



NIA Secondary Curriculum Policy

Aims and Principles

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

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

Our curriculum is designed to allow each student to:

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

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

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

Relationship to other policies

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

- Teaching and Learning
- Admissions
- Assessment
- Homework



- MAT/G&T
- SEN
- EAL
- Extra Curricular Activities
- Setting
- iGCSE and A level study conduct

Curriculum Delivery

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

Literacy Across the Curriculum

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

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

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

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

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

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

Health and Safety

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

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

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



Academic Support

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

In Secondary students may attend Academic support ECAs, they will be placed into sets in core subjects based on their ability and receive support from TAs where available. Teachers will further support all students in every lesson via differentiated lesson plans, activities and resources. Homework and extra revision as well as all powerpoints and worksheets are available on Google classrooms.

Monitoring:

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

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

The Secondary Curriculum

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

Key Stage 4 consists of Year 10 and Year 11 – English and Mathematics, PE, Islamic or Citizenship are compulsory. Students chose 7 other subjects as options.

Key Stage 5 consists of Year 12 (AS Level) and Year 13 (A Level). Students choose 2-4 AS or A level subjects as options; also PE and IELTS are extra options for students whilst Islamic/Professional Studies are compulsory for all.

The curriculum followed throughout the Secondary School is based upon the National Curriculum of England and Wales; with each subject curriculum being drawn from the British National Strategy. Each individual curriculum is then evaluated as to its appropriateness and importance to the school community that we have and balanced with the needs of the Ministry of Education. The KS4 and KS5 curriculum is essentially drawn from this same curriculum and the examination boards we use, Edexcel and Cambridge (CIE) are both respected British Examination boards. The IGCSE share international renown as one of the best middle level examinations in the world. Subjects taught in each Key Stage are indicated on the table below.



Key Stage 3		Key Stage 4		Key Stage 5
Design & Technology	Islamic Studies	Arabic – 1 st / 2 nd Language	English Literature	Mathematics
Geography	I.C.T.	Physics	French	Geography/History
English	Mathematics	Biology	Geography	Arabic
History of Qatar	Arabic	Business Studies	Design & Technology	Art/Psychology
History	Science	Chemistry	I.C.T.	Chemistry
French	Citizenship	History	IGCSE P.E.	Physics
Art and Design	PE	Travel & Tourism	Global Citizenship	Environmental Management
		EM	Mathematics	IT/Computer Science
		Art and Design	Islamic/Citizenship	French
		English 1 st / 2 nd Language	P.E.	Biology
				Business Studies/Economics



Standardised Timetable Structure: Key Stage 3

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

Standardised Timetable Structure: Key Stage 4

Subject	Time	Lessons
English	4h10m	5
Mathematics	4h10m	5
Option 1	2h30m	3
Option 2	2h30m	3
Option 3	2h30m	3
Option 4	2h30m	3
Option 5	2h30m	3
Option 6	2h30m	3
Option 7	2h30m	3
P.E.	50m	1
Islamic Stud / Cit	1h40m	2
Tutor Period	50m	1
TOTAL	29h10 m	35



Standardised Timetable Structure: Key Stage 5

Subject	Time	Lessons
Option 1	5h50m	7 (Year 12), 8 (Year 13)
Option 2	5h50m	7 (Year 12), 8 (Year 13)
Option 3	5h50m	7 (Year 12), 8 (Year 13)
Option 4	5h50m	7 (Year 12), 8 (Year 13)
Self-Study (+IELTS or PE as extras)	2h30m	4 (only in Year 12)
Islamic / Prof Stud	1h40m	2
PE	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35