

**Newton International School, Lagoon**  
*"An international community of learners striving for excellence  
and celebrating success"*



# Parent Handbook

Key Stage 3, 4 & 5



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



## Structure of the Day

The School day begins at 7:00. Students are expected to go directly to their tutor room. It is vitally important that students are present at 7:00 as this is when the attendance register will be taken and, perhaps even more importantly, where any important matters pertaining to their day and the school are discussed.

	7:00 - 7:10	7:10 - 8:00	8:00 - 8:50	8:50 - 9:40	9:40 - 10:05	10:05 - 10:55	10:55 - 11:45	11:45 - 12:10	12:10 - 13:00	13:00 - 13:50
<b>Sun</b>		Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Mon</b>		Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Tues</b>		Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Wed</b>		Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Thurs</b>		Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7

### Tutorial

The form tutor is very instrumental in developing a student's school life. As such, any issues a student has should be raised with their tutor and, likewise, the tutor should be the parent's primary link with the school. Day to day issues can be raised through written comments in the Planner; more detailed comments should be addressed in a letter or through an appointment after school. The tutor is the teacher with the overall view of the student and can thus serve the student best when all issues are first addressed through them.

### Assembly

Whole School, Key Stage and House Assemblies are important opportunities for the school body to meet at different levels. Here students are provided with the opportunity to lead and share ideas and philosophies important to them all. Assemblies are an opportunity to develop the key values as presented in the school's Mission Statement. This year a PSHE programme will lead and guide students through the assemblies and the tutor period. It is also expected that each student should have the opportunity to take part in an assembly.



## Key Procedures

### Security and Visitors to the School

All visitors to the school must obtain authorisation to enter the school from the security staff and wear a visitor's badge. Visitors should then report to the Secondary Reception area for further information.

Visitor's details will be entered into the Visitors' Control Book.

### Dropping off and Collection of Children

Parents and drivers are asked to be extremely vigilant and cautious when dropping off and fetching children. We encourage our students to practise Road Safety and would encourage you to ensure that your child wears their seat belt whether seated in the front or back of your vehicle. NIS are pro safety and have a seatbelt and road safety awareness campaign each year.

Parents are requested to use the allocated entrances for the dropping off and collection of children. Please do not ask your child to walk to a nearby pick-up-point as this could put your child at risk as the traffic is extremely busy.

### Absence and Late Procedure

It is vital that students attend school every day in order that they are able to keep up with work. Students who regularly miss days through sickness or other reasons often have problems catching up with work and tend to become frustrated. This can often affect their behaviour. It is essential that all students attend the registration period as important information is given out at this time. The school calendar and Attendance Policy is available on our website.

### Health and Safety

Good health will help your child's ability to learn and achieve at school and throughout his/her life. Therefore, we stress the importance of good nutrition, adequate sleep, good hygiene and regular exercise. We have a Healthy Eating Policy which is found on our website and we ask you to encourage your child/ren to drink lots of water; especially in the warmer months. We also would like to highlight the fact that we endeavour to promote environmental awareness amongst our students. We encourage you to send a water bottle to school with your child to discourage the use of plastic cups.

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. If a student is ill or injured during the day, the school nurse will assess the child and will 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 notification from the nurse.

Students are not allowed to use the elevator unless a documented medical condition warrants use. This will be documented and noted in the planner by the Head of Secondary. Unauthorised use of the elevator may result in disciplinary consequences.

School officials are required to conduct fire drills throughout the school year. The purpose of these drills is to ensure safe evacuation in the case of an emergency. Students should become familiar with the evacuation plan for each lesson which are on display in all classrooms. Students should exit the building in an orderly manner and remain with the subject teacher. Students should refrain from talking during emergency drills. Please ensure you read through the Health and Safety Policy with your child. Students who violate this policy will receive disciplinary consequences.

Access to the internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. To this end, we ask that you read and abide by the School's E-Safety policy which is found on the school website.

## **Textbooks**

When textbooks are issued to students, the student becomes responsible for returning the assigned book in the same condition as when issued - except for normal wear. Charges will be assessed for lost and damaged books. Issuing of end of year reports will be held until all financial obligations are met.

## **Library and Resources**

As a developing school we are constantly looking to provide an increasing range of resources for the school to utilise. This year we have added many Secondary level books to our library and to further develop our secondary library resources, we have increased the ICT provision throughout the school. All books are now logged electronically, by our school management system.



## **Uniform**

Students should be dressed in full uniform each day. Student may not come to school in their PE kit on PE days. Zaks, on Salwa Road, is the official supplier of the Newton uniform. A detailed outline of the required uniform is found on the next page and in the student planner. It is an expectation that both parents and students adhere strictly to the required dress code and ensure that students are neatly and appropriately presented at all times. Please refer to the **Uniform Policy** for further details.



## KS3 & KS4 Uniform

Girls	Boys
<ul style="list-style-type: none"> <li>• McKenzie Tartan or navy straight cut skirt, calf to ankle length or loose fitting navy blue trousers</li> <li>• White cotton shirt with school logo on left side</li> <li>• White ankle socks</li> <li>• Plain, flat, black leather shoes- no motif, no trainers, no heels</li> <li>• Plain white t-shirt or vest to be worn under the shirt (optional)</li> <li>• School Tartan scarf- to be tied properly</li> <li>• School Jersey or Jacket (optional)</li> <li>• Plain black or navy coat – no logos</li> <li>• Plain black or navy headscarf (optional)</li> <li>• School cap for break times</li> <li>• Jewellery: a watch and stud earrings only</li> <li>• No Make-up or Nail Varnish is permitted</li> </ul>	<ul style="list-style-type: none"> <li>• Navy blue trousers</li> <li>• White linen shirt with school logo on left side</li> <li>• Dark socks</li> <li>• Plain, black leather shoes- no motif, no trainers</li> <li>• Plain white t-shirt or vest to be worn under the shirt (optional)</li> <li>• School Tartan tie- to be tied properly and worn to the neck</li> <li>• School Jersey or Jacket (optional)</li> <li>• Plain black or navy coat- no logos</li> <li>• School cap for break times</li> <li>• Hair should be natural and well-groomed</li> <li>• Jewellery: a watch only</li> </ul>

## General Equipment

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

<ul style="list-style-type: none"> <li>• black/blue ballpoint pens</li> <li>• hb pencils</li> <li>• Pencil sharpener</li> <li>• Eraser</li> <li>• Ruler</li> <li>• 2GB –Flash Drive</li> <li>• Plastic Clear Bag Folder for <u>each</u> subject</li> </ul>	<ul style="list-style-type: none"> <li>• Set square set</li> <li>• Protractor</li> <li>• Pack of colour pencils</li> <li>• Pack of felt tip pens</li> <li>• Pencil case</li> <li>• Calculator</li> <li>• A3 Sketch Book for Art</li> </ul>
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**\*\* PLEASE NOTE THAT SPECIALIST SUBJECTS MAY HAVE FURTHER REQUIREMENTS\*\***



## Communication

At NIS we encourage open communication between parents and staff at all levels. Our website ([www.newtoninternationalschool.edu.qa](http://www.newtoninternationalschool.edu.qa)) is the main link between parents and the school. Our school newsletter, The **Lagoon Tribune**, goes out each half term, keeping parents informed of the day to day occurrences at school and of all special events that take place.

Parents are also encouraged to visit the school and meet with their child's teachers. Please follow the appropriate lines of communication. The first point of contact is the form tutor or subject teacher. The next is the Head of Year or Head of Department, the Deputy Head of Secondary, Head of Secondary and then the Principal. **Please ensure you make an appointment with the teachers you wish to meet.**

### Contact Information

Good communication is key to a child's development at school. Please assist by making sure that we have up to date contact and medical information on your child at all times. A page has been allocated in the planner for this; however, student records should be up to date with the registrar as well. We like to keep parents informed about the day to day occurrences at school. Please read and sign your child's planner on a weekly basis and feel free to comment or question. Parents are encouraged to contact form tutors and subject teachers to monitor the child's progress. Although staff are discouraged from giving their personal mobile numbers to parents, a list of staff email addresses is made available to parents at the beginning of each year. Staff, like parents, have a real interest in the student's development.

### Information / Parent Meetings

At the beginning of the year, parents are invited to attend a Welcome Evening where they will be given the plan and vision for the academic year. Parents will be introduced to the curriculum and will have an opportunity to ask questions. All Secondary staff will be present at these meetings to answer any queries you may have.

Parent-Student-Teacher Interviews are held in Term 1 and Term 2. These are an important time to discuss your child's targets and progress. Please ensure that you attend these meetings.



There are times when other meetings are called, for instance Year 9 and Year 11 Option evenings. Your presence here is essential and we ask that you make sure you attend in order that you may assist your child to make an informed and significant decision in their higher education.

If a parent wishes to meet with any teacher during other times of the year, please telephone the school and **make an appointment**.

## **Reports**

Reports are usually issued at the end of each term. The information in these reports should help parents understand their child's academic strengths and become aware of areas where there is room for improvement.

## **Targets**

Constant reflection and target setting by both teachers and student is an essential part of preparing an independent learner. As such students are encouraged to set targets on a termly basis, and to reflect upon them as they progress. These should be recorded in the student planners. Teachers also set at least one target per subject in the report. Whenever possible in lessons, students will be asked to reflect on how they can achieve their target.

## **An Evaluative School**

Newton International is an evaluative school. The SMT and staff ensure that pupils are supported and guided in all areas of their school life. To this end we constantly evaluate all events, activities and processes at our school to reflect on what was done and to look at ways of improving in the future. As of this year, students, through the student council, will also be involved in the evaluation process.

## **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 have an active PTA who supports 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.

## How to Help Your Child Succeed at School

Parents have expectations of the school and the school also has expectations of parents; the goal being to develop the child into a successful member of society. We ask parents to support their child and the school so that together we can achieve this goal.

- Discuss what has happened at school and what they have learned.
- Congratulate (give positives) when the child has been complimented or rewarded.
- Meet your child's teachers whenever you can. If you have concerns sit down with the form tutor, subject teacher, counsellor or members of the SMT. Find out what your child thinks. Find out if the school know something you don't or if you know something the school doesn't.
- Do not hesitate to contact the school to discuss issues. We are here to help in any way we can.
- Encourage your child to participate in extra curricular activities.
- Ensure your child arrives at school on time, and has all equipment ready for lessons.
- Ensure your child has the time and opportunity to do his homework and complete it daily.
- Ensure that your child has enough sleep.

### Student Planners

Please note that the school planner is not just a record of homework but a crucial link with parents. Planners have been organised and arranged in such a way as to ensure that students regard it as an essential document. Changes have been made which guarantee that communication between home and school is documented and it also keeps a record of all required information. Please note that these should be signed by form tutors and parents at least once per week. Please take some time to look through your child's planner with them.



## Homework

Homework is an integral part of the school experience. A copy of the Secondary Homework Policy can be found in the Policy section of this document and on the school's website. Homework in the Secondary School is organised to take account of the variety of requirements across subject areas. For example frequent short homework is ideal for reinforcing techniques in Mathematics, whereas longer project style work spread over two weeks is more appropriate in Geography. To accommodate this variation, the homework timetable sets total expectation of time spent on homework each week. It is important that students tackle homework early to avoid accumulation of work on one night. This will be monitored by form tutors and Heads of Year and students are encouraged to take on the responsibility for the organisation of work as they progress through the school. All students are issued with a Planner into which they should note the day's homework and the date by which it is due. Parents, again, are asked to check the diary regularly and to sign it on a weekly basis. If a homework assignment is missed, teachers will note it in the Planner. Repeated failure to do homework may result in disciplinary action. Our aim as a school is to develop independent learners and a key aspect to this is building into lessons the need to develop self study skills.

## What to Do When You Don't Know the Answer

There is a pretty good chance that sometime during Secondary school, your child will come to you with a problem that even you cannot solve. What can you do to help when you don't know the answer? Here is a list of constructive ways to assist your child.

- **Be positive.** While it's acceptable to briefly empathise with your frustrated child, try to respond optimistically so the child knows that there is a solution and you will help him or her find it. Don't demean your child's struggle; all students have problems at some point. There is nothing wrong with struggling to understand something.
- **Listen to your child.** Ask your child to explain exactly what it is that he or she doesn't understand. If it is a textbook-related question, have your child show you where it is found in the book.
- **Get the whole picture.** Ask your child if the teacher provided any extra materials such as handouts or Web resources, which might help. If it is an assignment that takes several days or weeks to complete, have your child check with the teacher to be sure he or she has everything.
- **Re-read the question or homework task.** Once you have all the material, re-read the question or problem together. Break down the problem into component parts, if possible. Take an analytical approach and work through



the steps together. It is acceptable to guide your child through the steps, but beware of completing the work for him or her. Your child will not learn the material and will ultimately suffer.

- **Use the textbook as a resource.** Textbooks are usually filled with examples and supplementary materials that help relate concepts to the real world. Be certain to also check the textbook Web site, if there is one. There are many sites that offer a wide array of text-related materials, including illustrations, web links, and games that help students learn in a fun and interactive environment. e.g. [http://www.bbc.co.uk/schools/websites/11\\_16/index.shtml](http://www.bbc.co.uk/schools/websites/11_16/index.shtml)

## Learning Support

Our aim is to give our students a level of education that matches their ability and potential. In some cases a student's progress may be inhibited by a learning difficulty. Statistics suggest that about 10% of the population have some form of specific learning difficulty and about 4% are severely dyslexic. Please inform us of any previous learning support your child may have received so that we may, where possible, continue to provide proper support. If you feel that your child might be experiencing some unexpected difficulties with his/her school work, please bring it to the attention of his/her form/subject teacher. We can then take a closer look and decide upon a course of action, if necessary.

As part of regular assessment, we monitor for signs of learning difficulties and may ask the learning support teachers to take a closer look at individual students as a consequence. We will inform parents of any support that may be needed and make recommendations should further diagnosis be required.

