

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



# Parent Handbook

Key Stage 3, 4 & 5





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Dear Parents

It is with pleasure that we welcome you to Newton International School, Lagoon. We are enthusiastic and committed to continuing to make a positive difference to the lives of your children. Your children and their educational progress will always be our top priority.

We are looking forward to a very productive partnership with you to ensure that our children reach their full potential. Together we will embrace the challenges that we might face and celebrate the rewards these challenges bring. When parents, pupils and teachers work together we can achieve whatever we set out to achieve.

This Parent Handbook provides you with valuable information concerning policies and procedures at Newton International School Lagoon. Should you have any further queries or questions, please contact the school and we will be happy to assist you.

Together with our dedicated staff, we look forward to an exciting and successful year with you and your children.

With kind regards,

Senior Management Team



## Our Vision, Mission Statement and Values

### Our Vision

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

### Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

### Values

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



## Structure of the Day

The School day begins at 6:56. 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.

	6:56 – 7.06	7:10 – 7.56	8:00 – 8.46	8:50 – 9.36	9:40 – 9.56	10:00 – 10.46	10.50 – 11.36	11:36- 11.56	12:00- 12.46	12.50 – 13.40
<b>Sun</b>	Tutor	Lesson 1	Lesson 2	Tutor Period	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Mon</b>	<i>Tutor</i>	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Tues</b>	Tutor	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Wed</b>	<i>Tutor</i>	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
<b>Thurs</b>	<i>Tutor</i>	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	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 is 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. Please help us to ensure the safety of our students by arriving on time and leaving punctually.

### 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 Lateness and Attendance Policy is available at the end of this handbook in the policies section.

### 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 and a possible monetary penalty.

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, in Al Gharafa, 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 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>• Jewellery: a watch and stud earrings only</li> <li>• No Make-up is permitted</li> <li>• Plain, black leather shoes– no motif, no trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Navy blue trousers</li> <li>• White cotton shirt with school logo on left side</li> <li>• Plain dark socks that cover the ankles</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 and no hoodies</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. Equipment checks will be carried out on a regular basis and subsequent action may be taken.

<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.

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 to ensure that the teacher can dedicate their time to you. A form is available in reception to allow you to do this.**

### 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 members 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. You will be provided with a contact information sheet in the first week, please ensure that this is completed and returned as soon as possible.

### 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 students 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 as will parents through the use of things such as Survey Monkey.

## **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 knows 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 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 10 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. 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. Key stage 4 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 staff members who are assigned to each House encourage this positive ethos during these events.



## Extra-Curricular Activities



A range of after school activities take place from 1.40p.m. until 2.30pm. 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 2.30pm 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 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 12) 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 International Day. 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 National Curriculum of England and Wales; 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 and KS5 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. Some subjects at KS4/5 are chosen by the student and some are compulsory. Subjects taught in each Key Stage are indicated on the table below:

SUBJECTS			
KS3		KS4	
Arabic	ICT	Arabic	French
Art and Design	Islamic Studies	Art	Geography
Citizenship	Mathematics	Biology	Global Citizenship
Design & Technology	PE	Business Studies	History
English	Science	Chemistry	ICT
French		Citizenship	IGCSE PE
Geography		Design & Technology	Islamic Studies
History		Double Award Science	Mathematics
History of Qatar			PE



		English First Language and English Literature	Physics
		English Second Language	Travel and Tourism
		Environmental Management	
<b>KS5*</b>			
Arabic	History		
Art	ICT		
Biology	Mathematics		
Business Studies	Physics		
Chemistry	Thinking Skills		
DT	Travel and Tourism		

\*Options are subject to change based on student numbers.



## 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
<p><b>KS3</b> Years 7,8 &amp; 9</p>	<p><b>End of Term Examinations</b></p>	<p><b>End of Term Examinations</b></p>	<p><b>End of Year Examinations</b></p>
<p><b>KS4</b> Year 10</p>	<p><b>End of Term Examinations</b></p>	<p><b>End of Term Examinations</b></p>	<p><b>End of Year Examinations</b></p>
<p><b>KS4/KS5</b> Year 11 and 12</p>	<p><b>Mock Exams</b> <i>Sat in 2<sup>nd</sup> and 3<sup>rd</sup> week of Term 2</i></p>	<p><b>Exam Testing Practice throughout term</b></p>	<p><b>External Examinations</b></p>



## Key Stage 3

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

Our Key Stage 3 curriculum builds on the experiences students have had at their Primary school. Our aim is to maintain the strengths of the primary approach as we introduce teaching by subject specialists. In particular, we want our students to use their skills across the curriculum and not 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, PE, 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. However, a specific EAL Department for the Secondary does not exist.



## 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 four ICT Laboratories in the Secondary Department. Year 7, 8 & 9 have ICT lessons 3 times 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 into 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 on 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 of their work.
- communicate what they did and its significance
- learn how Scientists work and the importance of experimental evidence in supporting Scientific ideas.

## 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.

Qatar History is also taught but as a separate subject and is delivered in either English or Arabic. This is done using the guidelines from the SEC and follows the information in the books produced.

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 2 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. Arabic is taught 4 lessons per week.

## **Islamic Studies**

Islamic Studies in Secondary is taught twice 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 who do not follow Islamic Studies have two lessons 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



The programmes of study in Art, 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 covers topics such as: drawing, painting, 3-D construction, design and collage. Students take one lesson of Art 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. 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, Cricket 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 and participate successfully in



House competitions and join various school teams which represent NIS in the sporting competitions organised 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 students take 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 student's needs. This process starts toward the end of Year 9 when students apply to study subjects which they enjoy 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 2 Science subjects are compulsory. Students will study 9 IGCSE subjects in KS4 and Islamic Studies / Citizenship as a non- examination subject.

### **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)**

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 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.

## 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

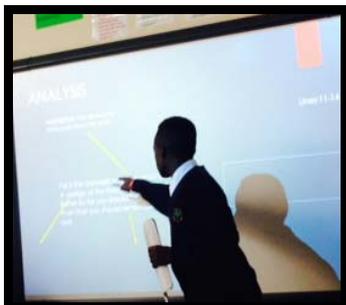


- To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.

### **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 are 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.

### **Assessment and progression:**

- Single-tier; one 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.



## 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.

### 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.

## 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 and Graphics options.



- 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 60% 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.

