

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



**Newton British School, Muraikh
Online Parent
Handbook during
Covid -19
Pandemic**



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Dear Parents,

I am delighted to welcome you to NBS Muraikh and thank you for investing your child's future with us.

We appreciate that these are challenging and difficult times for us all. During this period of social distancing and online learning, we aim to secure the best standards of learning as we did previously before the Covid-19 pandemic. As a parent myself with children at the school, I know how important it is to know and understand and recognize the challenges that your child will meet and how you can support. It is for that reason we value our relationship with the parents. This is a partnership between the school and parents to support and nurture children.

Please do read through the following pages carefully but if there is anything you need further clarification on, then do not hesitate to contact.

My staff and I look forward to working with you in the future as we strive to be 'an international community of learners striving for excellence and celebrating success'.

Yours sincerely,

Mr. Michael Wilson

Principal

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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 wider community to achieve our vision.

Values

RESPECT	Self- respect, respect for students/staff/parents and respect of personal and community property
HONESTY	Honesty in all our actions
TRANSPARENT COMMUNICATION	Open and effective communication among students, staff and parents
EMPATHY	Understanding and appreciation of the feelings of others
SUPPORT	Support the development of each individual to his/her fullest potential
DIVERSITY	Appreciation of all languages, traditions, religions and cultures
SOCIAL RESPONSIBILITY	Development of responsible citizens through community service
PERSONAL ACCOUNTABILITY	Highest personal commitment to taking responsibility for our actions

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The School Day

School gates will open at 6:30am and children can be dropped off and they will be escorted in to the testing area. In EYFS, classes will begin at 7.15 am but should arrive by 7.00 am.

The National Anthem will be played in registration period within their social bubble. All children, teachers and visitors to the school will also be escorted to the testing area. No parent is allowed in the school building.

The school day begins for all pupils at 7:00am dependent on whether they are in group A or Group B. All classes are divided into two halves to ensure that no more than 15 pupils are within a classroom at any one time. You will be informed of what learning half you are in.

Year 10 and 11 operate a normal timetable every day.

School ends each day a between 12.00 and 12.30 for children in EYFS and at 1:00 pm for all other pupils.

Break time

Children are allowed 30 minutes as a break and are allowed take refreshment but this will occur within their quarantined social bubble.

End of the School Day

Children must be collected promptly at 1.00 pm (Primary and Secondary) and by 12.30 pm (F1 and F2). There is no aftercare.

All parents and carers must proceed through the Covid – 19 checking area and wait for their child within the designated quarantined areas.

Extra-Curricular Activities (ECAs)

During the current conditions, in accordance with the requirements of the Ministry of Education, there are no extra curricular activities.

Assemblies

These will be held through zoom.

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Uniform

The school uniform can be ordered on line. Please refer to the school website for more details.

School uniform is compulsory and an important part of belonging to the community of NBS Muraikh. It is therefore imperative that pupils come to school dressed appropriately. All boys in Secondary are required to wear a school tie.

Long hair must be tied back. Only blue hair ribbons are permitted and children must not wear fancy slides or clips. Boys' hair should be neat and not fall into the eyes. With regards to jewelry, the wearing of a watch and one pair of plain stud earrings in pierced ears is allowed. We strongly recommend that when watches are purchased, they should be of the non-digital (analogue) type. Watches should not be worn during sport. No make-up or nail polish is allowed.

Physical Education

[Under the current conditions, there are no physical team activities.](#)

Hair styles

Hair for both girls and boys should be conventional in style. Hair dye is not permitted.

Hair accessories for girls should be in the school colours.

Hijab/scarves should be navy, white or black

No Abayas may be worn by pupils in school in any year group.

Jewelry

Girls

Small stud or sleeper ear rings

Watch

Make-up or Nail varnish is not allowed.

Boys

Watch only

Important Notice

Smart watches are not allowed for safeguarding purposes.



General Equipment

Under current conditions, no sharing of equipment between students is permitted.

Lockers

Lockers are available in school for Secondary pupils, under current conditions, access to a locker is strictly controlled to ensure social distancing.

Students are required to have the following equipment at school every day equipment, such as the Art sketch book for example, must be at school on the required days.

<ul style="list-style-type: none">• black ballpoint pens• HB pencils• Pencil sharpener• Eraser• Ruler• 2GB-Flash drive	<ul style="list-style-type: none">• Set square set• Protractor• Pack of coloured pencils• Pack of felt tip pens• Pencil case• Calculator•
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**** PLEASE NOTE THAT SPECIALIST SUBJECTS MAY HAVE FURTHER REQUIREMENTS ****

Swimming Pool

The school has a pool within the Palace building which is available for Primary Children however, under current conditions, the pool is unavailable.