Apart from learning difficulties, your child may have fallen behind in a previous school because of extended absence. Please let us know if this is the case and we will discuss with you what extra provision could be made to recover lost time.

If there is anything of this nature which you have not yet discussed with us, please advise us as quickly as possible.



## Pastoral

Throughout their time at Secondary, every student has the right to develop as a person both in and out of the classroom. Teachers promote positive relationships within the school community, and these are reinforced in lessons, assemblies and at breaks. Bullying is not tolerated in any form and the school has an Anti-Bullying Policy which can be found on the website. The school also has an annual Anti-Bullying Campaign. The Form Tutor sees students at the beginning of each day and are the primary contact between the school and home. In tutor time, students are encouraged to build an important relationship with their tutor; one based on trust and confidence. The tutor is the first point of contact and as such it is he or she with whom students should speak if they have any concerns or worries. However, all Secondary teachers have a pastoral role, and students can speak to another teacher if they prefer.

### Tutor Time

At the beginning of each day, students meet in form groups for 15 minutes with their Form Tutor. Attendance is taken and the tutors also distribute any school notices and deal with important matters relating to the form. The tutor plays a vital pastoral role and he/she will take the opportunity to help and guide students with their concerns. The tutor deals with behavioural issues in the form, which includes the issuing and follow up of any merits and demerits. Tutors will also make themselves available to listen to any individual concerns of students in their form.

### The House System

All students are placed in one of four Houses in Secondary (Bell House, Curie House, Edison House and Wright House), and they remain in the same House throughout their career in the school. Year 12 and Year 13 students are elected as House Captains to encourage students and build team spirit.

There are a number of School events throughout the year like Sports Day, Mathematics Quiz, etc. where the students have an opportunity to participate and score points for their House. This fosters the spirit of competition and cooperation within the House group, and the staff who are assigned to each House encourage this positive ethos during these events.



## **Extra-Curricular Activities**

A range of after school activities takes place from 2.00p.m.until 3.00pm. These activities are arranged by staff and senior pupils. These activities include sports, musical instruments, photography, craft and drama activities, and even pastimes like chess and other board games. These activities are advertised in advance and students are given the opportunity to select an activity of their choice in each term.

It is appreciated that students will have to be picked up from the school at 3.00pm as the buses leave at 1.50pm. However, extra-curricular activities are encouraged as they are enjoyable and promote cooperation and friendship. They may even stimulate a life-long interest.

## **Prefects**

Staff and students participate in the selection of prefects from Year 12 and Year 13 who will play an important part in the day to day running of the Secondary School. The prefects have important leadership roles amongst the students, and they have a number of responsibilities. Prefects are expected to be good role models, motivate and work co-operatively with all students in the school. Some roles outlined include: assisting the Sports and Art Departments, assisting and speaking at assemblies, as well as assisting at parent meetings and other school events.

## **Student Council**

Students in each class (Years 7 to Year 13) 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, the Head of Pastoral and occasionally with the Principal to discuss important Secondary School issues. At these meetings the representatives convey the views of the students to Management and this helps to shape policies within the Secondary School.



## **School Counsellor**

Secondary students are able to speak with the School Counsellor if they have any personal or school related problems. These meetings are dealt with in confidence. Students are encouraged to use break times for visits, but if it is an emergency she is available to assist at any time. The Counsellor is also called upon by management and staff to look into student issues within the school.

## **Special Events**

There are special events in the school calendar and in which Secondary students are encouraged to participate. Important events include the School Fair when funds are raised for a worthy cause, Sports Day for athletic competition and the School Concert for musical performances. In addition there are events which follow a particular theme such as Healthy Eating Week, Science Week and English Week. These events promote good principles amongst our students as well as providing opportunities for fun and enjoyment.

## **School Trips**

Activities outside of the classroom are seen as a way of enriching learning, and in some cases, they are an essential part of the academic course. The PE department arranges sporting fixtures with other schools in Qatar, and other departments including Art, Arabic and Science organise trips to locations within Doha.

In addition it is envisaged that there will be at least one overseas trip each year. All trips are properly supervised, and risk assessments are made by the teacher in charge. However, it is essential that permission is given by a parent/carer before a student is allowed to go on the trip. As these trips are an important learning experience it is expected that students will attend if required.



## The Secondary Curriculum

The curriculum followed throughout the Secondary School is based upon the British Curriculum; with each subject curriculum being drawn from the British QCA approved National Strategy (2007). 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 Supreme Education Council. 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.

The KS4 curriculum is essentially drawn from this same curriculum and the examination boards we use, Edexcel and 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:

<b>SUBJECTS</b>			
<b>KS3</b>		<b>KS4</b>	
Arabic	I.C.T.	Arabic	English Second Language
Art and Design	Islamic Studies	Art and Design	French
Citizenship	Mathematics	Biology	Geography
Design & Technology	PE	Business Studies	History
English	Science	Chemistry	I.C.T.
French		Design & Technology	IGCSE P.E.
Geography		Economics	Mathematics
History		English First Language and English Literature	P.E.
History of Qatar			Physics



## Assessments

There are a wide range of 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 Levels, mark schemes being drawn from the National Strategy documents. 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 (KS3) or grade (KS4 and 5) in the end of term report.

## Examinations

Examinations play an increasingly important role in student progress and as such are taken extremely seriously in Secondary. In house examinations are held with strict rules in order to prepare students for the public examinations they will sit in KS4 and KS5. Strict guidelines will be issued to each student and these should be followed to the letter. Anyone not following these guidelines will receive a null grade. This is in line with the strictness and values of public examination boards.

	Term One	Term Two	Term Three
<b>KS3</b> <b>Years 7,8 &amp; 9</b>	<b>End of Term Examinations.</b>	<b>Summative Grade</b>	<b>End of Year Examinations.</b>
<b>Ks4</b> <b>Year 10</b>	<b>End of Term Exams</b>	<b>Summative Grade</b>	<b>End of Year Examinations.</b>
<b>Ks4</b> <b>Year 11</b>	<b>Mock Exams</b> <i>Sat in 2<sup>nd</sup> week of Term 2</i>	<b>Summative Grade</b>	<b>Public Examinations</b>



## Key Stage 3

Key Stage 3 is the collective name given to Years 7, 8 and 9. All students follow the British 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 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 students' 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 done by the 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.

What follows is a brief explanation of what each subject entails. Our primary aim is to continue to raise our standards in Key Stage 3.



## English

As in all the core subjects in Key Stage 3, the National Curriculum of England and Wales will be followed.

Students receive 5 English lessons per week, comprising written work; comprehension and language, speaking and listening and literature. Drama activities have also been included in the planning of lessons. This year extra attention will be given to spelling and vocabulary in an effort to raise Literacy levels across the Key Stage. All students are encouraged to read privately on a daily basis, and at least two English homework tasks will be set each week. Students are encouraged to join Extra-curricular Activities which focus on English Literacy and Drama.

## EAL

The EAL programme is run along similar lines in Key Stage 3 and 4. The goal of the EAL programme is the integration of the individual student into English, the medium of instruction at Newton International School. It aims to develop the student's ability to communicate effectively in English, both academically and socially. The EAL teacher works with students on the language skills and concepts required to participate in mainstream classes and to function socially within the school and wider community.

The English Curriculum in the EAL programme is part of the mainstream curriculum enabling the students to make a smooth transition into mainstream. A communicative approach to language learning is applied. In particular, emphasis is on the integration of the following skills:

- Reading and listening comprehension
- Grammatical structures
- Speaking and pronunciation
- Vocabulary building
- Writing skills

A range of teaching activities are employed to develop these skills including role-play, pair-work, student presentations, projects, journals, field trips as well as more formal text based exercises.

EAL lessons are student centred and aim to enhance learners' appreciation of the nuances of the language, to enable them to communicate in various English speaking environments and to help them access the school's curriculum.



## Mathematics

Years 7, 8 and 9 follow the National Curriculum for England and Wales. Every week the students receive 5 lessons in mathematics, each being topic based. Class work is then consolidated by homework given twice a week to each student. Homework is an integral part of the course as it helps to highlight any problems the student may be experiencing and can be quickly rectified. A class test is given at the end of each topic.

The topics come under the headings of Number, Algebra, Shape, Space & Measure and Handling Data all of which are examined at the end of each calendar year and end of school year. We also participate in a Mathematics Challenge and Mathematics Quizzes which the students thoroughly enjoy. Each year we take part in the "Mathletics" Competition held on a worldwide scale. By the end of Year 9 students should be able to accurately apply mathematics in the classroom, communicate mathematics effectively and use mathematics tools and methods preparing them for entry into KS4 in Year 10.

## ICT

There are two ICT Laboratories in the Secondary Department. Year 7, 8 & 9 have ICT lessons twice a week.

The course followed is based on the National Curriculum of England and Wales. Students have the opportunity to learn about different devices and the effects of ICT in society. They will use the Internet & Web design packages, Microsoft Office, Network topology and computer graphics.

## Science

At Newton International School our Key Stage 3 Science offers opportunities for students to enjoy and experience a broad, well rounded introduction to Science. The course is split into discrete units of Biology, Chemistry and Physics spaced throughout the year. These are arranged specific topics which will then build into the contents taught at IGCSE. As an additional resource, we in the Science Department recommend the CGP KS3 Science Revision Guide.

Students will :

- build in their Scientific knowledge and understanding from Key Stage 2 and make connections between different areas of Science
- use Scientific ideas and models to explain phenomena and events
- understand a range of familiar applications of Science



- think about the advantages and drawbacks of Scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions
- carry out investigations of different types, on their own and in groups, making use of reference sources and evaluation their work.
- communicate what they did and its significance
- learn how Scientists work and the importance of experimental evidence in supporting Scientific ideas.

We, the Science Department look forward to welcoming all students this academic year and we want them to share our goal of continued excellence and progression.

## **History**

The teaching of History follows the National Curriculum of England and Wales. The development of society is studied via the role of explorers, writers, composers, artists, soldiers and politicians, amongst others. However, as of this year, each year group has included a unit on the History of Qatar.

Topics take a thematic approach, helping students to see links between topics, spot changes, and note continuity over time. Students are taught the importance and relevance of the more significant periods. Students will have 3 lessons per week and will be expected to complete one hour of homework as well.

History has always been regarded as an ideal training for the brain. Students are taught methods and processes which make them best suited for jobs as varied as lawyers, politicians, soldiers and journalists.

## **Geography**

The teaching of Geography in Key Stage 3 follows the National Curriculum and it is a subject that stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and changing world. Geographical issues are examined in the local, regional and global scales, and students have opportunities to investigate a variety of themes.

Topics such as physical landscapes and mapping are studied in Year 7, population and weather in Year 8, and natural disasters and resources are looked at in Year 9.



In addition to classroom teaching students are encouraged to carry out individual research, and there will be fieldwork activities done outside of the classroom.

There are 2 lessons each week and students will be expected to complete one homework assignment each week.

## **Arabic**

Students are streamed into two groups: Easy Arabic (for beginners) and Hard Arabic (for native speakers). In Hard Arabic students are taught grammar rules, reading comprehension and composition. The books used for this subject are provided from the government. In Easy Arabic students are taught spelling, speaking and writing skills. An excursion will be organised in KS3 to Souq Waqif to promote the Arab culture and enhance their descriptive abilities.

## **Islamic Studies**

Islamic Studies in Secondary is taught once a week for Muslims students who have Arabic as a first language. The books used for this subject are provided by the SEC. Students learn skills such as: listening and understanding the Qu'ran and on how to lead a good life as a Muslim. An excursion will be organised to the Islamic Centre and to the Islamic Museum to explore and understand the Arab heritage.

## **Citizenship**

Students have one lesson of Citizenship per week in KS3. Lessons focus on educating students about the society they live in and their Rights and Responsibilities as members not only of this school and Qatari Society but as global citizens. Students cover topics such as The Environment, Crime and Punishment and Politics and Power.

Students are encouraged to reflect on their own behaviour and attitudes and develop informed ideas through discussion, reading comprehension and project work.

## **French**

All students have two hours of French lessons per week. Students work to develop the four main communication skills (listening, speaking, reading and writing), which are assessed using British National Curriculum Levels. At the start of Year 7 students usually achieve Levels 1-2 and it is hoped that by the end of Year 9 most students will achieve levels 5-7. A range of teaching styles and activities are used in lessons to engage students and increase their confidence.



Students are taught a different topic each term, ranging from Healthy Living to Clothes, School to Free Time Activities. However, there is a clear focus on equipping students with language skills and grammatical understanding that they can adapt and use in any topic.

Students are expected to spend time at home learning key vocabulary and practising grammar points. Websites, such as [www.linguascope.com](http://www.linguascope.com), are recommended to help students revise at home.

## **Art and Design**

The programmes of study in Art and Design, knowledge, skills and understanding set out what students are taught and provide the basis for schemes of work.

Teaching ensures that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding informs this process.

Art and Design covers topics such as: drawing, painting, 3-D construction, design and collage. Students take one lessons of Art and Design a week and develop their creativity and imagination through the development of skills and extend their knowledge and experience of materials, processes and practices.

Homework is mandatory and an important process of Art and Design. Out of school trips are organized to support and enhance learning in a given topic.

## **P.E.**

KS3 students experience a wide range of sports and physical activities within the PE curriculum. Despite the huge popularity of Football, students also learn and enjoy Handball, Fitness, Rugby, Badminton, Floor Hockey and Athletics and advance their skills in Basketball.

Currently we are working to the National Curriculum for PE and all students take part in 2 PE lessons per week. Practical lessons are split into three main parts. The lessons begin with a warm up and stretch for all students, followed by the lesson objectives. The students then are led through practical demonstrations of specific skills relating to the sport and are then given a chance to put the practical demonstrations into play during a game situation.