**Assessment and progression:**

- Single-tier; one exam; Design and Make coursework project
- Grading A\*-G
- Provides a sound foundation for progression to Edexcel GCE Advanced Subsidiary (AS) and Advanced level, and other comparable post-16 qualifications.

**Economics (only for students going in to Year 11)**

As student's 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.

**Assessment and progression:**

- Single-tier; one 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.

**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.

**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.



## 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, speaking 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.

## 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> <li>• 1 exam worth 40%</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> <li>• 2 exams worth 30% each</li> </ul>



## Fine Art (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.

### Assessment and progression:

- Single-tier; one exam for 10 hours over 10 days and portfolio evidence 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.

## Physical Education CIE

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

All candidates take:

Paper 1 1 hour 45 min Coursework Centre-based assessment

### Section A:

Candidates answer short answer questions on the three units they have studied:  
*Factors affecting performance, Health, safety and training,*  
*Reasons and opportunities for participation in physical activity.*



## Section B:

Candidates answer three structured questions, one from each of the three units they have studied. Candidates choose to undertake **four** practical activities from at least **two** of the seven categories listed (50% of total marks).

Candidates must show the ability to analyse and improve practical performance in **one** of their four chosen practical activities (10% of marks).

40% of total marks 60% of total marks

## Environmental Management CIE

This syllabus is centred around the concept of: **sustainable development**. This may be defined as

*Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'*

Two concerns are fundamentally tied to the process of sustainable development of the Earth's resources:

- The basic needs of humanity – for food, clothing, shelter and jobs – must be met.
- The limits to development are not absolute but are imposed by present states of technology and social organisation and by their impacts upon environmental resources and upon the biosphere's ability to absorb the effect of human activities. But technology and social organisation can be both managed and improved to make way for a new era of economic growth.



### Assessment and progression:

- Single-tier; 3 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.

### PE



Key Stage 4 continues on from Key Stage 3 with the National Curriculum for PE and the provision of 1 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 Rugby. 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 students are provided with a high quality implementation of the AS 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 7 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) level. We offer you a programme of four AS subjects when you enter the Sixth Form.

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
- 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 1 lesson 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 they know what you would like to study at university, they 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.

**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.

## **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.

## **BIOLOGY (Edexcel)**

The aims of the GCE (AS) 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.

## **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



## CHEMISTRY (Edexcel)

The aims of the Edexcel Advanced Subsidiary 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.

## 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 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.

## **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**
- **Pupil Lateness Policy**
- **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. Newton International School support's a partnership between 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 organised, ongoing, and timely way.

#### Procedure for involving parents

- Communication to Head of Department
- Numbers to be determined depending on activity – not to be exceeded
- Letters to go home 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
- Welcome evening

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 NIS Lagoon 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 staff alike. For a student 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.

NIS Lagoon works for approximately 180 days per academic year. We expect all students to not miss more 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, they will not be offered a place in the school for the next academic year. At NIS Lagoon 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 and Responsibilities

- **improving attendance at NIS Lagoon is the responsibility of everyone in the school community – students, 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 form tutor, and if the need should arise, from the Head of Year / Head of Pastoral / Principal.
- At the end of each term students who have 100% attendance will be presented with laminated certificates.
- Full attendance on a yearly basis will also be acknowledged in the form of an award at the annual Prize Giving.

### 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 student is prevented for any reason from attending, or is late, parents are requested to notify the school as soon as possible in writing in the form of a letter or note in the student planner, via e-mail or by telephone. The medical certificate must then be produced on the child's return to school.

- A student's absence from school must be considered unauthorized until a satisfactory explanation is forthcoming from the parent.
- Parents will be informed promptly of any concerns which may arise over a student's attendance.
- Parents whose child's attendance is a cause for congratulation or concern, will be written to first, by the tutor, then reception, then HOY and finally the pastoral leaders 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 endeavor to encourage good attendance and punctuality through personal example. Attendance is the responsibility of all school staff; not just teaching and pastoral staff.
- NIS Lagoon 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.

## **Expectations**

Newton International School Lagoon Campus (in line with the Ministry of Education directives) expects pupils to attend school for at least 90% of the time. This equates to half a day's absence every two weeks. If a pupil is absent for a whole day their attendance for that week drops to 80%.

National statistics in Qatar tell us that:

- Above 95% attendance – nearly all pupils achieve 5 or more A\*-C grades at GCSE
- Below 95% attendance – most pupils fail to get 5 or more A\*-C grades at GCSE

A leave of absence during term time will only be granted where an application is made in advance to the school and the school considers that a leave of absence should be granted due to exceptional circumstances relating to that application.



What amounts to 'exceptional circumstances' is a matter of discretion for the Principal and should be judged on a case by case basis but it is unlikely to amount to an exceptional circumstance if it is merely claimed that a holiday abroad can only be afforded in term time or that a parent is unable to take leave during school holidays.

**If your leave of absence has not been authorised by the Principal you may be given notice to attend a parent interview to explain the circumstances.**

Parents have a responsibility for ensuring their child attends school regularly and punctually. The school expects that all parents communicate with them, either in writing or by telephone, giving a reason:

1. In advance of any planned absence.
2. Immediately following any unplanned absence.
3. During any absence expected to last more than three days.

Failure to comply with this requirement will mean that your child will have unauthorised absences on their attendance record and this could lead to a referral to the MOE.

**Holidays taken during examination time, or in the terms leading up to examinations, will not be authorised whatever the circumstances. The law states that parents do not have an automatic right to take their child out of school for holidays during term time.**

Some absences which are considered *unavoidable* and may therefore be *authorised* by NIS Lagoon:

- Pupil was genuinely ill (with a medical certificate)
- Pupil had a medical or dental appointment that could not be made out of school hours
- Pupil was in hospital/having hospital treatment

Some absences which are considered *avoidable* will be left *unauthorised* by the school. These include examples such as:

- Trivial illness without a medical certificate
- Looking after the house or waiting for workmen/deliveries etc
- Packing or getting ready for a holiday or trip or collecting relatives from the airport/station
- Being on holiday



- Looking after brothers and sisters, including dropping them off at school or nursery
- Looking after a sick relative
- Helping with housework or family business
- Being unhappy or not getting on with others at the school
- Attending a concert or absences due to birthday 'treats

**THE FOLLOWING STEPS WILL BE IMPLEMENTED FROM SEPTEMBER 2016 (as per the Ministry of Education, former SEC):**

**STEP 1:** Parents will be contacted by the **receptionists** when the child is absent for **1-3 days** and the parents did not notify the school about this absence (It is the student's responsibility to sign in as late, if coming to school late, in order to prevent miscommunication).