The use of computers

Under current conditions, there is no sharing of IT resources. Each Year 10 and Year 11 student has been allocated their own computer and other years bring their own lap top or ipad into school.



Key Procedures

EHTERAZ and temperature checking

Arrival procedure in the morning

There will be 3 designated areas arranged for the taking temperature and checking EHTERAZ app

1. KG assembly room – F1, F2, secondary boys. and all adults who work at the school. There will be 3 temperature/App checking points operated by TAs/ science technician and the school nurse. Procedure to be overseen by the coordinator.
2. Assembly room – Years 1, 2, 3, 4 5, 6, and Secondary girls. There will be 2 temperatures/App checking points operated by TAs and overseen by the coordinator.
- Primary and EYFS children will be escorted to the appropriate points by the TAs and then escorted to their classroom where the teacher will await them.
- There is a designated area just inside the entrance gate for parents to stand and see their children being taken to the checking area.

Security and Visitors to the School

All visitors to the school must obtain authorization to enter the school from the security staff. Only members of staff, delivery men and visitors to the accounts department are allowed on the school premises during the day. All visitors must pass through the Covid – 19 checking area and display the EHTERAZ application.

Preparation for Covid-19

The following preparations have taken place.

1. All corridors are now one way
2. Each corridor has an entry and exit
3. All staircases are one way
4. All EYFS classrooms and science rooms have entry and exit doors
5. All classrooms and corridors have Covid – 19 instructions in English and Arabic
6. Social distancing labels are prepared for outside
7. The gymnasium doors are entrance and exit
8. All outside playing apparatus will be taped off to prevent access.
9. The assembly hall will be used as the clinic station if required.

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10. Messages by the Principal over the loud speaker to remind about Covid – 19 precautions at the beginning and end of the day.
11. More temperature gauges have been acquired to speed up entry in to the school for pupils.
12. A supply of masks and disinfectant wipes are acquired.
13. Sanitizers are ready to be placed in all classrooms

The following procedures are prepared for students:

- Corridors all one way.
- Social distancing signs everywhere
- Pupils sit 1.5 meters apart.
- Entrance to the school carefully controlled.
- No contact activities will be allowed at break times.
- No water dispensers are available.
- No sharing of toys and stationery.
- No sharing of musical instruments.

Suspected Covid outbreak during the day.

Sequence of events is a child is suspected of having Covid.

- The child is escorted to the isolation room and is supervised until a parent or carer can collect.
- Medical certification that the child is required before a child can return to school.

When a student is confirmed as having Covid – 19

- Child is quarantined for 14 days.
- All pupils with the class is quarantined and a test is organized through the MoHE at the school.
- The teacher is quarantined and subject to a Covid test
- The classroom is immediately sanitized
- Learning continues via streamlined lessons by the teachers to the students.
- Teacher and pupils return after the quarantine is completed.
- Infected child is subject to confirmation that there is no risk of contaminating others before returning to school.

When a teacher is conformed as having Covid – 19.

- Teacher is confirmed of having Covid – 19.
- All students within the social bubble are contacted through the parents and remain in quarantine for 14 days.
- All student testing is undertaken with the co-operation of the MoHE at the school.
- All tracing of students is reported to t e MoHE



Other illnesses

If a student is ill or injured during the day, the school nurse will assess the child and contact parents if necessary. Students may not contact home directly if they are unwell; they must report to the nurse for assessment. Parents may not come into school to remove a student on the grounds of ill health without prior notification from the nurse.

The School Nurse is located on the ground floor of the building. She assists in health education within the school 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 and support staff are trained in basic first aid and CPR. Please assist us by making sure that we have up to date medical information on your child. Do not send your child to school if he/she has a temperature. Notify the school nurse immediately if your child contracts a contagious illness. The child cannot return to school unless he/she brings a medical certificate, which indicates freedom from infection. The following table gives the exclusion periods for some common illnesses.

Chicken pox	7 days or until lesions have healed
Measles	7 days
Mumps	14 days
Rubella (German Measles)	10 days
Head Lice	Until every egg is removed
Conjunctivitis	Until treated and no discharge from the eye or any discoloration
Sickness and diarrhea	48 hours

Complaints Procedure

It is important that all complaints are dealt with quickly and efficiently. Please refer to the school's complaints policy. All parents have the right to access the Ministry of Education via their website to lodge a complaint. However, it would be our intention to resolve any issues before this stage.