All students in secondary have the opportunity to take part in sports within the ECA (Extra Curricular Activities) programme after school throughout all three terms. Many of our students prove to be very talented in Sport, participate



successfully in House competitions and join various school teams which represent NIS in the in sporting competitions organized by QUESS and Qatar Schools Olympic Programme.

## **Design Technology**

Design and Technology (DT) at KS3 is an introductory course to the IGCSE at KS4. Each week students have one period where they will learn how to draw and design products. After the product has been designed, students move to the workshop where they realise their design in a variety of materials (wood, metal or plastic). Emphasis in DT is put on the designing and making of products and as the school develops more technological aspects will be included.



## Key Stage 4

Key Stage 4 comprises Years 10 and Year 11. During these two years your children have taken on the task of attaining their IGCSE certificate which will open doors to Tertiary education, either in Qatar or in overseas institutions.

In consultation with Senior Management and parents, teachers are responsible for preparing classes and subjects appropriate to your child's needs. This process starts toward the end of Year 9 when your child applies to study subjects which he/she enjoys and fulfil some of their needs for higher education. There are some limitations on the courses offered but we do try to place each child in their chosen areas of learning.

Year 10 constitutes one half of the IGCSE course. In Year 11 students complete the IGCSE course and take external examinations set by the examination boards.

The general discipline in KS4 includes such things as uniform, attendance, lateness and parent contact when required. Form tutors and Heads of Year are responsible for student welfare, examination procedures and Extra Curricular Activities.

It is extremely important that staff and parents work together to achieve the best possible academic outcomes for the child at KS4 level.

What follows is all the IGCSE subjects offered at Newton International School. IGCSE P.E. is optional but P.E. is a compulsory subject. English, Mathematics and all 3 Science subjects are compulsory. Students will study 8 IGCSE subjects in KS4.

### **English First Language (CIE)**

Students will be sitting the CIE First Language English Award, designed for students for whom English is, or is equal to, their first language. This is an essential award as it carries a great deal of weight with English speaking Universities, avoiding the need to take an extra English proficiency examination. This course contains written coursework.

Lessons are five times a week. Homework will be set at least twice a week and will include coursework.



## **English Literature (EDEXCEL)**

All students taking English First Language also study English Literature as a full IGCSE award. The emphasis is on critical analysis and essay writing on prose, drama and a range of poems from the Anthology. This is a rigorous course, requiring high levels of skills of interpretation and insight. This course has no coursework. Students who do not have the required skills for English First Language and English Literature will be entered for English Second Language at the sole discretion of the English Department. Although parents will be informed, the decision is not negotiable.

## **English as a Second Language (CIE)**

Students will be sitting the CIE Second Language English Award designed for students whose mother tongue is not English, and who wish to learn functional English. This course contains speaking coursework.

They will have five periods a week and homework will be given at least twice a week. The focus will be on listening, speaking, reading and writing and exam practice. This course contains speaking coursework.

## **Maths (Edexcel)**

Students in Years 10 and 11 follow the certificated Edexcel Syllabus. Mathematics is a core subject therefore 5 lessons per week are devoted to covering the 2 year course leading to an IGCSE (International General Certificate of Secondary Education) at the end of this time. In Year 10 the students are split into 2 groups, those following the Foundation Course where the highest grade attainable is C and those following the Higher grade where they can achieve the maximum of an A\*.

To ensure success in their final exam numerous Past Papers from previous exams are made available. Lessons are topic based and students are encouraged to work in groups or with a partner. Emphasis is placed on homework and it is the student's responsibility to complete the weekly assignment. In KS4 they develop skills such as planning, independent thinking, reasoning and questioning.

To enable students to choose the right career we invite representatives from local tertiary institutes to come along and give a talk and advice to our students. The information they receive is about entrance requirements and the courses available. Mathematics equips students with uniquely powerful



ways to describe, analyse and change the world. A degree in Mathematics can lead to careers in: Local Government, Finance & Accountancy, Banking and Education.

### **The Core Ideas behind Science IGCSE**

- 1.1 Explanations, argument and decisions
- 1.2 Practical and enquiry skills
- 2 Organisms, behaviour and health
  - 2.1 Life processes
  - 2.2 Variation and interdependence
  - 2.3 Behaviour
- 3 Chemical and material behaviour
  - 3.1 Particle models
  - 3.2 Chemical reactions
  - 3.3 Patterns in chemical reactions
- 4 Energy, electricity and forces
  - 4.1 Energy transfer and electricity
  - 4.2 Forces
- 5 The environment, Earth and the universe
  - 5.1 Changing environment and sustainability
  - 5.2 Changing Earth
  - 5.3 Earth, Space and beyond

## **Biology**

### **Key subject aims:**

- To give students a knowledge and understanding of biological facts, concepts and principles.
- To develop an appreciation of the significance of biological facts, concepts and principles
- and the skills needed for their use in new and changing situations.
- To develop an appreciation of the importance of accurate experimental work in scientific method and reporting.
- To enable students to form hypotheses and design experiments to test them.
- To sustain and develop an enjoyment of, and interest in, the study of living organisms.
- To enable students to evaluate, in terms of their biological knowledge and understanding,



- the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

**Assessment and progression:**

- Single-tier; two exams; no coursework
- Grading A\*-G
- Provides a sound foundation for progression to Edexcel GCE Advanced Subsidiary (AS) and Advanced level, and other comparable post-16 qualifications.

**Physics**

**Key subject aims:**

- To impart a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in many domestic, industrial and environmental contexts
- To foster an appreciation of the practical nature of physics, and develop experimental and investigative skills based on correct and safe laboratory techniques
- To develop an appreciation of the importance of accurate experimental work and reporting to scientific method
- To enable students to form hypotheses and design experiments to test them
- To enable students to evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks (including social, environmental and economic) of scientific and technological developments
- To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions.

**Assessment:**

- Single tier. Two exams. No coursework
- Grading A\* to G
- Provides a sound foundation for progression to Edexcel GCE Advanced Subsidiary (AS) and Advanced level, and other comparable post-16 qualifications.



## Chemistry

### Key subject aims:

- To develop students' understanding of the unifying patterns and themes of chemistry
- To further students' appreciation of the practical nature of chemistry and develop experimental and investigative skills based on correct and safe laboratory techniques
- To develop an appreciation of the importance to scientific methods of accurate experimental work and reporting
- To develop students' ability to form hypotheses and design experiments to test them
- To develop a logical approach to problem-solving in a wider context
- To develop an understanding of the widespread importance of chemistry and the way materials are used in the world
- To show how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community
- To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.

### Assessment and progression

- Single tier. Two exams. No coursework
- Grading A\* to G
- Provides a sound foundation for progression to Edexcel GCE Advanced Subsidiary and Advanced level Chemistry, and other comparable post-16 qualifications.

## Business Studies (Edexcel)

As students enter Key Stage 4 both they and their parents look for an education which will fit them for their future. There is perhaps no more direct route for this than Business Studies. Aside from its direct relevance to management and entrepreneurship all companies look for candidates who can understand the business side of their operations.

The two year course combines the elements of Production, Marketing, Accounting and Finance, Human Resources and finally Business Activity and the Changing Environment. Classes are introduced to all concepts through studying actual businesses and their activities. Students are given the tools to



understand the qualitative and quantitative data presented, and shown how to use them to present coherent, informed judgements. In all areas the role of stakeholders including government is discussed and explained.

There will be three teaching periods and one hour of homework per week. The IGCSE Examinations are taken at the end of the second year.

## **History (Edexcel)**

The IGCSE History programme is a 2 year course geared towards preparing students for the Edexcel examinations at the completion of Year 11. Students will be covering the World Wars as a depth study and will also examine the factors which contributed to the 1<sup>st</sup> World War.

A comparison between modern warfare and the warfare used at the turn of the 20<sup>th</sup> century will also be covered.

Though students will be taught many facts and findings pertaining to the great wars, students will also be required to develop their intuitive and interpretative skills, an important life skill and a fundamental ingredient for students to do well in their exams. Through history students are granted an opportunity of gaining a deeper insight and understanding of the world around them and are given a brief glimpse into the souls of the different characters who have helped shaped the world as we know it today.

To quote David C. Mccullough,

**"History is a guide to navigation in perilous times.**

**History is who we are and why we are the way we are."**

## **Accounting**

IGCSE in Accounting is designed as a two-year course. As students progress through the course, they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. Students who successfully follow this course will have a good understanding of accounting and its applications.

### **Key Subject Aims:**

- To develop an understanding of the nature and purpose of accounting in business and non-profit-making organisations, and the principles on which accounting is based



- To develop an understanding of the use of accounting as an aid to business decision-making, and as a means of assessing the financial position of an organisation
- To develop the abilities to quantify, to judge relevance, and to write clear and concise explanations.

### **Assessment and progression**

- Single tier. Single exam
- Grading A\* - G
- Assessment opportunities in June examination series
- Provides a sound foundation for progression to AS/Level in Accounting, and other related qualifications.

### **Design Technology (CIE)**

- Design and Technology (DT) at KS4 follows the Cambridge course 0445. There are different options of how to run that course and at Newton International School we are presently running the Resistant Materials option.
- In this option all students have to learn the importance of the design process and how best to solve any problems and how to communicate their designs. They must fully understand all the associated theory of all the tools, materials and processes used and produce well made products.
- In Year 11 the students have a major project worth 50% of their final IGCSE in DT. At the end of the year there are two theory exams, one on design and one on the resistant materials theory.
- The possible job opportunities from this course are all the Engineering subjects such as: Mechanical Engineering, Civil Engineering.

### **Economics**

As students progress through the Edexcel IGCSE in Economics, they are introduced to new ideas and concepts; while continuing to use and reinforce previously learned concepts and skills. The course is designed to give students a sound understanding of economics, and the ability to use knowledge, skills and understanding appropriately in the context of individual countries and the global economy.

**Key Subject Aims:**

- To develop students' understanding of economic concepts and enable them to apply these concepts to real-life situations
- To enable students to interpret and evaluate economic data in order to make reasoned arguments and informed judgments
- To develop an awareness of economic change and its impact on developing and developed economies
- To develop an understanding of economic issues, problems and possible solutions that affect mixed economies
- To enable learners to participate effectively in society as citizens, producers and consumers.
- To provide opportunities to apply the subject content to local economic circumstances.

**Assessment and progression**

- Single tier. Single exam
- Grading A\* to G
- Provides a sound foundation for Edexcel AS GCE and Advanced GCE in Economics, or equivalent qualifications.

**Geography (Edexcel)**

Two years of study in Years 10 and 11 are designed to prepare students for the Edexcel IGCSE Geography examination and this involves three teaching periods each week, and students are expected to spend at least one hour per week completing homework assignments. The subject aims to develop critical thinking, knowledge and understanding of geographical concepts, as well as an appreciation of differing views on a variety of global issues through interesting case studies.

Students who take geography will be given the opportunity to apply their learning to the real world through out-of- classroom activities and the classes will be involved in at least one practical fieldwork activity in the local area. Topics such as river environments, hazardous environments, economic activity, natural ecosystems, urban environments, fragile environments, development and globalisation are studied throughout the IGCSE course.



Success in IGCSE Geography could be a good starting point for careers in Architecture, Civil Engineering, and Surveying as well as in Tourism and Recreation.

## Arabic (CIE)

In KS4, students are taught Arabic four times a week in year 10 and year 11. Homework is given three times a week. The IGCSE is an intensive two year course and students must be fluent or native to take this course. We are currently teaching the Cambridge syllabus that consists of two exam papers: reading comprehension and writing. Students are introduced to different type of texts such as: reports, poetry, narrative stories, and summaries.

They focus on grammar rules to reinforce their writing skills. An excursion or a trip will be organised in KS4 to a Newspaper Agency to practice their report writing abilities.

## French

French is optional for students at Key Stage Four. We study Edexcel's IGCSE French.

The course has been divided into the following 9 topics :

- *Moi* (Personal Information and Relationships),
- *Mon temps libre* (Free Time and Hobbies),
- *Là où j'habite* (Where you live),
- *Allons-y* (Shopping, Fashion and Travel),
- *Au college* (School and Daily Routine),
- *Il faut bosser* (Work and Employment),
- *Tourisme* (Holidays and Travelling),
- *Mode de vie* (Healthy/ Unhealthy Lifestyles); and,
- *Le monde en danger* (The Environment).

Students continue to study a range of grammar points and develop their listening, speaking, reading and writing skills.

**Exams:** French IGCSE is divided into three sections: **listening, reading and writing**. Students sit two exams at the end of Year 11. The first is a listening test, which accounts for 33% of the final grade and the second is a reading and writing test which accounts for 66% of the IGCSE. Students are not allowed a dictionary in any of the exams so it is crucial that they learn vocabulary and grammar points as they go through course. At the start of



Year 11 a number of students may be asked if they would like to sit an additional speaking exam. For more information please visit the Edexcel website or speak to a French teacher.

## ICT (CIE)

Year 10 & 11 have 3 ICT lessons each week. Students follow the prescribed course, as laid out by the CIE IGCSE syllabus. The curriculum is designed to develop essential skills used within the business and work environments throughout the world. The use of ICT has become a must in our society. The curriculum content is set out in sixteen interrelated sections as follows:

THEORY	PRACTICAL
<ul style="list-style-type: none"> <li>• Types &amp; Components of computer systems</li> <li>• Input and Output Devices</li> <li>• Storage Devices and media</li> <li>• Computer Networks</li> <li>• Data Types</li> <li>• The Effects of using ICT</li> <li>• The ways in which ICT is used</li> <li>• Systems Analysis &amp; Design+</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Data Manipulation</li> <li>• Integration</li> <li>• Web Development</li> <li>• Document Production</li> <li>• Output Data</li> <li>• Presentation Authoring</li> </ul>

## Art and Design (CIE)

The Art and Design International General Certificate of Secondary Education (IGCSE) course is designed as a two year course. Students are provided with a broad framework of Art and Design and encouraged to explore traditional and contemporary art forms, produce a variety of creative responses through a range of materials, processes and techniques.

