulate communicators. We do recognise the importance of speaking and listening within the context of the number of children who are non-mother tongue English speakers. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.

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

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

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

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

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

### **Health and Safety**

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with science, design and technology, information and communication technology, art and design, and physical education. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

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

### **Academic Support**

In order to ensure every child achieves their personal best, and is fully engaged in their learning, we offer a high level of support within the curriculum, depending on the needs of each individual. See AESN policy.

### **Monitoring:**

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

The curriculum provision is reviewed annually at SMT and through Team Leader meetings, as well as discussed at various academic forums

### **The EYFS Curriculum**

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

The three prime areas are:

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

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

The specific areas are:

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

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

## The Primary Curriculum

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

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

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

### Standardised Timetable Structure - Primary

Key Stage 1			Key Stage 2		
SUBJECT	TIME	LESSONS	SUBJECT	TIME	LESSONS
English	8h20	10	English	7h30m	9
Mathematics	5h50	7	Mathematics	5h00m	6
Science	2h30	3	Science	2h30m	3
Geography & History	50m	1	Geography	50m	1
History of Qatar	50m	1	History	50m	1
Art	50m	1	History of Qatar	50m	1
Philosophy for Children	50m	1	Art & DT	50m	1
Assembly	1		Philosophy for Children	50m	1
SPECIALIST SUBJECTS			Assembly	50m	1
ICT	50m	1	SPECIALIST SUBJECTS		
P.E.	50m	1	ICT	50m	1
Music	50m	1	P.E.	50m	1
Islamic Studies/Citizen	1h40m	2	Music	50m	1
Arabic	4 hours 10 mins	5	French	50m	1
Total	29h10m	35	Islamic Studies	1h40m	2
			Arabic	4h10m	5
			Total	29h10m	35

## **Planning the Curriculum**

### Long Term Planning (LTP)

SMT produces and disseminates a Long Term Plan before the start of the academic year. This details the content that will be covered over the course of the year, with detail for each subject in each term. They may be used in subsequent years with only minor alterations for consolidation, refinement and development.

### Medium Term Planning (MTP)

SMT/Team Leaders produce a termly plan before the start of each new term, in accordance with the Long Term Plan. This gives more detail regarding the activities and learning that the students will take part in and maps progression in teaching and learning across the term. This information is then shared with parents and published on the school website in the form of a curriculum letter.

### Short Term Planning (STP)

All teachers produce weekly plans for Mathematics, English, Science, Geography, History, Art, Citizenship and Qatar History. These plans detail whole class teaching and independent and group activities, as well as opportunities for teachers and support staff to reflect and note down comments on student's progress. The differentiation required to meet the individual needs of the students are included in the Short Term Plans. Teachers are required to plan using a standard format and have AFL strategies included. These plans are working documents and must be reflected on by the teacher's and include annotations.

**Specialist teachers follow the same procedures outlined above.**

### English

**Talk for Writing** - developed by Pie Corbett is powerful because it is based on the principles of how people learn. The movement from imitation to innovation to independent application can be adapted to suit the needs of learners of any stage.

The Talk for Writing approach enables students to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that students internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in students to write creatively and powerfully.

### Mathematics

White Rose Maths – underpinned by the mantra 'Everyone Can', develops a deep understanding of topics by following the CPA (concrete, pictorial, abstract) approach to teach for Mastery.

### Homework

Newton International Academy offers weekly homework in all core subject areas. The homework links to the teaching and learning that has taken place in class during the week and is used to reinforce prior learning only. The homework is available on Google Classroom and ATOM for completion.

### AESN (Additional Educational Support Needs)

The schools AESN department offers support to the students who need it to ensure that they can access the curriculum. Concerns are flagged using assessment data, teacher judgement and external statements. Once identified the students are assessed and intervention is planned for them and recorded in an IEP which is shared with all stakeholders.

### Withdrawal

Withdrawal intervention for SEN students. Timetabled to be removed from class throughout the week. These students potentially will have statements or be current SEN students on the current register. This level of intervention is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports or statements from outside professionals (as appropriate)

### Communicating the Curriculum to Parents

NIA communicates the curriculum to parents by sending out an overview of what is to be taught in all subjects at the beginning of each term. A weekly newsletter is also uploaded onto Google Classroom which details the week ahead.

### **Relationship to other policies**

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

Teaching and Learning

Admissions

Assessment

Homework

SEN

EAL

Extra-Curricular Activities

More Able and talented