<https://privateschools.edu.gov.qa/Pages/home.aspx>



The Online Learning Cycle

Two-week cycle – 70 lessons in total

Blended Learning

Year	Live	Recorded
Year 1	2 (Islamic)	33
Year 2	2 (Islamic)	33
Year 3	4 (Islamic & French)	31
Year 4	4 (Islamic & French)	31
Year 5	4 (Islamic & French)	31
Year 6	4 (Islamic & French)	31
Year 7	4 (Islamic & French)	31
Year 8	4 (Islamic & French)	31
Year 9	4 (Islamic & French)	31

Online Learning

Year	Live	Recorded
Year 1	37	33
Year 2	37	33
Year 3	39	31
Year 4	39	31
Year 5	39	31
Year 6	39	31
Year 7	39	31
Year 8	39	31
Year 9	39	31



EYFS Curriculum

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, e.g. 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.



Arabic, Qatar History, Islamic Studies

All students follow the Ministry of Education and Higher Education Curriculum in Arabic Language and Qatar History. Pupils for whom Arabic is not their native language will follow Arabic 'As a Second Language' and Qatar History in English. Islamic studies will be studied by all pupils of the Islamic faith whilst all other students will follow 'Citizenship'.

There are:

Four Arabic lessons per week,

Two Islamic Lessons/Citizenship

One Qatar History lesson.

Key Stage 1 Curriculum

Key Stage 1 consists of Years 1 and 2. The courses for KS1 are designed to meet the requirements of the English National Curriculum (2014).

Subjects	
English Mathematics Science Geography History Computing P.E.	Art & Design & Technology Qatar History Arabic Islamic Studies Music Citizenship



English

At Newton British School- Muraikh 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 will 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 surrounded 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 British 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 with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognize, 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.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

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

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.

Pupils will be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry,



Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)

- Significant historical events, people and places in their own locality.

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.

Pupils will be taught:

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Human and physical geography
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

To use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork
- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.



Computing at KS1

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.

Pupils will be taught to:

- To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- To create and debug simple programs
- To use logical reasoning to predict the behaviour of simple programs
- To use technology purposefully to create, organize, store, manipulate and retrieve digital content
- To recognize common uses of information technology beyond school
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Art and Design at KS1

Art is taught through specialist lessons each week in KS1. 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 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.

Physical Education at KS1

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

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An International community of learners striving for excellence and celebrating success competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught:

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- To participate in team games, developing simple tactics for attacking and defending
- To perform dances using simple movement patterns.

Key Stage 2 Curriculum

Key Stage 2 consists of Years 3 - 6 – often divided into Lower KS2 (Years 3 and 4) and Upper KS2 (Years 5 and 6). At British School we follow the Programmes of Study as set out in the National Curriculum in England.

Subjects	
English	Art & Design & Technology
Mathematics	Qatar History
Science	Arabic
Geography	Islamic Studies
History	Music
Computing P.E.	Citizenship
	French



English

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 understand how language works by looking at its patterns and structure 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 in 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

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

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

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An International community of learners striving for excellence and celebrating success 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 with 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

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

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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. At UKS2, they should encounter more abstract ideas and begin to recognize how these ideas help them to understand and predict how the world operates. They should also begin to recognize 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 organization 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.

Pupils will be taught:

Locational knowledge

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

To describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.



Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Computing

Computing is taught through specialist lessons in KS2. 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.

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

French

All children from Year 3 to Year 6 will learn French. They will study different topics in French ranging from numbers and the alphabet, to being able to introduce themselves in French and talk about their families.



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.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

previous ones and demonstrate improvement
to achieve their personal best.

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 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.

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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.

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.

Information / Parent Meetings

At the beginning of the year, parents are invited to attend a welcome 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.

Parent-Teacher meetings 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.

How to help your Child succeed at School?

Talk to your child at the end of each day and ask them what has happened at school and what they have learned. Make a fuss when the child has been complimented or rewarded. Meet your child's teachers whenever you can. Do not hesitate to contact the school to discuss issues. We are here to help in any way we can. Ensure your child arrives at school on time, and has all

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equipment ready for lessons. Make sure your child has the time and opportunity to do his homework. Ensure that your child has enough sleep so they are focused and ready to learn in class. The co-operation and support of parents is necessary to ensure the successful progress of each child.

Specialist Weeks

Newton British 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.

Educational Visit

Each class in EYS, KS1 and KS2 will experience one visit 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.

Homework

All children from KS1 and KS2 will receive homework. All KS1 and KS2 children are expected to read every night as part of their homework. Homework for KS1 and KS2 will be issued on Thursday with the week's tasks and collected on the following Tuesday for marking. Students are issued with a planner to assist with the organization of their work. Teachers will use the planner to communicate with parents about issues concerning their child and parents are encouraged to use the diary to communicate with teachers. This book is a vital part of our home/school communication.

Lunches

Children are encouraged to bring a healthy packed lunch to school as well as a water bottle which they can refill from the water-coolers 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.