The syllabus covers four components: Observational/Interpretive, Design, Critical and Historical and Coursework assignments. Each of these areas promotes identifying and researching independently, relevant exploration of materials, documenting and evaluating ideas, showing knowledge of Art and Design from other cultures or history and development towards a final outcome.

Students take three periods of Art and design a week throughout Years 10 and 11 and employ methods including drawing, graphic media, printmaking, painting, 3-D construction and ICT. Homework is an integral part of the course. Out of school trips are taken when relevant to the topics studied. Art



and Design IGCSE can be a gateway to employment fields such as Graphic Design, Fashion Design, Teaching and Animation.

## **PE**

Key Stage 4 continues on from Key Stage 3 with the National Curriculum for PE and the provision of 2 PE lessons a week. However, in KS4 the students approach the curriculum in a more selective way. Instead of gymnastics, girls take part in pilates and aerobics. All students learn and improve their skills in Football, Basketball, Swimming, Handball, Badminton, Athletics and Floor Hockey. Throughout the academic year KS4 students also advance their theoretical knowledge of a healthy active life style and gain a deeper understanding of rules and tactics of various sports.

Practical lessons are split into three main parts. The lessons will begin with a warm up and stretch for all students, followed by the lesson objectives. Students will also be expected to take the rest of the class through the stretching part of the lesson each week. The students will then give demonstrations of specific skills relating to the lesson and will then be given a chance to put the practical demonstrations into play during a game situation at the end of the lesson.

All students will be given the opportunity to take part in sports within the ECA (Extra Curricular Activities) programme after school throughout all three terms. Many of our students prove to be very talented in Sport, participate successfully in House competitions and join various teams which represent NIS in the in sporting competitions organized by QUESS and Qatar Schools Olympic Program.



## Key Stage 5

KS5 or Sixth Form life is very different to the school experience of a pupil in Years 7 to 11. Sixth Form is the final section of Secondary Education where students are being prepared for their future academic development at universities and their future career. The role of the Key Stage leader therefore is twofold; on one hand to ensure that our Y12 and Y13 students are provided with a high quality implementation of the AS and A2 curricula based on demands of examinations, and on the other hand to motivate our students so they do their utmost to fulfil their potential. At NIS teaching and learning is the top priority, we value each person and foster individual learning to develop the whole person. I am confident that the whole Sixth Form community including the staff and the students will work together well in order to raise the ambitions and achievements of every student.

Although achieving the best academic results possible is obviously one of our main aims, the Sixth Form at NIS also offers opportunities to develop the whole personality. There are chances to be innovative, exercise leadership and role modelling within our Prefect System and to take part in the wide variety of extra-curricular activities that are on offer. Sixth Form subjects were carefully selected in order to provide a balanced curriculum for our students. Besides four AS subjects (each one is allocated 6 periods), and two periods of Physical Education a week, Professional Development Studies also enrich the weekly timetable. Here the students will learn about revision techniques, CV building and writing and other useful skills. Our Sixth Form students will be also helped with their university applications, which will be created in accordance with requirements of universities and alongside with the British UCAS guidelines.

At NIS we also offer clear and recorded target setting for all KS5 students which together with our mentoring programme ensures that each student individually is well known, well understood and fully supported and advised throughout their Sixth Form career. Other responsibilities are to monitor progress of students, general discipline in the Sixth Form (including uniform, attendance and lateness), and a liaison with parents and the Senior Management Team.



## Our Programme

### Outline

Our Sixth Form Programme is based around A-levels which we believe promote the best basis for higher education. Courses for Year 12 are known as AS (Advanced Subsidiary). Courses in Year 13 are A2, and are full A-level standard. We offer you a programme of four AS subjects when you enter the Sixth Form. Most of you will then take three academic subjects forward for your final A2 qualifications.

In Year 12 you will be expected:

- to study **FOUR** subjects at AS Level. These will be completed in the Summer of Year 12. Each AS will count as being equivalent to half of a full A Level
- to undertake a PSHE programme which will include Careers Guidance and a range of topics designed to broaden your education to increase your awareness and maturity. This will include the opportunity to develop personal responsibility and leadership
- to attend 2 lessons of PE a week.

Choosing the correct Sixth Form courses is a very important educational step as it may determine a student's future career. Because the courses are far more intensive than IGCSE and because external examinations occur at the end of the first year, and in many subjects during it, it is difficult to change courses once they have started.

The school will provide much of this information and advice, but it is essential that the students talk to subject and careers staff about their suitability as A-level students and their career aspirations. It is important that students choose Sixth Form Courses that they can realistically hope to complete successfully. Having a goal in mind in terms of a particular course at university or a chosen career path is a major motivating factor for any student. For entry to some careers you will need specific subjects at A level. If you know what you would like to study at university, you should check for specific requirements by logging on to some universities' websites.

All courses offered at Newton International Secondary School are separated – there are no mixed gender classes.



Students will take four subjects in Year 12 and typically carry 3 of these to Year 13.

**For more details about all fields please see NIS Sixth Form Handbook.**

## **ARABIC (Edexcel)**

### **AS – Understanding Written Response in Arabic**

#### **Content summary:**

This unit consists of three sections; Reading, Translation and Essay.

Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw upon and apply their knowledge of Arabic language, grammar and lexis to produce a short translation from Arabic into English, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Arabic-speaking world
- Education and employment.

### **A2 – Understanding written response and research in Arabic**

#### **Content summary:**

This unit consists of **three** sections; Reading, Translation and Essay on chosen topic(s) and/or text(s). Students are required to demonstrate skills in advanced level Arabic reading and in the transfer of meaning from English into Arabic. To promote research and a greater knowledge and understanding of Arabic culture and/or society, students must produce two Arabic-language essays in response to questions related to their chosen topic(s) and/or text(s).

Students will be expected to recognize and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the Arts.



## MATHEMATICS (Edexcel)

### Year 12 AS Level

In Year 12 all students must take Core Mathematics with a choice of Statistics and Mechanics for the other two units. Students must be able to work independently as this demanding course requires a lot of time and dedication.

#### Unit 1: Core 1

Topics include: Algebra and Functions, Coordinate Geometry, Sequences and Series and Calculus.

This is a non calculator unit.

#### Unit 2: Core 2

Knowledge of C1 is assumed.

Topics include: Factor and Remainder theorem, Coordinate geometry of the circle and Trigonometry.

#### Unit 3: Statistics 1 or Mechanics 1

Topics include: Frequency tables & graphs, Random variables, Normal distribution, Matrices, Vectors and Trigonometry.

### Year 13 A Level

In Year 13 all students continue what they have studied in Year 12. It will be an extension of the units that they had taken. The level of intensity and difficulty will be of a higher standard. Core 3 and Core 4 is compulsory. Students who had taken Statistics 1 in Year 12 have the choice of either taking Statistics 2 or Mechanics 1. Students who took Mechanics 1 in Year 12, now have a choice of either taking Mechanics 2 or Statistics 1.

#### Unit 4: Core 3

Algebra and functions, trigonometry, exponentials and logarithms, differentiation and numerical methods.

#### Unit 5: Core 4

Algebra and functions, coordinate geometry in the  $(x, y)$  plane, sequences and series, differentiation, integration and vectors.

#### Unit 6: Statistics 1 / 2 or Mechanics 1 / 2



S1 - Mathematical models in probability and statistics, representation and summary of data, probability, correlation and regression, discrete random variables, discrete distributions and the Normal distribution.

S2 - The Binomial and Poisson distributions, continuous random variables, continuous distributions, samples and hypothesis tests.

M1 - Mathematical models in mechanics, vectors in mechanics, kinematics of a particle moving in a straight line, dynamics of a particle moving in a straight line or plane, statics of a particle and moments.

M2 - Kinematics of a particle moving in a straight line or plane, centres of mass, work and energy, collisions and statics of rigid bodies.

## **BIOLOGY (Edexcel)**

The aims of the GCE (AS and A2) in Biology are to enable students to:

- develop their interest in, and enthusiasm for, biology including developing an interest in further study and careers in the subject.
- appreciate how society makes decisions about biology-related issues and how biology contributes to the success of the economy and society.
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works.
- develop essential knowledge and understanding of different areas of biology and how they relate to each other.

### **Topics Covered in AS and A2:**

Lifestyle, health and risk; Genes and health; The voice of the genome; Biodiversity and natural resources

## **BUSINESS STUDIES (Edexcel)**

Business Studies A-level is an exciting and challenging course. The qualification is built around a core unit with an enterprise theme, to enable students to think of a new business idea and how they might research and



develop it. Students will think about how their learning applies to their own business idea. In addition, students will be introduced to international business, equipping them either to work in or to manage a business in an international context.

Skills developed:

- Applying theories to a range of problems and appreciating their value and limitations.
- The ability to make and justify decisions after the analysis of business and economic information.
- An appreciation of the perspectives of stakeholders, including customers, managers, shareholders and society as a whole.
- How to evaluate strengths and weaknesses of economies and the roles of citizens, businesses and governments within them.

#### **Year 12**

Unit 1 - Developing New Business Ideas

Unit 2 - Managing The Business

#### **Year 13**

Unit 3 - International Business

Unit 4 - Making Business Decisions

## **CHEMISTRY (Edexcel)**

The aims of the Edexcel Advanced Subsidiary GCE and Advanced Level GCE in Chemistry are to develop:

- students' interest in, and enthusiasm, for chemistry, including developing an interest in further study and careers in chemistry.
- an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- a deeper understanding of the skills, knowledge and understanding of How Science Works.
- essential knowledge and understanding of different areas of the subject and how they relate to each other.

### **AS Content Summary:**

AS level provides opportunities for students to develop the basic chemical skills of formulae writing, equation writing and calculating chemical quantities. The study of energetics in chemistry is of theoretical and



practical importance. The study of atomic structure introduces s, p, and d orbitals and shows how a more detailed understanding of electron configurations can account for the arrangement of elements in the periodic table. AS develops the treatment of chemical bonding by introducing intermediate types of bonding and by exploring the nature and effects of intermolecular forces. Study of the periodic table is extended to cover the chemistry of groups 2 and 7. Ideas about redox reactions are applied, in particular, to the reactions of halogens and their compounds. Aspects of green chemistry and climate change are also studied.

### **A2 Content Summary:**

A2 level involves a quantitative study of chemical kinetics and organic reaction mechanisms. The topics of entropy and equilibria show how chemists are able to predict quantitatively the direction and extent of chemical change. The organic chemistry in this unit covers carbonyl compounds, plus carboxylic acids and their derivatives. In the second section of the A2 level students study further chemistry related to redox and transition metals.

## **ECONOMICS (Edexcel)**

Economics is different from many A Level subjects in that probably no student will have studied it before starting the AS course. The course will give you two main things: knowledge about the content of the subject and skills in how to deal with that content.

Although some of you may not need to remember the content for very much longer than the duration of your course, the skills you develop can be built upon and used throughout the rest of your life.

Economics teaches students to think logically and to use theories to understand how economies operate. At the centre of the subject is the question of how we divide up our scarce resources and how decisions resulting from this affect us all – in other words who gets what, and why?

To have a working understanding of economics is, according to the economist J K Galbraith, to understand the largest part of life: "We pass our years contemplating the relationship between the money we earn and the money we need. Economics is about what we earn and what we can get for



it. So an understanding of economics is an understanding of life's principal preoccupation. If people make no effort to understand these decisions, they obviously surrender all power to those who do understand, pretend to understand or believe they understand. And you can be sure that the decision so made will rarely be damaging to those who make them or to the people they represent." Research, analytical, numerical, evaluative and communication skills will certainly be enhanced whilst studying on an economics course.

## **ENGLISH LITERATURE (CIE)**

### **AS Advanced Subsidiary**

#### **Course Description:**

Students studying for this specification are encouraged to develop an interest in an enjoyment of English Literature through the exploration of drama, prose, poetry and short stories. This is an intensely rigorous course requiring a heavy, independent reading schedule. Lessons are in the form of tutorials, centred largely around discussion and critical thinking. There is no coursework at AS and the examination questions require extended essay responses.

### **A2 Advanced level**

#### **Course Description:**

The Advanced level course, the A2, builds on the foundations offered by the AS course. The course aims to broaden and deepen the knowledge, skills and understanding developed in the AS course. Comparisons and connections between complex texts are made and cultural and historical texts are explored

## **APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY – (CIE)**

### **ICT Theory - Main Areas of Study**

- The functions and uses of the main hardware and software components of ICT systems, including portable communication systems;
- The ways in which organisations use ICT;
- The impact on society of the use of ICT in the home



- The stages of the systems life cycle

### **Practical - Main Areas of Study**

- select the right software for the task;
- communicate effectively with other ICT users using email and search for appropriate information using the internet;
- prepare, create, amend and edit documents and interactive presentations;
- create both flat-file and relational database structures, add data, check the data entry, perform searches,
- reorganise data by sorting and present calculated values based on the data;
- create graphs and charts;
- integrate data from several sources;
- output data in different forms;
- create and test a data model using a spreadsheet, extract and summarise data

## **PHYSICS (Edexcel)**

The aims of the Edexcel Advanced Subsidiary and Advanced GCE in Physics are to:

- provide seamless progression from the Key Stage 4 programme of study and enable students to sustain and develop an enjoyment of, and interest in, physics and its applications.
- develop an understanding of the link between theory and experiment and foster the development of skills in the design and execution of experiments.
- develop essential knowledge and understanding in physics and, where appropriate, the applications of physics with an appreciation of their significance and the skills needed for the use of these in new and changing situations.
- demonstrate the importance of physics as a human endeavour that interacts with social, philosophical, economic and industrial matters.
- be a suitable preparation for higher educational courses in physics and related courses.