**STEP 2:** Parents will be informed in writing by the **form tutor** when the child has been absent for **4 days without any or approved notification\***.

**\*APPROVED NOTIFICATION** consists of medical or serious personal reason only; e.g. medical certificates. Parental notes in the planner\_or a separate sheet of paper explaining the reasons of the absence (holiday, travelling without a serious reason, studying at home, personal day without giving a specific reason) **do not** meet the requirements of approved notification. Approved notification, **N**, will not be followed up by pastoral staff. **No notification or not approved notification, X, will be however strictly followed up according to the MOE's guidelines.**

**STEP 3:** Parents will be informed in writing and personally (in the form of a meeting with the **Head of Year** ) when a child has been absent for **5-9 days without approved notification - 1<sup>st</sup> warning**. HOY will prepare a case study about the student for the MOE.

**STEP 4:** A meeting with the **Deputy Head: Pastoral / SMT** and parents will take place when the student has reached **10 days of absence without approved notification in 1 term, or a total of 15 days over 2 terms, informing them that their child will not be allowed to sit the end of term examination at NIS Lagoon and that a case study will be filed with the MOE.**

This also applies to **Year 11 and 12** students – they will not be registered for IGCSE and AS examinations at NIS Lagoon Secondary unless they meet the attendance requirements outlined above in each term.



#### FINAL STEP:

If the student continues to miss **10 days, or more, per term (or a total of 18 days, or more, in the academic year) without a valid reason and/or without approved notification**, the parents will meet with SMT and receive notification in writing that their son/daughter **will not be offered a place in the school in the following year.**

#### NOTE:

**Lateness: 3 lates (arrival after 7.15) equal (=) to 1 absence without approved notification.**

If a student does not bring a note to his/her tutor after they were absent for 2 weeks, his/her absence will be automatically marked as X – not approved, therefore please ensure that you provide the notification in the planners promptly after the absence.

Cut-off date for attendance in Term 1 and 2 will be **3 days before the end of term. The end of term examinations and Mock exams in Term 1 and 2 are very likely to take place in the final weeks of the term and reports will be distributed after the holidays.**

Year 11 and 12 will have to follow this policy strictly (including the attendance for the monthly Saturday Mock exams) in order to be entered for their IGCSE exams at NIS Lagoon.

If a student leaves school early with permission from parents, he/she needs to produce a medical certificate on return. Failing to do so, will result in an absence mark, on the day he/she requested to leave early.

#### Truancy

- If any student absents themselves from the school without permission then the parents/guardians shall be contacted by telephone or e-mail and the student will be placed in the reflection room or receive a one hour after-school detention with the Head of Pastoral the next day after appropriate approval.
- A copy of the e-mail will be made by the HOP, who will then hand over to the student, who will then hand over to parents/guardians to sign and return the next day. The HOP will then file as evidence for future transgressions.
- Truancy will be regarded as an unauthorized absence for the day.

#### Collection of students during examination periods

- Parents, drivers and housekeepers/nannies will not be able to pick up students early without prior notification.



- A signed and dated note with a copy of the parents' ID needs to be handed to security in order for drivers and housekeepers/nannies to enter the school premises.
- Drivers and housekeepers/nannies need to report to reception. The reception staff will notify the examination leader via Whats App to excuse the student from the examination area.
- HOYs, at times, will telephone parents to confirm permission letters.



## PUPIL LATENESS 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 student 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.

### Purpose of the Policy :

- To ensure all parties are aware of the lateness procedures and their responsibilities.
- To improve punctuality across the school, in order for students to achieve outstanding levels of achievement, progress and personal growth.

Late to registration period: 6.56 to 7.06

- If students arrive on the school premises after 7.06, they must report to reception.
- Students must sign the late book and provide a reason for their lateness.
- Reception staff will then hand the student a late slip which stipulates the time of arrival.
- The student needs to hand over the late slip to the teacher on arrival to the lesson.
- The teacher needs to check the name and time on the late slip.
- The late slip needs to be torn up and placed in the refuse bin to avoid other students from attempting to forge and use the late slip later in the day.
- Tutees need to explain their lateness to their tutor or teacher.
- This is recorded as an L in the tutor or subject register.
- Tutors are required to contact parents and inform them of persistent lateness to registration.
- If a student is late 3 times in a week, the reception staff will inform the HOY, who will then assist tutors to contact parents. These names will be filtered to the subject teachers.



- Reception will also send out blanket e-mails (see attached notification of persistent student lateness letter) to parents after 10am to informing them of the student's persistent am lateness, the importance of punctuality and how it can affect academic progress and maintain high standards of good behaviour.
- If a student is late 10 times in a month, HOYs will arrange parent meetings to explain the lateness tracking sheet and the agreement and signature on the notification of persistent student lateness letter. Periods of lateness will be made up during break detentions (a maximum of 10 minutes for each break) with the tutor or HOY.
- If persistent lateness continues (20 times in a term), the Head of Pastoral will arrange a parent meeting, where parents and the student will be required to sign a punctuality contract, with agreed sanctions in place e.g. one hour after-school detention with the HOP.
- If persistent lateness continues of a period of 2 terms, the HOY and HOP will keep a log of persistent late transgressors (to appear in the daily staff bulletin) and use these statistics when students need to be identified to repeat the year, based on punctuality and attendance, academic progress and behaviour.

## Late to lesson:

- If a student arrives late to lesson the subject teacher will complete a behaviour slip with the stipulated number of minutes late, next to the late tick.
- The totals will be e-mailed by the data capturer to all members of staff, with tutors taking the initiative to set break detentions (10 minutes maximum for each break) to make up the time lost.
- HOYs will log these detentions and also assist tutors to carry out detentions, especially with playground duties a priority.
- The late points will be included in the points allocated to after-school detentions on a Monday and Tuesday. HOYs and HODs will lead the detention rota.



## 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.

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**

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 handling 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. This is currently being developed in different departmental areas and students will be made aware of website addresses.

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.



## **RULES FOR RESPONSIBLE INTERNET USE**

The school has installed computers with internet access to help our learning. These rules will help keep us safe and help us be fair to others.