Secondary Curriculum

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 QCA approved National Strategy (2007). Each individual curriculum school community that we have and balanced with the needs of the Ministry of Education. We constantly evaluate the school plans to assure that we offer the best possible curriculum that we can and are always seeking to improve upon this. Subjects taught in Key Stage 3, 4 and 5 are indicated below.

KS3	
Arabic	History
Art and Design	History of Qatar
Citizenship/Islamic Studies	I.C.T
Design & Technology	Mathematics
English	PE
French/EAL	Science
Geography	



Key Stage Four.

A thirty-five period week will be spent like this:

English	5 lessons
Mathematics	5 lessons
Computing	3 lessons
Block A option	3 lessons
Block B option	3 lessons
Block C option	3 lessons
Block D option	3 lessons
Block E option	3 lessons
Block F option	3 lessons
PE (compulsory)	1 lesson
Islamic Studies/Careers (compulsory)	2 lessons
Tutorial (compulsory)	1 lesson

Option choices will be issued in Year 9.

Assessments

Throughout the academic year, both formative (ongoing assessments) and summative (end of unit and end of term assessments). These are graded according to the QCA Level and CSE grades. Records are kept by each subject teacher and recorded on the school management system. The overall result of these assessments will be reflected as a level or grade in the end of term report.

Examinations

Internal examinations take place at the end of each term. Parents are given notification of these examinations and a timetable will be sent home with the student a few weeks before the start.

Key Stage 3

Key Stage 3 is the collective name given to Years 7, 8 and 9. All students follow The National Strategies for all subjects.

Our Key Stage 3 curriculum builds on the experiences students have had at their Primary School. Our aim is to maintain the strengths of the primary approach as we introduce teaching by subject specialists. In particular, we want our students to use their skills across the curriculum and not

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to confine them to the subject in which they happen to be learned. Information Technology equips students with skills which are used and reinforced across all subjects.

Thirteen subjects are offered: English, Mathematics, Science, ICT, History, History of Qatar, Geography, French, Arabic, Islamic Studies or Citizenship, P.E., Art & Design and Design & Technology. English and Mathematics are taught each day of the academic week.

Within the structure of the National Strategies, the Programme of Study sets out what students should be taught, and the attainment target sets out the expected standards of each student's performance. The aim of KS3 is to focus upon the practical development of the skills needed as to develop our students to become successful learners who enjoy learning. Make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

The pastoral care of students includes the general discipline of all students in KS3 as well as the monitoring of uniforms, attendance, lateness and making parent contact when required. This is carried out by our pastoral care team of tutors and Heads of Year. School policies are referenced in this Handbook. You are strongly advised to read through these with your child and support the school by ensuring that your child (and you where applicable) abides by all school policies

Key Stage Four

As part of standardisation of Newton Group of Schools, at Newton British Academy the IGCSE certification is completed through two examination boards namely Cambridge Assessment International Education and Pearson Edexcel Examination boards.

Parental Involvement and the PTA

We encourage all parents to become involved in their child's learning. Educational research shows that children, whose parents are involved in any form or manner at their school, are more motivated and committed to their studies. It is also important to note that older children are just as reliant on their parents support as younger children.

We welcome any assistance you might be able to provide. As our school grows and improves, so does the breadth of opportunities we can provide for your child and you can offer the school.

We want an active PTA who support teaching and learning as well as special events at the school. If you feel you would like to support the school or if you want to be a part of the PTA group which helps focus parental participation in school life, please do not hesitate to contact the school.

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Student Council

Students in each class elect two representatives (one boy and one girl) to sit on the School Council. This elected body meets regularly with the Head of Student Council at these meetings the representatives convey the views of the students to Management and this helps to shape policies within the Secondary School.

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 for safe keeping. 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.

Zero Tolerance

For certain types of anti-social behaviour, Newton British School- Muraikh has a zero tolerance policy. Fighting and bullying are not allowed in school – and this includes hitting back. If a child is caught fighting or bullying other students or using physical violence or verbal abuse to an adult, parents will be contacted. We also have zero tolerance with regards to theft and damage to property on school premises. Any pupil caught doing any of these things, their parents will be contacted immediately and asked to come in and speak with the Head Teacher about their child's future at the school.

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Contact with Teachers

Appointments

Your child's class teacher is instrumental in developing a student's school life. All 1:1 meetings will be undertaken by Zoom

Class Dojo

Each class will have a Class Dojo account where parents will be invited to follow their child's Class Story. This can be accessed by the Class Dojo app that can be used on any device. Class Dojo will also enable you to message your child's Class Teacher. Please log in using the parent Code which will be given to you in Term 1.