### **AS - Unit 1 and 2 Content Summary:**

Unit 1 involves the study of mechanics (rectilinear motion, forces, energy and power) and materials (flow of liquids, viscosity, Stokes' Law, properties



of materials, Young's' modulus and elastic strain energy). Unit 2 involves the study of waves [including refraction, polarisation, diffraction and standing (stationary) waves], electricity (current and resistance, Ohm's law and non ohmic materials, potential dividers, emf and internal resistance of cells, and negative temperature coefficient thermistors) and the wave/particle nature of light.

### **A2 – Unit 4 and 5 Content Summary:**

Unit 4 involves the study of further mechanics (momentum and circular motion), electric and magnetic fields, and particle physics. Unit 5 involves the study of thermal energy, nuclear decay, oscillations, astrophysics and cosmology.

## **Careers Guidance**

Careers guidance aims to help students match their skills, interest, and abilities with plans that meet their educational and future goals. The objective is to challenge students at a high level in order to be successful and achieve their goals. It will help guide students through their exploration of academic, personal, social and career related activities that will develop and encourage personal awareness.

Careers education forms part of the tutorial programme to help students to make decisions about what careers may be appropriate for them.



## **PHYSICAL EDUCATION – non examination**

Physical education is an important feature of the Sixth Form at Newton International School. Although PE is not studied as one of the A level subjects at NIS, Physical Education continues to play an essential role in our students school life and their complex development provided by the school. Our students will continue to have 2 lessons each week and some of the senior school team members will be expected to assist with the junior sports programme in order to create continuity within the NIS sports community. Students are expected to participate fully in the weekly sports programme. Active involvement of all of our students in physical activities is crucial in order to create a balance between academic work, health and relaxation. The objective is to keep students fit and healthy and fully prepared to engage in learning during the week.

KS5 House teams will be joined with KS4 students and take part in Football, Basketball, Handball, Swimming, Athletics, Badminton, and Table tennis House competitions. The most talented students who will be selected for the NIS Senior sport teams will take the pride to represent Newton International School Lagoon in a wide range of schools sporting competitions around Doha and Qatar.



# SCHOOL POLICIES

*What follows are Secondary and whole school policies which can also be found on our website :*

- **Parental Involvement**
- **Pupil Attendance**
- **Internet Access ( e-Safety Agreement)**
- **Behaviour Management**
- **Anti Bullying Policy**
- **School Uniform Policy**
- **Secondary Teaching and Learning Policy**
- **Secondary Homework Policy**
- **School Trip Policy**
- **Health and Safety Policy**

***It is the responsibility of each student and his/her parent to become familiar with policies, rules and regulations of Newton International School.***

*After reading through these policies with your child, please sign the Home School Agreement and return this page to your child's form tutor.*



## Welcome to NIS

The Student, Parent, School relationship is very important at NIS. As soon as your child joins the NIS community, a series of links are forged between home and school.

You are asked to sign the Home-School Contract which can be found attached at the end of this handbook. This contract ensures that you are aware of both the School's responsibility and your own responsibility while your child is at Newton International School (NIS). Its purpose is also to ensure that you read through and discuss all school policies with your child. Please sign this contract and make sure your child returns it to his / her form tutor.

At Newton International School:

- Parents have the opportunity to meet with teachers on a regular basis throughout the academic year. Please ensure you make an appointment.
- Each class receives a registration period at the beginning of each day. During these sessions, everyday administrative matters are dealt with. It is also at this time that key class issues can be discussed.
- A regular dialogue is established between the home and the school through the homework diary.
- NIS operates a comprehensive reporting system featuring written reports each year. Parent interviews are set up and allocated times slots enable parents to meet with staff to discuss progress and identify targets.
- The school has a PTA (Parent Teacher Association) meeting once a month. At those meetings parents discuss and plan various events and occurrences at the school. Concerns are sometimes addressed at these meetings. Parents can also become involved in the school by helping on a voluntary basis by supporting staff in and out of classrooms. Please speak to a member of the PTA for further details.



## Parental Involvement Policy

### Rationale

Newton International School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through regular communication and meetings.

### Newton International School will implement a School Parental Involvement Policy as follows:

1. Newton International School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way.

#### ***Procedure for involving parents***

- Communication to Key Stage Coordinator
- Numbers to be determined depending on activity – not to be exceeded
- Letters to go home, weeks in advance
- Teacher to send home letter of confirmation and explain purpose or role of parent for activity
- Procedure to notify teacher if parent is unable to attend.
- In case of a trip – parent receives risk assessment prior to trip.

#### ***Other ways to involve parents***

- *Working with reading groups*
- *Assisting on trips*
- *Assisting with sports activities and ECA's*
- *Assisting fundraising/ whole school activity days*

2. Newton International School will take the following actions to distribute to parents of students and the local community the Parental Involvement Policy:
  - The School Parental Involvement Policy will be distributed to parents at the beginning of the year.



- The policy will be posted on the school web site.
- Parents of new participating students will receive the policy upon registration if eligible.

3. Newton International School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:

- Weekly SMT meetings
- PTA meetings
- General School meetings
- Meetings with the Chairperson

4. Newton International School will hold a flexible number of meetings at varying times, to discuss the curriculum and other matters arising in the school.

Newton International School will provide information to parents of students in a timely manner through the phone system, text messages, emails, newsletters, and the web page.

Newton International School will provide parents of students with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through regular parent/teacher interviews

- (a) If requested by parents, Newton International School will provide parents of students opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- through prearranged meetings
  - through meetings with the student's teacher which may include, the Principal, and other staff as appropriate



## Pupil Attendance Policy

### Introduction

We at Newton International School 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.

A target attendance rate of 90% is what the school will aim to attain this year. Newton International School works for approximately 180 days per academic year. We expect all children to not miss anymore than 18 days over the school academic year, 6 days per term. Please note that if your child is absent for more than 18 days in the school year, they will not be offered a place in the following academic year at the school. At Newton we want to put in place a clear, workable policy to monitor, improve and maintain good attendance. This policy will involve a partnership with the school, parents and the school's Pastoral committee.

### Purpose of the Policy

- To ensure all parties are aware of their responsibilities.
- To ensure high levels of attendance, in order for students to achieve outstanding levels of achievement, progress and personal growth.

### Rights & Responsibilities

- Improving attendance at Newton International School is the responsibility of everyone in the school community – pupils, parents and all staff.

### Students

- All students are expected to attend school and all their lessons regularly and punctually.
- Students who do experience attendance difficulties will be offered prompt and sympathetic support, initially from the Class teacher, and if the need should arise, from the Key Stage Leaders/ Deputy Head of Pastoral/Principal. At the end of each term students who have 100% attendance will be presented with certificates. Full attendance on a



yearly basis will also be acknowledged in the form of an award at the annual Prize Giving.

- Children under the age of 5 MUST be accompanied by an adult to the Foundation building to be received by a teacher

## **Parents**

Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is prevented for any reason from attending, or is late, parents are requested to notify the school as soon as possible in writing. A student's absence from school must be considered unauthorised until a satisfactory explanation is forthcoming from the parent. Parents will be informed promptly of any concerns which may arise over a child's attendance. Parents whose child's attendance is a cause for congratulation or concern will be written to by the Key Stage Leader/ Deputy Head of Pastoral/Principal at the end of each term. Parents should avoid, if at all possible, making medical/dental appointments for their child during school hours.

## **School**

Staff will endeavour to encourage good attendance and punctuality through personal example. Attendance is the responsibility of all school staff (not just teaching and pastoral staff). Newton International will employ a range of strategies to encourage good attendance and punctuality and will investigate promptly all absenteeism, liaising closely with parents. Staff will respond to all absenteeism firmly and consistently.

## **Registration**

Registration will be called at 7.00am. Registers will close at 7.15am. If a pupil fails to arrive before the registers close, they will be marked as 'absent'. Pupils who arrive after the registers have closed should report to the either the Primary or Secondary offices and sign the School Late Book, giving time of arrival and reason for being late. When the child enters the class with a late slip, the class teacher will amend the register entry to read 'late' when recording attendance on class register.

## **Late coming**

- Late coming shall be noted in the late book and monitored by the class teacher/Social counsellor and Parents Affairs officer.



- If a pupil is late 3 times it will equate to 1 days absence. These 'late' days are included in the 18 days of absence.
- If the 'late coming' becomes a regular occurrence the parents/guardians will be invited to meeting with the Head of Primary and Principal.

### **Procedures for following up absences**

- Parents will be informed in writing when the child has been absent for 6 days.
- Parents will be informed in writing and personally (in the form of a meeting) when a child has been absent for 12 days.
- A final telephone call will be made to parents when the child has reached 16 days of absence.
- When they have been absent for 18 days, the child will receive notification in writing that they will not be offered a place in the school in the following year.
- If a child is absent for more than 20 days, a warning of suspension will be issued.
- If a child is absent for more than 30 days, the child will immediately be suspended from school. The child will not be able to return to school without the approval of the Department of Private Education.

### **Truancy**

- If any pupil absents himself/herself from the school without permission then the parents/guardians shall be contacted by telephone or letter and the pupil will be detained after appropriate notification.
- If the truancy happens more than once, then the parents/guardians shall be invited to attend a meeting with the Head of Primary/Principal to discuss the problem.
- If the truancy becomes chronic then a referral will be made to the Social counsellor and Parents Affairs officer.

### **Holidays**

Holidays, other than school related will be registered as absence and count towards 18 days unapproved absence.



## **Absenteeism**

Pupils should always bring a note from parents/guardians explaining an absence. This should be given to the class teacher at registration on the first day of return to school.

## **Authorized and unauthorized absences**

An authorized absence is when a leave request has been approved or a written explanation (medical) offered on the child's return to school. All absences, whether authorized or unauthorized, are recorded in the register and on the school reports.

## **Illnesses**

A parent may sign their child off school for the first 2 days of absence. This should be in the form of a note being given to the child's class teacher on the child's return. If the child is absent for 3 days or more, a medical note should be provided. On the 3<sup>rd</sup> day of absence, the school will telephone the parents to enquire as to the child's wellbeing. If your child is genuinely ill, the case will be considered on an individual basis.

## **Religious absenteeism**

If a child needs to have time off during the school year for religious reasons, then this should be requested in writing by the parents at least 1 week before the absence is due to start. However, as much as possible, trips should be confined to weekends.

## **Traffic in Doha**

If you are held up in traffic, please write a note in your child's homework diary or home/school book explaining this to be the case. Bad traffic or road works are not legitimate excuses for continued tardiness. However on a one off situation, this will be taken into consideration.

## **Appointments in the day**

Children may only leave during the school day if collected by a parent or nanny/driver and has given 24 hours notice prior to the appointment to the class teacher.



## **Collecting children**

All parents/guardians are to report to the reception first before going to the classroom to collect their child during the day.

## **Social Counsellor and Parents Affairs Officer**

The Social Counsellor and Parents Affairs Officer will meet on a weekly basis with the Deputy Head/Principal to monitor attendance. The school relies greatly on this service and will work to develop a real and effective partnership with the focus on the maintenance of good attendance.



## Internet Access Policy

This policy outlines our purpose in providing e-mail facilities and access to the internet at Newton International School and explains how school is seeking to avoid the potential problems that unrestricted internet access could give rise to.

### Internet access in school

Providing access to the internet in school will raise educational standards and support the professional work of staff.

Teachers and students will have access to web sites world-wide offering educational resources, news and current events. There will be opportunities for discussion with experts in many fields and to communicate and exchange information with students and others world-wide.

In addition, staff will have the opportunity to access educational materials and good curriculum practice, to communicate with the advisory and support services, professional associations and colleagues; exchange curriculum and administration data SIMs.

In the longer term the internet may also be used to enhance the school's management information and business administration systems.

Staff, including supply staff, will not be expected to take charge of an internet activity without training. Staff should be given opportunities to discuss the issues and develop good teaching strategies. All staff (including teachers, supply staff and classroom assistants) and any other adults involved in supervising children accessing the internet, will be provided with the School Internet Access Policy, and will have its importance explained to them.

Parents' attention will be drawn to the Policy by letter in the first instance and, thereafter, in our school prospectus. Our school Internet Access Policy will be available for parents and others to read on demand.

### Ensuring internet access is appropriate and safe

The internet is a relatively new communications medium and is freely available to any person wishing to send e-mail or publish a web site. In common with other media such as magazines, books and video, some material available on the internet is unsuitable for pupils. Students in school



are unlikely to see inappropriate content in books due to selection by publisher and teacher and the school will take every practical measure to ensure that children do not encounter upsetting, offensive or otherwise inappropriate material on the internet. The following key measures have been adopted to help ensure that our pupils are not exposed to unsuitable material:

- children using the internet will normally be working in the classroom, during ICT lesson time and will be supervised by an adult at all times;
- staff will check that the sites pre-selected for student use are appropriate to the age and maturity of students;
- staff will be particularly vigilant when students are undertaking their own search and will check that the children are following the agreed search plan;
- students will be taught to use e-mail and the internet responsibly in order to reduce the risk to themselves and others;
- our Rules for Responsible Internet Use will be posted near computer systems.
- the ICT teachers will monitor the effectiveness of internet access strategies;
- the ICT teachers will ensure that occasional checks are made on files to monitor compliance with the school's Internet Access Policy;
- the Head of School will ensure that the policy is implemented effectively;
- methods to quantify and minimise the risk of students being exposed to inappropriate material will be reviewed by the SMT.

A most important element of our Rules of Responsible Internet Use is that pupils will be taught to tell a teacher **immediately** if they encounter any material that makes them feel uncomfortable.

If there is an incident in which a student is exposed to offensive or upsetting material the school will wish to respond to the situation quickly and on a number of levels. Responsibility for handing incidents involving students will be taken by the ICT teacher and Head of School.