### **Using the computers:**

- I will only access the computer system with the login and password I have been given;
- I will not access other people's files;
- I will not bring in CDs from outside school and try to use them on the school computers.

### **Using the internet:**

- I will ask permission from a teacher before using the internet;
- I will report any unpleasant material to my teacher immediately because this will help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the internet sites I visit;
- I will not complete and send forms without permission from my teacher;
- I will not give my full name, my home address or telephone number when completing forms.

### **Using e-mail:**

- I will ask permission from a teacher before checking the e-mail;
- I will immediately report any unpleasant messages sent to me because this would help protect other pupils and myself;
- I understand that e-mail messages I receive or send may be read by others;
- The messages I send will be polite and responsible;
- I will only e-mail people I know, or my teacher has approved;
- I will only send an e-mail when it has been checked by a teacher;
- I will not give my full name, my home address or telephone number;
- I will not use e-mail to arrange to meet someone outside school hours.



## Positive Behaviour Management Policy

### Introduction

The Positive 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 positive behaviour rather than merely deterring anti-social behaviour.

### Aims

- To ensure that every member of the school community feels valued and respected.
- 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.
- To ensure that at all levels of disciplinary action parents are involved.

### Behaviour Expectations

#### Our 5 Behaviour Standards :

##### 1. Be Honest –

- Inform a teacher if you notice anyone not following the behaviour rules.
- Tell the truth, if you have broken one of the behaviour rules.
- If you find money or valuables like mobile phones, hand them to a teacher.

##### 2. Be Responsible –

- Stay to the left of the corridor and stairs.
- Walk quietly inside the building.



- Walk individually and watch where you are walking.
- Walk sensibly, no running in the building.
- Copy homework into your planner.
- Be careful of traffic when walking to your transport.
- Always carry your bag with you at all times.

### **3. Be Respectful –**

- Go directly to your destination, without the need to escort your friend to his/her lesson.
- Hold the door open for others.
- Wait quietly outside the classroom until invited in.
- Shake hands - offer friendship and show forgiveness.
- Say please and thank you to all staff.

### **4. Be Compassionate –**

- Help others who might be upset, hurt or lost.
- Involve adults in offering you guidance.
- Greet people with a smile.
- Humble yourself and assist others with classwork.
- Praise and celebrate with others.

### **5. Make Informed Decisions –**

- Follow the behavior rules.
- Move your bags to the side, if they may be a danger to others.
- Return displays that have fallen and hand to teacher.
- Remove abaya before entering the classroom.
- Leave the building during breaks.
- Trust staff to help you make the right decisions.
- Throw litter in the refuse bins.

## **Code of Conduct for all Students**

### **Students are to:**

- Respect all people, regardless of race, culture, gender and religion.
- Speak English at all times unless in Arabic or French lessons.
- Behave in a quiet, polite and orderly manner.
- Follow the instructions of the teaching and non-teaching staff.
- Knock on classroom doors and wait until instructed to enter.
- Wear the full NIS Lagoon uniform correctly.
- Be punctual to NIS Lagoon in the morning and for lessons.



- WALK in corridors and on stairways on the LEFT.
- Line up for lessons silently, in the correct uniform with your equipment.
- Leave the lesson when directed by staff
- Hand in ALL work on time.
- Have a bag in which to carry books and all required equipment.
- Keep their bags with them at all times.
- Look after NIS Lagoon property.
- Respect other people's property.
- Be neat and tidy at all times with only girls exempt from having their shirts tucked in.
- Work to the best of their ability during lessons.
- Bring in a medical certificate explaining an absence from NIS Lagoon.

## **Students must not:**

- Use their mobile phones or any other electrical items while in the building.
- Take pictures or videos of each other without that person's permission.
- Use bad language or swear anywhere on the NIS Lagoon site.
- Bring to school sunflower seeds, energy drinks, chewing gum, fast food and unhealthy snacks.
- Smoke in or near to the NIS Lagoon site.
- Write on desks, walls, textbooks or NIS Lagoon property.
- Show intimidating behaviour – physically, verbally or otherwise.
- Leave classrooms without permission.
- Throw water at each other.
- Make racist, sexist or inappropriate religious comments.
- Leave NIS Lagoon premises without permission.
- Run along the corridors or on the stairways.
- Interfere with other students' work either physically or verbally.

## **Staff Expectations**

### **Staff need to:**

- Have a positive approach and promote positive behaviour.
- Be aware of your responsibility as a role model.
- Be aware of the communication needs of all the students with whom you work.
- Always give students time to respond to you.
- Target - No raised voices at NIS Lagoon.



- Praise the students nearest to the child displaying low level challenging behaviour.
- Quietly remind the student who continues to display low level challenging behaviour of the appropriate behaviour.
- Always remind the students what they should be doing NOT what they are doing wrong!
- Encourage the students to choose the correct behaviour and remind them of the next steps.
  - E.g. This is your first warning, please work quietly or you will be getting a second warning.
- CC your HOD and a member of SMT in all communications with parents, especially if it relates to poor behaviour.
- Always be polite, when instructing students.
- Use the universal signal of putting one hand up or countdown from 5 to 0 to get students to be quiet.

## **Classroom Expectations**

### **Start of lessons**

- Line up outside the classroom quietly until a member of staff instructs you to enter.
- Check that your shirt is tucked in (boys) and you are wearing your tie or scarf correctly.
- Enter rooms sensibly and go straight to your desk or computer.
- Take out planner, books, pens and equipment.
- Put bags next to your desk, some lessons expect your bags to be left outside.
- Stand behind your chair and remain silent until the teacher greets you and then asks you to be seated.
- If late, knock on classroom door and wait until instructed to enter.

### **During Lessons**

- When your teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, raise your hand to answer; do not call out.
- You are required to work sensibly with your peers; do not distract or interrupt learning.
- Homework must be recorded in your planner.
- Students are welcome to bring in bottle water to lesson and quench their thirst when the need arises (except in Science Labs and ICT suites).



- Eating food, chewing gum and shelling sunflower seeds are not allowed.
- Students are not allowed to visit the bathroom or nurse unless for medical reasons. Each teacher will have a copy with a list of students who have a medical condition. Photographs of students with a serious medical condition appear on the staffroom wall.
- Hand in ALL work on time.
- Work to the best of your ability during lessons.