#### **Awareness at a Staff Meeting if appropriate.**

- If one or more students discover (view) inappropriate material our first priority will be to give them appropriate support. The student's parents/carers will be informed and given an explanation of the course



of action the school has taken. The school aims to work with parents/carers and students to resolve any issue;

Students are expected to play their part in reducing the risk of viewing inappropriate material by obeying the Rules of Responsible Internet Use which have been designed to help protect them from exposure to internet sites carrying offensive material. If students abuse the privileges of access to the internet or use of e-mail facilities by failing to follow the rules they have been taught or failing to follow the agreed search plan when given the privilege of undertaking their own internet search, then sanctions consistent with our School Behaviour Policy will be applied. This may involve informing the parents/carers. Teachers may also consider whether access to the internet may be denied for a period.

### **Maintaining the security of the school ICT network**

We are aware that connection to the internet significantly increases the risk that a computer or a computer network may be infected by a virus or accessed by unauthorised persons.

The ICT technician will up-date virus protection regularly, will keep up-to-date with ICT news developments and ensure system security strategies to protect the integrity of the network are reviewed regularly and improved as and when necessary.

### **Using the internet to enhance learning**

Students will learn how to use a web browser. Older students will be taught to use suitable web search engines. Staff and students will begin to use the internet to find and evaluate information. Access to the internet will become a planned part of the curriculum that will enrich and extend learning activities and will be integrated into the class schemes of work.

As in other areas of their work, we recognise that students learn most effectively when they are given clear objectives for internet use.

Different ways of accessing information from the internet will be used depending upon the nature of the material being accessed and the age of the students:

- access to the internet may be by teacher (or sometimes other-adult) demonstration;
- students may access teacher-prepared materials, rather than the open internet;



- students may be given a suitable web page or a single web site to access;
- students may be provided with lists of relevant and suitable web sites which they may access;
- older, more experienced, students may be allowed to undertake their own internet search having agreed a search plan with their teacher; students will be expected to observe the Rules of Responsible Internet Use and will be informed that checks can and will be made on files held on the system and the sites they access.

Students accessing the internet will be supervised by an adult, normally their ICT teacher, at all times. They will only be allowed to use the internet once they have been taught the Rules of Responsible Internet Use and the reasons for these rules. Teachers will endeavour to ensure that these rules remain uppermost in the children's minds as they monitor the children using the internet.

## **Using information from the internet**

We believe that, in order to use information from the internet effectively, it is important for pupils to develop an understanding of the nature of the internet and the information available on it. In particular, they should know that, unlike the school library for example, most of the information on the internet is intended for an adult audience, much of the information on the internet is not properly audited/edited and most of it is copyright.

- students will be taught to expect a wider range of content, both in level and in audience, than is found in the school library or on TV;
- teachers will ensure that pupils are aware of the need to validate information whenever possible before accepting it as true, and understand that this is even more important when considering information from the internet (as a non-moderated medium);
- when copying materials from the Web, students will be taught to observe copyright;
- students will be made aware that the writer of an e-mail or the author of a web page may not be the person claimed.

## **Using e-mail**

Students will learn how to use an e-mail application and be taught e-mail conventions. Staff and pupils will begin to use e-mail to communicate with others, to request information and to share information.



It is important that communications with persons and organisations are properly managed to ensure appropriate educational use and that the good name of the school is maintained. Therefore:

- students will only be allowed to use e-mail once they have been taught the Rules of Responsible Internet Use and the reasons for these rules.
- teachers will endeavour to ensure that these rules remain uppermost in the children's minds as they monitor children using e-mail;
- students may send e-mail as part of planned lessons but will not be given individual e-mail accounts at present;
- in-coming e-mail to pupils will not be regarded as private;
- students will have the e-mail messages they compose checked by a member of staff before sending them;
- the forwarding of chain letters will not be permitted; students will not be permitted to use e-mail at school to arrange to meet someone outside school hours.

## **Newton International School web site**

Our school web site is intended to:

- provide accurate, up-to-date information about our school;
- enable pupils to publish work to a high standard, for a very wide audience including students, parents, staff, chairpersons, members of the local community and others;
- celebrate good work;
- provide students with the opportunity to publish their work on the internet;
- promote the school.

In the future it may be used to publish resources for projects or homework.

All classes may provide work for publication on the school web site. Class teachers will be responsible for ensuring that the content of the pupils' work is accurate and the quality of presentation is maintained. All material must be the author's own work, crediting other work included and stating clearly that author's identity and/or status. The IT co-ordinator is responsible for up-loading pages to the school web site, ensuring that the links work and are up-to-date, and that the site meets the requirements of the site host.



The point of contact on the web site will be the school address, telephone number and e-mail address. We do not publish students' full names or photographs that identify individuals on our web pages. Home information or individual e-mail identities will not be published. Staff will be identified by their title and surname unless they request otherwise. Permission will be sought from other individuals before they are referred to by name on any pages we publish on our web site.

## **Internet access and home/school links**

Parents will be informed in our school prospectus that students are provided with supervised internet access as part of their lessons. We will keep parents in touch with future ICT developments by letter and newsletter.

Internet use in students' homes is rapidly increasing and some parents may be grateful for any advice/guidance that school can offer – especially with regard to safe access for children. The ICT technician is willing to offer advice and suggest alternative sources of advice on the understanding that neither he/she nor the school can be held responsible for the consequences of such advice. Further:

- school guidelines on issues such as safe internet use will be made available to parents together with printed information and internet sites providing information for parents about safe access for children;
- the ICT technician will maintain a stock of relevant leaflets from organisations .
- in the future it is possible that suitable educational and leisure activities that make responsible use of the internet will be developed with parents.



## Behaviour Management Policy

### Introduction

The Behaviour Management Policy reflects the Mission and Vision of the school. **"An international community of learners striving for excellence and celebrating success."**

We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

### Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help students grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all students.
- To treat all students fairly and apply this policy in a consistent way.
- To ensure that students are aware of the school rules and the Code of Conduct. Each class has its own classroom code.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.



## **A Positive Approach**

An effective behaviour management policy is one that seeks to lead students towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour.

It is important that students are familiar with the school ethos and the Code of Conduct.

In this context, students will be rewarded for good behaviour.

We will use a positive system of rewards, which will include:

- Verbal praise
- Positive comments in books
- Special mention in class or in Assembly
- Exhibiting good work in class, corridor or Staff notice board
- Informal referral to Principal, Deputy Principal or Key Stage Coordinators
- Using stars/smiley faces on charts, books etc
- Use of special award certificates within classroom
- Mention in School newsletter
- House points
- Merits

We reinforce good behaviour and help our students feel good about themselves.

**Please note that rewards excludes prizes or gifts.**

## **Sequence of Sanctions**

If a student misbehaves; he/she will be spoken to first by the teacher and if the behaviour continues by management, in a controlled manner and preferably not in the presence of his/her peers. Failure to abide by the principles of the Code of Conduct or to obey school rules may result in the following sanctions being applied:

1. The student will be told that his/her behaviour is unsuitable, given the opportunity to discuss the situation and will be encouraged to modify that behaviour.
2. Disruptive behaviour in class may result in a student having inclusive timeout from his/her peers and



- seated at a single desk, near the teacher or
  - asked to work for a short time in another classroom.
3. The student may be asked to write out some or all of the school rules (EYFS and KS 1 exempted) or to complete an extra piece of work during break times. Students will be supervised by their class teacher, who will record the misdemeanour and the sanction applied.
  4. Withdrawal of privileges may be applied. These will be appropriate to the situation and the age of the student and parents will be informed if deemed necessary. Care will be taken not to jeopardise the delivery of the curriculum and sanctions may involve:-
    - isolated from a particular class and supervised.
    - exclusion from an extra-curricular activity.
    - exclusion from a school-organised outing or trip.
  5. Failure to improve the standard of behaviour will result in a "Detention". This is reserved for students who persist in disregarding the school rules and Code of Conduct and is only used for students whose behaviour is consistently unacceptable and who have failed, after previous steps have been taken, to show any improvement. Detentions are the responsibility of the Key Stage Coordinators and is reported to the Head of School who will speak to the students involved. Parents may be informed at this stage.
  6. If, after applying all previous steps, no improvement in behaviour or attitude is evident, the student will be placed on a daily report, so that behaviour can be closely monitored and parents will be informed.
  7. Extremely serious misconduct may result in suspension or expulsion under the terms of the behaviour.

The following are regarded by the Senior Management Team as valid reasons for suspension or expulsion:

- Substance or alcohol abuse on school premises
- Persistent bullying of a student
- Physical attack on a student or member of staff
- Verbal abuse of a student or member of staff
- Disruptive behaviour in class
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or students property, either in or outside school
- Stealing from school, staff or students, in or outside school during school hours and school trips.



- There may be situations (injuries, uncontrollable behaviour etc) in which the normal procedures will be abandoned and a student being taken home immediately.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that they support their students learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the Principal or class teacher.

### **The Role of the Chairperson**

The Chairperson will help endorse this policy and, with the SMT, will review its effectiveness.

They will ensure that the policy is administered fairly and consistently

**This Behaviour Management Policy will be reviewed and updated regularly on an annual basis.**



## Anti-Bullying Policy

### Rationale

Bullying is an unacceptable form of behaviour in Newton International School. It is destructive in that it interferes with education of students and also affects parents and staff. As a school community we must ensure that school is a safe and secure environment for **every** individual student.

### Purpose

- To define bullying.
- To raise awareness of the issue within the school community and with parents.
- To put in place a process that will enable us to deal with bullying effectively.
- To monitor the extent of bullying in school.

### A definition of bullying

Bullying is when someone causes hurt through **words** or **actions**.

### Students in Newton International define bullying as:

- **Being cruel** by: ganging up on someone, calling names, teasing, giving dirty looks, using e-mail or texting to send hurtful messages, placing harmful messages on the internet or other public sites.
- **Threatening** someone by: pushing, hitting, actions that result in tears, throwing objects, making someone feel uncomfortable.
- **Making life a misery** by: wanting to control someone, showing no respect, stealing, and intimidation. Bullying can be carried out by one student or a group of students. It can happen anywhere in the school including the playground, canteen, corridors, classrooms, toilets and also on school buses. Bullying is an attack on an individual and a denial of a person's human rights. Bullying in another language is still bullying. Children who harass others in languages other than English will be treated the same.



### **Raising awareness of bullying within Newton International School and community**

Bullying is often a secret activity therefore:

- Every student will be issued with a self help "Beat the Bully" card.
- Twice a year students will be surveyed by the student council to indicate the extent of bullying both in school and on the buses. This will be done in November and May.
- The student definition of bullying will be reviewed annually and displayed around the school.
- Each student/parent will be given a copy of the school policy.
- All teaching and support staff will be familiar with the policy.
- PSE lessons and school assemblies will promote Newton International as a place where bullying is not accepted.

### **Process**

#### **To prevent bullying in Newton International School:**

- Everyone within the school community must know what bullying is and the consequences of bullying someone.
- All staff will deal with complaints seriously - no matter how trivial they may seem.
- Students will be given the opportunity to take part in programmes such as self-esteem etc.
- Active supervision throughout the school day particularly at lunchtime.

#### **When a Student Reports Bullying in Newton International School, all staff should:-**

- Deal with it immediately and inform Senior Management.
- Focus on the feelings of the victim.
- Collect information about the incident from both parties and witnesses if necessary.
- With the consent of both parties a meeting should be arranged to try and resolve the problem.
- Both sets of parents to be informed and invited to come to the school if necessary.
- Students will be monitored on a regular basis and given the opportunity to express how they are feeling.



***Bullying a student at Newton International will result in the following:***

- Being put on formal report and appearing in front of the School Disciplinary Committee.
- Suspended for **repeatedly** causing hurt through words or actions.
- Suspended for any form of physical violence.
- More than 3 serious complaints will lead to expulsion.
- Student Council intervention

**Monitoring and review**

The policy will be monitored by the Pastoral team, and reviewed in line with the policy review cycle.



## Student Uniform Policy

### Rationale

- To promote group identity and equality among students.
- Promotes the schools name outside of school
- To encourage respect amongst the staff and students.
- Students should wear their school uniform as a representation of their school pride

### Objectives

- To ensure that the whole school is in the correct uniform.
- To inform parents of the correct way to wear the uniform.
- To develop a sense of belonging in a community.
- To help identify students on trips/outings.
- To encourage students to take pride in their appearance.
- To reflect the school in a positive manner in the wider community.

### Responsibilities

#### Students

- To ensure the uniform is worn correctly before entering and leaving the school.
- To look presentable throughout the school day.
- To wear the correct uniform during school excursions.
- To ensure that their uniform looks clean and tidy.

#### Staff

- To be positive role models and lead by example by dressing professionally.
- To ensure that all students are conforming to the School Policy.
- To have consistency in the implementation of the Uniform Policy.

#### Parents

- To adhere to the policy.
- To ensure their children are provided with the correct uniform including the P.E. uniform.
- To write a note explaining why their child is unable to wear the correct uniform for that day.

*Note: Students not dressed in their correct uniform will not be allowed to participate on school outings/field trips.*



## **Consequences**

- Step 1: An oral warning given by staff member
- Step 2: The class teacher sends a note home in the student planner
- Step 3: Class teacher contacts parents.
- Step 4: Key Stage Coordinator calls the parents and sends child home to change
- Step 5: A meeting is called with SMT, Key Stage Coordinator, class teacher and parents.

**This policy is reviewed annually.**



## Secondary Teaching and Learning Policy

### Our Vision

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

The Teaching and Learning Policy is the nucleus of Newton International School. We recognise that all pupils have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil is also entitled to experience a variety of teaching and learning styles, which enable them to achieve their full potential. Through successful teaching and learning, Newton International School aims to develop the whole child and enable our pupils to become lifelong learners. The purpose of this policy is to attain high levels of achievement by ensuring that effective learning takes place in the classroom and to ensure that the school's mission statement :

***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.***

is expressed and realised.