## **End of Lessons**

- You should not pack away until your teacher tells you to do so.
- Ensure your area is clean and tidy for the next class.
- Students should push their chairs in and stand behind them.
- Only when your teacher dismisses you, you may leave quietly.

## **General Expectations**

### **Movement around the School**

- Pupils must stay to the left of all corridors and stairs.
- No running inside the building.
- Quiet voices should be used at all times inside the building.
- Students are not allowed to use the lifts unless they have a note from the nurse.

### **Punctuality**

- All students are expected to attend all lessons on time. A movement bell will give all students 4 minutes to get to their next lesson.
- If a student arrives late without an explanation, a behaviour slip needs to be filled in or recorded on the late to lessons class list.
- If there is a legitimate reason for a student arriving late to a class, they must have a signed, dated and time recorded note from a member of staff.

### **Electronics**

- If mobile phones are brought to school, they must be switched off and kept in bags.



- Students may only take out their mobile phones when they are outside the building; this includes no use of mobile phones in the canteen and sports hall.
- If a mobile phone is confiscated for misuse, the student must collect it from the HOY at the end of the day.
- Finally, if a phone is confiscated three times, the parents will have to come and collect the phone from the HOY.

## **Nurse:**

- Unless the student is on the medical list, which is handed out to all staff at the start of the academic year, no student should be allowed to visit the nurse during lesson time.
- Photographs of students with serious medical conditions are displayed in the staffroom. These photographs are covered with a cloth.
- A student **MUST** produce a medical certificate/report stating the need to see the nurse during lesson time. Parents' notes will not be accepted.
- All administered medication must be handed to the nurse in the morning. A letter of consent must be made available with the date and signature of the parent.
- If a student is sent to the nurse, the student needs a note from the teacher. The teacher needs to use his/her discretion – if a student has a bleeding nose, he needs to visit the nurse but if the student has a scratch on the hand or a headache, the student can wait until break.
- Any student without a permission slip or note in planner, will not be assisted by the nurse. The nurse will issue a behaviour slip for defiance if a student refuses to return to lesson.
- The nurse will request assistance via a mobile call, text, e-mail or What's App message. Walkabout teachers, MMT or SMT will be on call. The first responder will log and sanction. If this offence is repeated 3 times in a week, the student will receive a serious behaviour referral from MMT. The MMT member will also contact parents.
- A weekly report will be sent to HOY and SMT.
- If a student continues to visit the nurse, he will spend a day in the reflection room and parents will be contacted.
- Persistent visits will then lead to a HOY referral and a serious behaviour referral form.



## Procedures

### Reward System

#### Aims :

- To provide a structured system in which different levels of achievement can be recognised and rewarded within NIS Lagoon.
- To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of students. In this way it is hoped that standards of work and behaviour will be improved and expectations raised.
- To provide a system that is clearly understood and valued by students and consistently applied by teachers.

#### Objectives :

- To encourage a more consistent and wider use of rewards by teachers.
- To provide a greater variety of rewards which will recognise different levels of achievement.
- To give a higher profile to rewards including using assemblies, notice boards, contact home and Presentation/Prize-Giving/Awards Evenings.
- To provide students with valued documents/certificates as evidence of achievement.
- To involve form teachers more fully in celebrating the achievements of students in their forms.
- To inform and involve parents more fully with our rewards incentives.

#### The Merit System:

- All members of staff will be issued with a coloured stamp and are encouraged to award merit stamps to students who are following the rules and regulations of the school.
- Teachers must lock away the coloured stamp when not in use.
- Merit stamps can only appear in the student planner.
- If a student is unable to produce his planner, he will not qualify for any totals next to his name.
- Staff are encouraged to issue as many merit stamps as possible within the day.
- Use both in lessons and whilst students move around NIS Lagoon.



- Use it to model good behaviour for those students who may not be making good choices.
- Students are NOT ALLOWED to ask for merit stamps.
- Students show their planner to their tutor during tutor period.
- Form tutors need to display a Tutor Group Merit Stamp Chart in the class.
- Merit stamps totals are sent to HOY and the House Master at the end of each month.
- Prizes are handed out using a monthly calendar.
- HOY Student of the Month and SMT Student of the Month are based on merit stamp totals (25/50/100/250/500/750/1000), academic achievement, most improved behaviour and sports awards.
- At the end of every year, House Master must reward top 20 students with laminated certificates.
- End of Term rewards are handed out to top 5 boys and girls in each year group.

### **Classroom Management**

- Discipline a student privately – either a quiet word in their ear or outside the classroom.
- Do not shout at students.
- Explain to the student that you can see that they are struggling to behave and ask them how you can help – We are not in the business of publically humiliating students.
- Should you have to speak to the student again, suggest moving seats to help them focus. Explain to the student the severity if behaviour does not improve.
- No students should stand outside classrooms for bad behaviour for over 5 minutes without follow up.
- Pupils are to be given 3 clear warnings to improve behaviour and to make good choices. Teachers may like to use a physical card or write names on the board.
  - 1<sup>st</sup> Warning – green card,
  - 2<sup>nd</sup> Warning – yellow card,
  - 3<sup>rd</sup> Warning – red card
- If students do not take the opportunity to adjust their behaviour after being given warnings and counselled a behaviour slip will be issued.



- If the student continues to display challenging behaviour, request that they go to the buddy. At this point, the classroom teacher must start the serious behaviour referral process. If this behaviour continues then refer the student to the HOD along with the serious behaviour form.
- After removal to a buddy contact must be made with parents.
- If a student has been referred to the HOD for persistent poor behaviour, the HOD is then responsible to proceed with the serious behaviour referral form before handing it over and discussing it with the HOY.
- If a student becomes involved in a fight, he is escorted to the reflection room where he is given the opportunity to complete a personal incident report. Parents/guardians are obliged to collect their child from school immediately. If this is not possible, the student will remain in the reflection room until the end of the day.
- The reflection room should never be somewhere students are sent if they are removed from a lesson.