The policy reflects or references, as and where appropriate:

- The National Curriculum
- Secondary School Strategy and 'Pedagogy and Practice'
- AdvancED Standards

It should also be cross-referenced, where appropriate, with the Whole School Development Plan, Secondary Action Plan, Subject Policies, Assessment Policy, EAL Policy, Homework Policy, Marking Policy and Behaviour Policy as well as job specifications.

The policy is to be followed, at appropriate levels, by all staff and pupils.



## **Principles of this Policy**

This policy relates specifically to teaching and learning as it directly affects and determines pupils' progress and their experience as learners.

The school strives through its teaching to ensure that every pupil at Newton International School achieves his/her potential, is prepared for future appropriate Further Education, Higher Education and/or employment is encouraged to make appropriate contributions to the school and wider communities and experiences the reality of being educated in an international community.

The school seeks to achieve these aims by:

- encouraging the development of positive relationships between all pupils and between pupils and adults in the school community, based on a sound work ethic and mutual respect.
- raising attainment by increasing levels of pupil motivation, participation and independence
- promoting reflection on, and sharing of, good practice
- promoting an understanding of how learning takes place
- making explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- providing practical guidance and clear procedures for teachers and pupils
- ensuring equality of opportunity for all pupils.
- building on prior learning and assessment to ensure that appropriate curriculum and attainment targets are set for all pupils.
- embracing high expectations and setting the highest possible standards for all pupils in appropriate courses of study.
- enriching and extending learning opportunities through a range of extra-curricular study and recreational activities.
- developing a strong partnership with parents in supporting pupils' learning.
- providing for staff the appropriate CPD to ensure that the above objectives can be met and that the professional learning needs of all staff are met.



## **Roles and Responsibilities**

### **Governors**

- to ensure the effective and rigorous implementation and monitoring of the policy

### **SMT**

- to provide appropriate support, training and resources for departments and individuals
- to monitor and evaluate the delivery and impact of the policy
- to modify and update the policy in the light of ongoing developments and the changing needs of the school.
- to employ qualified and experienced practitioners

### **All Staff**

- to be aware of the principles of the policy and how they can contribute to it

### **Curriculum Leaders and Subject Heads**

- to be responsible for the co-ordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy and incorporating homework, formative and summative assessment procedures and opportunities for a variety of teaching strategies
- to monitor and evaluate consistent delivery of the policy at team level.
- to observe lessons and provide extensive feedback
- to provide appropriate support to team members through book / work scrutiny and moderation of assessments
- to ensure that the most appropriate examination specifications are adopted for all relevant teaching groups and to review them regularly with staff
- to feedback monitoring of teaching and learning with SMT

### **Teaching staff**

- to implement this policy by ensuring a consistent delivery of high quality learning experiences
- to be responsible for short term planning, in conjunction with department teams – highlighting objectives and success criteria for each lesson



- to maintain up-to-date knowledge of the National Curriculum programmes of study and level descriptors and specifications for examination courses
- to provide specific assessment results as requested and prepare and present accurate reports
- to adopt Assessment for Learning procedures according to whole-school and Secondary / Key Stage practice, assessing pupils' work systematically and using the results to inform future planning and teaching as well as target-setting
- to maintain good order in the classroom, setting the highest expectations, so that effective teaching and learning can take place
- to develop positive relationships with pupils based on mutual respect
- to maintain a professional relationship with all pupils
- to be aware of the differing abilities and prior attainment levels of pupils in their teaching groups
- to ensure there is differentiation in lessons, incorporating any students with EAL needs as well as any gifted and talented students
- to set curricular and attainment targets in line with the above and plan lessons to take account of these
- to assess pupils regularly against their targets and advise them how to make progress towards achieving the targets
- to create the most stimulating teaching and learning climate possible
- to deliver the agreed Schemes of Work for each of their teaching groups
- to set homework in line with school and departmental policy and mark it promptly according to the school's Homework and Marking Policies
- to make pupils fully aware of exactly what examination requirements are; what the exams will entail and how marks are awarded
- to ensure that pupils are supported appropriately in producing coursework to the highest level of their capability
- to keep parents informed, through the school's accepted lines of communication, of their children's progress

## **Pupils**

- to work positively within lessons to enable staff to implement the policy effectively
- to extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework
- to take responsibility for their own learning



## Parents

We believe that parents have a fundamental role to play in helping their children to learn.

We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Their responsibilities include:

- to support the policy of the school, in line with the Home School Learning agreement, by providing support for pupils at home, allowing pupils to continue to develop their learning effectively
- to attend parents' consultation meetings with teachers where children's progress and strategies for further improvement are discussed

## Teaching and Learning Committee

The teaching and learning committee will:

- analyse feedback from staff
- develop strategies, policies or procedure to support recurring concerns
- review the Teaching and Learning Policy at the end of each term

## A Definition of Learning

*Learning is a process by which an individual makes sense of new experience. Learning takes place when the individual builds up their own knowledge and understanding of a subject, skill or value. Learning usually takes place through personal interaction. Thus, it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.*

## We believe learning will take place most effectively when:

- the environment is secure, stable and stimulating
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- objectives and success criteria are explicit and models are provided
- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged



- there are opportunities for creativity and utilising different learning styles
- pupils can self assess, know what they need to do to improve and are able to set appropriate targets
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts

## Key Ingredients of Successful Lessons

1. Starter (appropriate setting of the learning climate)
2. Recap (pupil involvement)
3. Learning objectives (shared with pupils appropriately – focus is what pupils will learn not what pupils will do)
4. Teacher input (stimulus to learning)
5. Pupil grouping/seating plan (engineered by teachers the most effective learning)
6. Pupil activity (learning styles of all pupils, are all pupils on task)
7. Teacher support (purposeful intervention)
8. Quality resources (e.g. ICT)
9. Summary/plenary/assessment for learning (cross referencing against the learning objectives)
10. Next lesson – continuity and progression – making the connections for the pupils so that no lesson is an “island”.

## Teaching

Good teaching needs:

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge
- A stimulating environment
- Organised classroom management
- Good classroom relationships
- Relevant homework
- Monitored progress
- Regular evaluation and review

## Preparation, planning and delivering lessons

- Lessons are planned with clear aims and objectives, structure and challenges for all pupils
- Objectives are clearly linked to departmental long and medium term plans which are periodically reviewed



- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills
- Lessons are planned to build on prior learning and ensure continuity and progression
- Appropriate and stimulating resources are organised prior to the lesson
- The teacher should have clearly identified pupils needing extra support for special needs or for intervention.
- The teacher should work in conjunction with the subject department where they are planning together as appropriate, and providing each other with teacher support that will have a maximum impact on the learning of pupils.
- Lessons will usually take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances.
  - Introduction and Starter
  - The Main Activity
  - The Plenary

The Teaching and Learning Policy is a fundamental part of the School Development Plan and will be reviewed on an annual basis to ensure it reflects current practice at Newton International School and it will be the key document within the induction programme for all new staff.

The success of the policy will be ascertained through the monitoring and evaluation of the aims of the school through:

- SMT and the Teaching and Learning Committee analysing and evaluating Teaching and Learning in Secondary – through observations, development of staff and support
- Pupils' progress through work scrutiny, evaluation and analysis of individual and group assessments
- Pupils' progress through behaviour targets and against targets set on their IPPs
- Discussions with pupils and parents and regular interviews
- Liaison with teachers and Subject Heads
- Analysis of the quality of teaching and learning provided through lesson observations and scrutiny of planning
- The programmes of Study which include :
 

○ Key Stage 3	○ EAL
○ Key Stage 4	○ PSHE
○ Sixth Form	○ Career
○ SEN	Education
○ G&T	

**This policy will be reviewed in:** November 2011  
 March 2012  
 June 2012



## Secondary Homework Policy

### Our Vision

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

### Rationale

It is generally recognised that homework can make an important contribution to the learning process and contributes to the development of sound study habits. This is clearly understood and requested by the vast majority of our parents. At NIS, we believe that homework is critical to learning. It extends pupil's independence and self-discipline.

### Purpose

- To encourage students to develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for students in the future of lifelong learning and adaptability.
- To raise academic standards
- To consolidate and reinforce skills and understanding developed at school
- To sustain the involvement of parents and carers in the management of students' learning and keep them informed about the work students are doing.
- To manage particular demands, such as IGCSE coursework.

### Homework and Assessment

If homework is to benefit pupils' learning, they must be given prompt and appropriate feedback on what they have done. Parents/carers have a role in encouraging and praising children for the effort which they have devoted to homework but students look mainly to teachers for a response on the quality of their work. Departmental assessment policies should give detailed guidance on the various ways in which homework can be assessed. Discussion, questioning, self and peer assessment, modelling students' work as well as written comments and/or marks and grades are all appropriate. Through this process, it is possible to design homework assignments which do not make heavy demands on teachers and students and is hence a support to the learning process.



Homework activities with assessment criteria should be incorporated into the planning for each subject. Homework in the Senior School always contains a written element, but research particularly using the internet, reading and gathering information are also important. However, pupils should not just download large amounts of information from the internet when researching a topic. They should be required to synthesise the information and present it in a way that is relevant to the work set.

Homework expectations at the weekend may be a little different, but should not be used to burden pupils with anything that wasn't finished during the week.

There is a consistency of expectation from all staff in such areas as the standard of presentation, which does not differ from the standards expected in class, and the punctuality of handing in completed work.

Homework set is recorded in the individual pupils' homework planner, which is checked regularly by form tutors and Subject Heads and on occasion by members of the Senior Management Team who check pupils' planners as part of the monitoring of pupil exercise books/work.

All communications received from parents regarding homework should be passed to the relevant teacher(s), Head of Key Stage and head of department.

### The Process

Though precision is not possible, the duration of homework is expected to be approximately:

Year Group	Time Per Subject	Details
Year 7	30 minutes	3 subjects per night
Year 8	30 minutes	3 subjects per night
Year 9	30 minutes	3 - 4 subjects per night
Year 10 – 11	30 – 40 minutes	3 - 4 subjects per night
Year 12	Continuous tasks and homework set for all option subjects	



- It is understood that these times are a guide and that, on occasions, it will be inappropriate to set homework.
- Pupils in Year 7 should be given manageable pieces of homework during their first few weeks at the school. This will require shorter/simpler pieces of work to be set at first that will become increasingly long and more difficult.
- Pupils should be offered guidance to help them to manage their homework.
- At Key Stages 4 and 5, the demands of the external syllabus govern the type, complexity and frequency of the homework.
- Planners should be used to record homework. Subject teachers should ensure that all pupils note their homework in their planners before leaving the room. Best practice is to write the task and deadline on the board for pupils to copy. If homework diaries are lost or poorly treated the pupil will be expected to pay for a new one. Parents and the Form Tutor should sign the diary on a fortnightly basis. Comments from parents or teachers may be recorded in the appropriate actions involving the Year Tutor if necessary.
- Subject teachers should set and mark homework in accordance with departmental policy.
- Each Head of Department has the responsibility for ensuring that subject teachers set and mark homework regularly. Suggested homework activities will be incorporated into each subject's scheme of work and assessment criteria and should form part of the continuous assessment of pupil's performance and progress.
- Written homework should be marked promptly and returned to the pupil within a reasonable time. Positive feedback to pupils should be the objective with comments assuming as much importance as the mark or grade given. A learning homework should be tested, in appropriate ways, soon after it has been set.
- Teachers may set homework tasks which require access to specific online educational websites e.g. SAM Learning
- Homework tasks must show differentiation in both content and length and ought to be appropriate to the age and ability of the child.
- The Head Teacher and Senior Management will make random checks of homework diaries and books for pupils during Tutor Periods.



## **Role of Parents**

Parents will be informed at key meetings of the nature and importance of their role:

- Check that homework details are filled in clearly and regularly in the Planner. There is space for their regular signature.
- Use their child's planner as a means of communication.
- Help their child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
- Try to make sure that there are suitable working conditions at home.
- Take a positive and active interest in their child's work at home rather than just insisting that it is done.
- Let the school / subject teacher know if there are problems with homework that cannot be resolved. Perhaps their child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Help can be gained by contacting the Form Tutor in the first instance.

## **Failure to submit homework or submitting unsatisfactory homework**

Pupils are expected to hand in work on time. If homework is not given in appropriate action is taken:

- a) the class teacher will have a discussion with the pupil to find out if there are good reasons for the failure to hand in the work and impose sanctions as necessary, e.g. class detention.
- b) in the event of persistency, the class teacher will contact the Head of Department, who may impose a detention and/ or contact the parents.

Should a pupil hand in homework deemed to be of a standard which is less than satisfactory he/she will be asked to repeat it and hand it in the following day.

If a pupils is absent on the day homework is due in, that pupil should hand in the homework on his/her return to school.

Where it has not been possible for a pupil to complete the homework, due to illness for instance, this should be communicated in writing to the teacher setting the homework.



Arrangements will be made for the pupil to complete the work if possible, in order that the value of the exercise is not lost, or for them to have notes in order to catch up on the missing work.

If a pupil does not hand in his/her homework on time, and there is not a valid reason received in writing, the pupil will hand in the homework the following day. Depending on the individual, an internal detention may be used to ensure that work is completed.

*Parents are reminded that they are responsible for arranging transport for their child following an after school detention.*

Where a pupil is a persistent offender, parents will be contacted in order to discuss the way forward.

Homework builds on work done in the classroom. It enables the teacher and the parent to confirm that the child has an understanding of a subject and helps to instil and develop a sense of discipline about work at home. If a teacher sets homework, there is an expectation that this will be completed by the set date. Since the successful completion of homework tasks play an important part in the overall evaluation of the pupils, parents and teachers share a mutual responsibility of encouraging completing of homework tasks. Homework is considered a form of reporting a pupil's progress to parents.