## Sanctions

**It is clearly in the best interest of everyone that negative/anti-social behaviour should be managed.**

**The sanctions used at NIS Lagoon are :**

- Loss of privileges.
- Detention – if a student receives 5 or more behaviour points, but less than 10, the student will receive a half hour after-school detention on a Monday in the auditorium. If the student receives 10 or more behaviour points, he will receive an hour after-school detention on a Monday. If a student receives more than 15 behaviour points he will spend a day in the RR determined by the HOY.
- Staff are allowed to keep students behind for only 10 minutes at break, to allow the student time to visit the canteen and toilet.
- A student can only be kept in for 5 minutes at the end of the day to have a private chat about an incident. If a teacher would like to set an after-school detention, permission needs to be granted by the parent via e-mail, note in the planner or a call home, in order for pick up times to be arranged with the driver. An after-school detention cannot be longer than 1 hour. There must be at least a 24 hour notice given to parents.
- If a student misses an after-school detention, the HOY will place the student in the reflection room.



### **Suspensions :**

- For serious incidents of poor behaviour as stipulated in the reflection room policy, SMT may resort to suspending a student.
- The suspension period will not be longer than 3 days.
- A suspension letter will be sent to parents which needs to be signed and returned to SMT.
- The suspension letter is then placed in the student's personal folder.
- Alternatively, a student will spend the suspension period in the reflection room, which will include an agreement with parents, to also complete an hour after school detention, on a particular day, decided by SMT.
- If required, a meeting is arranged for the parent/guardian and student to attend on return from suspension.

The following transgressions will warrant **immediate** reflection room time-out or suspension which will be finalized by SMT with input from parents:

#### **1. Fighting – 2 to 3 days**

\* Telephone parents to inform them of child's aggressive behaviour. Consult with parent whether the student should remain in the RR or be sent home for the day.

\* After the suspension period, both the parent and the student **MUST** attend an interview with SMT and school counsellor to develop positive mechanisms to avoid future conflict situations.

#### **2. Deliberately setting off the fire-alarm – 2 to 3 days**

\* Contact parents to inform them of the serious transgression.

\* Student will be sent home immediately.

\* After the suspension period, both the parent and the student **MUST** attend an interview with the Principal and Mrs Hala, the school manageress.

\* If found guilty, a Fire and Security fee of QR1000 will be paid by the parents to the Fire Department.

#### **3. Substance abuse which includes smoking on school premises – 2 to 3 days**



- \* Contact parents to inform them of the serious transgression.
- \* Student will be sent home immediately.
- \* After the suspension period, both the parent and the student MUST attend an interview with a member of SMT and the school counsellor to discuss the dangers of substance abuse.

#### 4. **Persistent incidents of bullying** – 2 to 3 days

- \* Contact parents to inform them of the serious transgression.
- \* Student will be sent home immediately.
- \* After the suspension period, both the parent and the student MUST attend an interview with a member of SMT and the school counsellor to avoid future incidents.

#### 5. **Selling any illegal substances** – 2 to 3 days, **food, energy drinks or other products** -1 to 2 days

- \* Contact parents to inform them of the transgression.
- \* Student will be sent home immediately.
- \* Items are confiscated .
- \* After the suspension period, both the parent and the student MUST attend an interview with a member of SMT and the school counsellor to avoid future incidents (if necessary).

#### 6. **Vandalism – Depending on degree of damage** – 2 to 3 days

- \* Contact parents to inform them of the serious transgression and to request permission for the offender to remove graffiti or request payment for damages.
- \* Student will be sent home.
- \* Offender will clean area under supervision of security and/or cleaners after school.



\* After the suspension period, both the parent and the student MUST attend an interview with a member of SMT and the school counsellor to avoid future incidents (if necessary).

#### 7. **Theft** – 2 to 3 days

\* Contact parents to inform them of the serious offence and also inform them that a decision will be made by the CEO whether the police will be contacted.

\* Student will be sent home immediately.

\* After the suspension period, both the parent and the student MUST attend an interview with a member of SMT and the school counsellor to avoid future incidents.

#### **Scope of Reflection Room**

1. Reflection time will not exceed 3 days.
2. All staff will be informed via Whats App of which students are in the RR during the course of the day and the names of the students who will be in the RR the following day will appear in the daily staff bulletin. Tutors need to add a capital letter R next to the students name if they are in the RR. At the end of the week, a list of students who were in the RR will be e-mailed to staff. The outcomes of parent meetings will also be included.
3. Parents will be contacted via telephone or e-mail while students are in the reflection room.
4. All documents related to above incidents will be filed and made accessible to staff.
5. If parents do not attend meetings, an e-mail will be sent as evidence for future contact. SMT will continue to attempt to meet parents by adding notes into the offender's planner, sending e-mails, persistently calling parents and informing Mrs Hala to make contact.
6. Repeat offenders will complete behaviour contracts.
7. After three behaviour contracts, SMT will take action and liaise with the Supreme Education Council.
8. Parents of the serious offender will complete and sign a request/transfer form to another school for the following academic year.



9. Mrs Hala, the school manageress, will finalise arrangements with parents.

### Reflection Room Expectations

- All mobile phones will remain in pocket or bag.
- No iPads, laptops or computers will be allowed to be used by offenders in the RR.
- Such items will be collected and returned to the student at the end of the reflection period.
- No conversations will be allowed between students unless a member of staff grants permission.
- Students will be given the opportunity to write out a statement, explaining their involvement in the incident, and why they think, they have been requested to enter the RR. They need to provide a telephone number of a parent or guardian at the end of their statement. They must sign the document and include the date.
- If a student has been in a fight, SMT and MMT will decide who has transgressed. Parents will be called to discuss the issue and then decide whether the student should remain in the RR or be sent home.
- A member of SMT and/or HOY will arrange a parent meeting after school to discuss the incident. A parent will be encouraged to visit during school time unless there are business priorities, family commitments or transport issues.
- A final decision will be made by SMT or HOY regarding the student's conduct and the period of reflection.
- Students will work independently in a single desk.
- If the subject teacher is unable to provide work for the student, tasks will be made available which will be related to core subjects like English, Mathematics and Science.
- The work completed during reflection time will be made available to parents on request, who would then need to add their signature to such completed tasks.
- If students refuse to attempt tasks, they will have their reflection time extended.
- Students will not be allowed to eat or chew gum while in the RR.
- Teachers will take students down to the canteen during period **four** and **six** to have a meal.



- Students will be escorted to the toilet at the teacher's discretion or immediately after their return from the canteen.
- Students need to raise their hand if they wish to speak to a member of staff.
- While in the canteen, students are required to sit by themselves and enjoy their meal. They are not allowed to communicate with other students.