**This policy will be reviewed in:** December 2011    March 2012                      June 2012



## School Trip Policy

We believe that out of school activities are an important part of our students' education. The trips that children are taken on are always linked to the curriculum. We believe that the places visited during day trips or over night trips, are an extension of our learning environment and provide numerous opportunities for learning. It is imperative therefore that all pupils attend the day trips.

### Our Aims of School trips

- For our students to see 'real life' examples of what has been studied.
- To facilitate learning
- To ensure there is variety and interest in the curriculum
- To see the students outside the classroom environment.

### The Aims of this Procedure

- To ensure the well being of students whilst out of school
- To ensure the buses are booked correctly
- To ensure all relevant parties are aware of when students /teachers/assistants are out of school.

### Representing the school in the wider community

School trips are an opportunity for Newton International School to present themselves to the wider community. To ensure the reputation of the school is upheld.

- School uniform must be worn on all trips (please refer to the Uniform Policy)
- Staff accompanying the pupils on the trip must continue to follow the Staff Dress Code Policy – no jeans may be worn, Staff too are representing Newton International School.
- Bad Behaviour – If the class teacher feels that a child's behaviour will put themselves or others at risk during a school trip, that child should not be allowed to go on the trip. Parents must be notified of this decision. (Usually in extreme situations) Excluding a child from a trip can be used as a punishment (*refer to Behaviour Management Policy*)



## Conduct on the School Bus

- Students must wear the seat belt.
- Students must remain in their seats.
- Students should not disturb the driver by making excessive noise.

## School Trip Procedure

- Fill out a request form which goes to the Key Stage Leader who hands it in to Management at least 2 weeks in advance: Heads of School.
- Letters should be sent home informing the parents about the school trip with a Parents' Permission Form.
- The adult / student ratio is important for the safety of our pupils. Early Years Foundation Stage: 1 adult to 6 children. KS1, KS2, KS3 & KS4: 1 adult to 8 children.
- A risk assessment must be done teachers prior to the trip.

Parents may be asked to accompany the class. No siblings or nannies are allowed.

If the risk assessment shows a greater risk, teachers are asked to discuss staff / student ratio with the Key Stage Leaders/ Management

- All permission slips received should be filed into a School Trip Folder.
- If you are going to a new place, you must ensure a risk assessment is done **before** you go with the students.
- It is your responsibility to check through the Risk Assessment and sign and date it before you go. A copy of this goes with you and a copy goes into the folder with the Student Contact Form.
- Teachers should inform Specialist teachers who are timetabled to teach the class whilst they are out of school.

During the trip you must ensure you have:

- School and Management contact numbers
- First Aid Kit (from the Doctor)
- A mobile phone
- The Risk Assessment
- Class List of each class

If an emergency occurs please inform the school immediately.



Whilst on the trip if an incident occurs which results in injury or may have resulted in injury or worse you must fill out an incident report form. Staff must ensure regular head counts or roll calls happen whilst outside of school.

Once the trip is completed please hand the School Trip folder to your Primary/ Secondary Deputy Head.

All trips should be written in the staff communication book at the sign in desk.

**Special medical circumstances:** If a child in the class has a known serious illness, ie an allergy to peanuts, diabetes or any illness that requires emergency / regular medication, the parent or nanny should accompany the trip to administer any emergency medication and all teachers should be informed.

**This policy will be reviewed and updated annually.**



## Health and Safety Policy

### Introduction

Health and Safety is a vital concern at our school. The general aims of this policy are as follows:

### Aims

1. To maintain a safe environment wherein students can work and move around without risk to themselves or their good health.
2. To plan for the safety of students and staff in the event of fire or other emergency.
3. To develop, maintain and implement procedures to secure a safe working environment for all members of the school community.
4. To educate students to aim to stay healthy by eating properly, getting enough sleep and exercise and avoiding harmful substances.
5. To ensure students observe all safety rules of the school and in particular the directions of the teaching staff in the event of an emergency.
6. To ensure all accidents and injuries are reported to the principal (or one of the deputies in his/her absence) and fill in an accident report form as soon as possible.
7. To ensure all staff report defects in equipment and potential safety hazards to the principal.
8. To assist in the investigation of injuries, accidents and dangerous occurrences.
9. To monitor and review our health and safety policy and procedures consistently so that they remain fit for purpose.

### Relationship of this General Policy to other School Policies /Guidelines

***This policy is informed by a number of specific policies and guidelines including:***

- Fire evacuation procedures
- Healthy Eating Policy
- Guidelines for school trips
- Guidelines on Water Safety
- Guidelines on Road Safety



- Anti-Bullying Policy
- Sunsmart guidelines
- Cybersafety guidelines
- Specific departmental/KS policies on Health and Safety e.g. chemical safety in Science classes
- Anti-smoking policy
- Guidelines on equipment/tool safety
- Environmental Policy
- Risk Assessment procedures

## **Promoting Safety and Good Health in School**

### ***In The Classroom***

Teachers are responsible for:

- Ensuring that mobile phones are not allowed to be switched on in the classroom.
- Maintaining a comfortable flow of fresh air into the classroom at all times.
- Checking all exits are kept free from any form of obstruction.
- Checking classroom for tripping hazards e.g. loose floor covering, untidy equipment etc.
- Seeing that students use their chairs correctly and sit safely at all times, with no swinging or leaning back permitted.
- Paying particular attention to the safety aspect involved in the use of some educational equipment or resources e.g. scissors, knives, thermometers, glass containers, hot liquids, electrical equipment, wires and clips.
- During structured play and practical activities early years' classes students should be supervised when using small practice materials like pegs and counters, as these could constitute a choking hazard.
- Keeping all dangerous solvents e.g. glue in a lockable cupboard when these are not being used.
- Encouraging all students to participate in PE, swimming, lunchtime and early morning games, other games and other class activities to promote health and fitness. During PE classes, health and safety will be promoted where the opportunity arises.
- Encouraging all students to have good personal hygiene habits e.g. training in thorough hand-washing using soap, rinsing well and drying hands.
- Encouraging good dental hygiene
- Encouraging all students to bring healthy foods for breaks.



### ***In The Play Area***

Teachers should ensure that :

- Students are supervised in the playground at all times during the school day by teachers and co-teachers..
- Students have to remain in their designated play area until the end of break. At the end of their break, they line up in an orderly manner and are taken promptly to their classrooms by their teachers
- Students are discouraged from playing any game that requires rough physical contact. They are asked to play in a manner that maintains their own safety and that of others.
- Should a student fall or have an accident the procedure will be to :
  - Examine the injury; comfort the student if that is all that is required.
  - If necessary, send the student to the school doctor with a member of staff to accompany or if in the event it is an older student and the injury is not too serious, but requires first aid, a friend can accompany.

### **Specific Staff/Student Responsibilities**

All persons involved in educating students have a responsibility to provide and maintain a healthy and safe environment.

#### ***The Principal***

The principal will:

- Ensure all teaching staff hold appropriate qualifications to teach the subjects required of them and to use the necessary equipment and machinery.
- Ensure that all staff are provided with regular training that will assist them to work safely.
- Ensure the provision and maintenance of safety procedures.
- Put in place adequate arrangements for carrying out regular fire drills and ensure that all staff participate in and are aware of such arrangements.
- Report to the Chairperson, all defects and hazards which are her responsibility.
- Ensure that safe systems of work are used by contractors or persons carrying out inspections or non-structural repairs .
- Report all serious accidents to staff/students promptly to the Chairperson.



- Ensure all staff operate safe working practices in the execution of their duties.
- Apply all relevant policies to ensure the health, safety and welfare of all staff and students.

### **Teachers**

Each teacher has a responsibility to exercise care and attention regarding the safety of themselves and their students.

Each teacher shall:

- Ensure that they take reasonable care during their work activities to avoid accident or injury to themselves and others.
- Exercise effective supervision of the students and know the emergency procedures e.g. in case of fire, first aid etc.
- Report all potential hazards to the principal and/or deputies.
- Report all accidents and complete accident forms.
- Co-operate fully with the principal and vice-principal on all health and safety matters.
- Give clear instruction and warnings as often as necessary and follow safe working procedures personally.
- Ensure that all protective clothing and equipment are both available and used by themselves and students.

### **All Staff**

All staff have a responsibility to exercise personal care and attention for the safety of themselves and others as well as co-operate with their colleagues in the execution of this policy. In the discharge of this responsibility employees shall:

- Perform their duties in a safe manner and pay particular attention to safety procedures.
- Report all accidents and injuries to their line manager as soon as possible.
- Obtain adequate treatment for injuries as soon as it is practical.
- Report all defects in equipment or potential hazards to their line manager..



## **Students**

All students are expected within their ability to:

- Exercise personal responsibility for safety of themselves and other students.
- Observe all the safety rules of the school and in particular the instructions of the teaching staff in the event of an emergency.

## **Visitors**

To ensure the safety of students and staff, all visitors must report to reception on arrival and exit times accordingly in the visitor book. All visitors, including parents and maintenance staff will be issued with identification badges while present in the school.

## **IMPLEMENTATION OF THE HEALTH AND SAFETY POLICY**

The responsibility for the implementation of the health and safety policy rests with the entire school community. The principal, will oversee the implementation of the policy. However, **all** members of the school must ensure the policy is implemented by them.

A Health and Safety Committee will be established by 30th November 2008 to assist in the implementation of the policy.

## **Policy Review**

This policy will be kept under continuous review. It will be formally reviewed on a monthly basis by the SMT and on an on-going basis by the Health and Safety Committee.

The Principal has responsibility for ensuring this review is performed and will report formally on a monthly basis to the Chairperson.



## Sun Protection Policy

### Rationale

Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn, skin damage and increases the risk of skin cancer.

Children are exposed to the sun during the peak UV times in the day, every day at school. Protecting skin during the first 18 years of life can lower the risk of developing skin cancer by up to 78 percent. Just one blistering sunburn can double the risk of developing melanoma later in life.

### Why Wear Hats?

Throughout Qatar sun protection is required from April to November inclusive, especially between the hours of 11am and 4pm. Therefore, this policy applies during Terms 1 and 3.

**Note:** There are also benefits from sun exposure, including Vitamin D absorption, which is important for the development of healthy bones, muscles and teeth. During the winter months, students should be encouraged to actively enjoy the sun.

This policy is adopted from Sunday, 17<sup>th</sup> May 2009 so that children attending Newton International School are protected from harmful UV radiation from the sun.

Everyday our skin is exposed to Ultraviolet (UV) radiation from the sun. Overexposure to ultraviolet radiation can cause sunburn, skin damage and an increased risk of developing skin cancer. School Sun Hats have a SPF rating of 50+ which means they block 98% of the UV radiation. These hats provide an excellent source of protection from UV for the face, ears, nose and back of the neck. However sunscreen and sunglasses should still be worn with a hat as UV can be reflected back from surfaces, such as sand, water and concrete.

The good news is that covering skin with protective clothing, such as hats, wearing sunscreen and avoiding the sun at peak UV times of the day, can prevent sun damage to skin and reduce the risk of developing skin cancer.



Teaching children to play safe in the sun from an early age is part of their education for life. Schools are an appropriate environment for sun safe behaviors to be taught and encouraged.

**Wearing a hat and applying sunscreen when we go outside should be part of our daily routine, like brushing our teeth, or wearing a seat belt when we get into a car.**

As part of general sun protection strategies, during Terms 1 and 3, between 11am and 4pm, our school will:

- Require children to wear **broad-brimmed hats** (min 7.5cms), **legionnaire hats** (with neck protection) or **bucket hats** (min 6 cm. brim, deep crown) when they are outside (e.g. playtime, P.E., sport, excursions and activities).
- Implement a "No Hat, Play in the Shade" policy.
- Require children without hats to sit in the shade.
- Work with parents to promote students' use of SPF 30+ broad-spectrum sunscreen.
- Encourage children to wear clothing that protects the skin from the sun (e.g. sleeves and collars) at all times.
- Encourage staff to role model SunSmart behaviour, particularly the use of appropriate hats, within the school grounds and during outdoor school activities.
- Regularly reinforce the SunSmart Policy, for example, through newsletters, parent meetings, student and teacher activities.
- Inform parents of the Sun Protection Policy at enrolment, especially the use of appropriate hats, clothing, SPF 30+ sunscreen, and encourage parents to practise SunSmart behaviour themselves.



## NIS Home-School Agreement

This agreement should be signed by both parents and student.

### **The terms of this agreement are that the school will:**

- Contact parents if there is a problem with attendance, punctuality, uniform or equipment.
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Communicate regularly on student progress and send home written reports
- Set, mark and monitor homework in accordance with the School's Homework Policy
- Arrange parent evenings during which progress will be discussed and keep parents informed about school activities through regular letters home.
- Provide the parent with a general overview about what is being taught each term
- Not accept responsibility for the loss or damage of any item brought onto the school premises
- Have the right to confiscate equipment that is not allowed in school.
- Make the final decision as to whether a child progresses into the next year group.
- Discipline the child in accordance to the NIS Behaviour Policy

### **As a Parent / Carer I will:**

- Notify the school of any absences in writing
- Ensure that my child is properly equipped
- Let the school know about any concerns or problems that might affect my child's work or behaviour
- Support my child with his/her homework and any other opportunities for home learning and sign the homework diary or home/school book weekly.
- Be involved in discussions regarding my child's progress through the homework school planner, Parents Evenings and workshops
- Take an interest in my child's life at school.
- Collect my child from school on time.
- Encourage and support my child to participate in extra curricular activities



- Ensure my child is dressed in the correct uniform
- Ensure that my child attends school regularly and on time
- Enforce and abide by all school policies
- Read information sent home and respond to it
- Attend a meeting once a term with the class teacher
- Abide by school health and safety directives initiated by the school

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Year & Form

\_\_\_\_\_  
Name of Parent

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Child's Signature

\_\_\_\_\_  
Date