### Reflection Room Timetable

1. Once the school timetable has been finalised, HOY will be requested to allocate two lessons per week and HOD one lesson per week to assist in the RR.
2. Teachers who have a reduced timetable (less than 26 lessons per week) will also be allocated supervision time in the RR.
3. Once approved, the RR time table will be made available to staff via e-mail and a hard copy will be on the notice board in the staff room.
4. The cover supervisor will **not** place teachers on cover if their names appear on the RR timetable.
5. Teachers are welcome to work on their lap tops or complete marking while in the RR. Students will be working independently.
6. DRI or a member of our administration staff, will be in the RR during breaks. If possible, could teachers please wait until a member of staff has arrived to relieve them. Our serious offenders should **never** be left unsupervised.
7. Names of students in the RR and the outcome of parent meetings will be e-mailed to staff at the end of each week.
8. If a student is escorted to the RR, the teacher is required to instruct the student to complete the personal statement on the desk. It is important that the member of staff checks that each student has completed the form correctly, especially their name and surname, tutor group and parent contact details.
9. If a student misbehaves while in the RR, please write a brief note on the A3 Reflection Room Timetable (available on the desk). A register of students will be made available each day. DRI will contact parents to set an after-school detention.



10. All students are provided with a pen, pencil, ruler and calculator. Could teachers please check that these items remain on the desk at the end of the day.
11. Teachers are welcome to send over assessment tasks via the work request template, which is e-mailed to staff with each staff bulletin or to drop off the task in the staff room. There is a box labeled REFLECTION ROOM. All tasks will be returned to the teacher by the end of the day or kept in the student plastic folder.
12. Could period 7 duty teachers please make sure that students place the personal statement on top of all the tasks completed and then slip these into the plastic leaflet.
13. Also check that they have placed litter into the refuse bin, push in their chairs, stand behind their chair and wait to be dismissed.
14. We are allowed to keep students in for 5 minutes only at the end of the day. Please do so, if they have not followed instructions.

#### **Permanent Exclusion:**

- The SEC will make the final decision on all permanent exclusions.
- Permanent exclusion is seen as a last resort and will be based on the number of behaviour contracts a student and parent has signed during the academic year.
- Violent attacks on students and members of staff, selling or supplying drugs on NIS Lagoon premises, possession of a dangerous weapon and persistent malicious disruptive behaviour are deemed to be offences that need to be reported to the SEC.
- Note: Only NIS Lagoon security officers are allowed to search bags in the presence of a teacher.

**The following PBIS pastoral documents are attached to the BMP with a brief outline on how to use the form :**

- Golden merit stamp
- Behaviour slip
- Late to lesson class lists
- Nurse pass/ elevator pass



- Reflection room personal statement
- Reflection room work request
- Round robin sheet
- Students of concern
- Form reports for behaviour slips issued
- Subject reports for behaviour slips issued
- Individual student report for behaviour slips issued
- Walkabout record sheet
- Student target sheet
- Attendance record sheet monitoring
- Class tracking sheet
- Weekly progress report
- Meeting record sheet
- Phone call record sheet
- Student Misbehaves Flow Chart
- Serious Behaviour Referral Form
- Mentoring Programme



## 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.

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**

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 handling 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. This is currently being developed in different departmental areas and students will be made aware of website addresses.

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.



## **RULES FOR RESPONSIBLE INTERNET USE**

The school has installed computers with internet access to help our learning. These rules will help keep us safe and help us be fair to others.

### **Using the computers:**

- I will only access the computer system with the login and password I have been given;
- I will not access other people's files;
- I will not bring in CDs from outside school and try to use them on the school computers.

### **Using the internet:**

- I will ask permission from a teacher before using the internet;
- I will report any unpleasant material to my teacher immediately because this will help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the internet sites I visit;
- I will not complete and send forms without permission from my teacher;
- I will not give my full name, my home address or telephone number when completing forms.

### **Using e-mail:**

- I will ask permission from a teacher before checking the e-mail;
- I will immediately report any unpleasant messages sent to me because this would help protect other pupils and myself;
- I understand that e-mail messages I receive or send may be read by others;
- The messages I send will be polite and responsible;
- I will only e-mail people I know, or my teacher has approved;
- I will only send an e-mail when it has been checked by a teacher;
- I will not give my full name, my home address or telephone number;
- I will not use e-mail to arrange to meet someone outside school hours.



## 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

#### 1. *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.

#### 2. *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.

#### 3. *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:** Head of Year calls the parents and sends child home to change
- Step 5:** Meeting is called with SMT, Head of Year, class teacher and parents.



## 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 is expressed and realised.

***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.***

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 on 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
- 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
  - Key Stage 4
  - Sixth Form
  - SEN
  - G&T
  - EAL
  - PSHE
  - Career Education



## 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:

<b>Year Group</b>	<b>Time Per Subject</b>	<b>Details</b>
Year 7	30 minutes	2 subjects per night
Year 8	30 minutes	2 subjects per night
Year 9	30 minutes	2 subjects per night
Year 10 – 11	30 – 40 minutes	3 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 the assessment and marking 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. Doodle Learn
- 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, behaviour slip.
- 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.



## 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 Head of Department 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. 1 adult to 12 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 Heads of Department/ 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 cover 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 Secondary Deputy Head.

**Special medical circumstances:** If a child in the class has a known serious illness, i.e. 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.



## HEALTH AND SAFETY POLICY DOCUMENT

This document is a statement of the aims, principles and strategies for ensuring Health and Safety at Newton International School, Doha.

We have taken into consideration the current law in the United Kingdom in the formulation of this policy.

### Aims

Our aims for Health and Safety are to:

- Provide a safe and healthy environment for children, teaching and nonteaching staff and all other people who come onto the premises of our school.
- Ensure that all members of the school community understand their own responsibilities in maintaining a healthy and safe environment.

### Principles

The establishment of a healthy and safe environment is an essential prerequisite for the work of the school. It is also a statutory requirement (in the U.K.). It depends upon sound management, vigilant supervision and the co-operation of all personnel (children and adults).

### Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Being fully aware of their own responsibilities for maintaining a safe and healthy environment.
- Being familiar with all instructions and guidance of safety within the school.
- Using common sense at all times to take responsible care for their own safety and that of others.
- Reporting any unidentified hazards to the Head Teacher without delay.

**The Management Team (Governors, Head Teacher and Site Manager) work towards the school's aims by:**



- Recognising their corporate responsibility for ensuring that the Health and Safety Policy of the Education Department is implemented in the school.
- Ensuring that safe work practices and procedures are applied within the school.
- Making termly inspections to ensure that a safe and healthy environment is maintained.
- Establishing a system for the reporting, recording and investigation of accidents and ensuring that this is applied rigorously.
- Ensuring that all members of the school community are aware of their own responsibilities.
- Taking responsibility for devising and implementing a school Health and Safety policy.
- Monitoring and reviewing this policy and ensuring that necessary revisions are undertaken.
- Ensuring that all staff are familiar with the Health and Safety policy of the school and the LA and any other relevant codes of practice and legislation.
- Facilitating safety training for staff.
- Taking active steps to ensure that equipment, buildings and grounds are safe, secure and well maintained and that any damage is quickly rectified.
- Ensuring that there are arrangements for the speedy evacuation of the buildings in case of fire or other emergency and that fire fighting equipment is available and maintained.

**The Head Teacher works towards the school's aims by:**

- Taking responsibility for the day-to-day operations of the Health and Safety policy.

**Teachers work towards the school's aims by:**

- Promoting a spirit of safety consciousness amongst children, ensuring that they understand the need for codes of practice and are conscious of their responsibilities in taking reasonable care for their own safety and that of others.
- Being good role models – vigilant and careful.
- Taking quick, firm action to ensure that children are not allowed to jeopardise their own safety or that of others.
- Providing opportunities for children to discuss appropriate health and safety issues.



- To make sure risk assessment are carried out before any off-site visits.

**Pupils work towards the school's aims by:**

- Developing a growing understanding of health and safety issues.
- Contributing to the development of codes of practice.
- Conducting themselves in an orderly manner in line with these codes.
- Taking growing responsibility for maintaining a safe and healthy environment and for their own safe conduct within it.

**Parents work towards the school's aim by:**

- Ensuring that children attend school in good health.
- Providing prompt notes/phone calls to explain all absences.
- Providing support for the discipline within the school and for the teacher's role.
- Ensuring early contact with school to discuss matters concerning the health and safety of their children or of others.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.
- Ensuring that the school has up-to-date contact addresses and telephone numbers so that parents may be swiftly contacted in emergencies.

**The Site Manager is responsible to the Head Teacher for:**

- Ensuring, so far as is reasonably practicable, the health and safety provisions and procedures affecting cleaning contractors or ground maintenance contractors are adhered to.
- Ensuring that cleaning materials and equipment liable to be a danger to pupils or staff, are correctly used and properly stored when not in use.
- Ensuring that all waste materials from the school is disposed of in accordance with the LA policy.
- Maintaining a clean and effective boiler area, including the safe storage and delivery of fuels necessary.
- Maintaining a high standard of housekeeping.
- Reporting to the Head Teacher any problem, or imminent danger associated with his responsibilities, as soon as it is practicable to do so.
- Liaising with Health and Safety representative to carry out regular inspections of school premises.



## Procedures

- 1. For ensuring involvement of all members of the school community we have:**
  - Regular meetings of representatives of teaching and non-teaching staff to review health and safety issues.
  
- 2. For providing children with opportunities to discuss health and safety issues we have:**
  - A programme of personal and social education designed to promote mutual respect, self-discipline and social responsibility.
  - A programme of health education.
  
- 3. For accident prevention, reporting and investigation we have:**
  - Risk assessments formulated and regularly reviewed.
  - Vigilance by all staff and children to recognise potential causes of accidents and to take action to prevent these where possible.
  - Promptness in reporting potential hazards to the Head Teacher and immediate response to such reports.
  - Reporting all accidents to the Head Teacher and a note made in the school accident book in accordance with LA regulations.
  - Prompt investigation of all accidents by the Head Teacher in order to establish cause and adopt remedial measures.
  
- 4. For First Aid provision we have:**
  - A qualified nurse on site.
  - Recognised First Aiders in school
  - Provision of fully stocked first aid boxes centrally located with the nurse.
  - Notification to parents of any head injury or minor injuries on appropriate slip.
  - Summoning of an ambulance where necessary by any responsible adult and arrange for someone to meet and guide the ambulance. If the school is unable to contact a parent (or an alternative nominated person) a member of staff will accompany a child to hospital.
  - A list of first aiders is kept in the school office, along with their training dates.
  
- 5. For fire precautions we have:**
  - A set of regulations for emergency evacuations.



- A termly fire drill which is monitored in accordance with LA guidelines.
  - Regular checks of equipment, procedures and exits by the Site Manager and equipment monitored yearly by Qatari Civil Defence.
  - All fire exits clearly signed and never locked.
- 6. For the use and control of substances hazardous to health we have:**
- Storage of such substances clearly labelled, locked in the Site Manager's chemical store, which is not accessible to children.
  - The issue, use and care of personal protection equipment (e.g. rubber gloves) when necessary.
  - COSHH data sheets are displayed for all chemical substances. These are displayed in the chemical store if they are available for all of the products used on site. We will strive to see that this is available and adopted when purchasing new products
- 7. For electric safety we have:**
- Careful siting of equipment to avoid trailing leads.
  - Annual PAT testing electrical contractors on all portable electrical equipment.
  - A code of practice for pupils using electrical equipment.
- 8. For coping with special medical conditions we have:**
- Information given to all teaching/non-teaching/supply staff about any special medical conditions of children in school and about what response may be required in an emergency. Regular liaison with school nurse and doctor.
  - A requirement that all medicines brought to school must be clearly labelled with the child's name and appropriate dosage and frequency of dosage and lodged with the Head Teacher/Office.
  - For administering of medication, please see the school's Medicine
  - Policy and Administering Medicine Form.
- 9. For ensuring road safety we have:**
- Parking restrictions in the road outside school which parents are regularly urged to obey.
  - Yearly road safety campaign.



**10. For ensuring personal hygiene we have:**

- Encouragement of a high standard of personal hygiene. This involves teaching all children to wash their hands after using the toilet and the provision and maintenance of suitable facilities for this.
- A programme of health education for senior pupils.

**11. For ensuring playground safety we have:**

- School rules about playground behaviour designed to maximise playground safety.
- Conscientious supervision of playgrounds.
- Regular inspection and maintenance of playgrounds.



## 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

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

\_\_\_\_\_  
Date

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

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