

Al Wataniya International School

An internationally minded person embraces
different cultures and is globally aware.



'The international learning community that cares.'



WELCOME TO AWIS

Our Vision

To nurture and empower successful global leaders through inspired learning.



Our Mission

We aim to provide a holistic education which will enable all students to fulfil their potential, within a motivating and supportive learning environment. We are committed to developing close and respectful connections with our host country, while embracing international perspectives.



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OUR CORE VALUES

Foster a love of
learning

Care and support
for our community

Unfold inquisitive
minds in order to
make connections

Develop
international
mindedness

Be respectful,
empathetic and
inclusive

Embrace
collaboration in
order to achieve



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A MESSAGE FROM THE PRINCIPAL

Dear Parents

It gives me great pleasure to welcome you to Al Wataniya International School. Your child is beginning a journey into a changing world that is full of challenges but also unprecedented opportunities. Our aim is to equip all our students with the skills, knowledge, attitude and values to reach their full potential.

At AWIS we offer a distinct experience from other schools in Doha. We believe that a combination of the finest curriculum, an inclusive and supportive environment, an international focus, and the individual development of each and every child is the bedrock for instilling a 'love of learning' that will challenge your child to develop new ways of thinking and empower them to question their world. We will raise their expectations of their own future and empower them to influence the paths of others.

My wonderful team has worked tirelessly to develop the opportunities offered to the students. Since our opening in September 2014, we continue to invest in our school's facilities to ensure that we provide a high quality learning environment. We have created a 'learning community' where our students are continually motivated by the challenging and diverse learning opportunities provided by our highly experienced teaching and support staff, and where our parents feel they are given sufficient information to support their child in school. We pride ourselves on our 'open door' policy for parents and will always review and act on, when appropriate, concerns raised.

'The school delivers an all-round education for every child, placing the learner at the centre of everything we do.'

We take great pride in staff professional development and have reviewed our organisation structure to enable promotion opportunities across all areas of school. An established mentoring program ensures staff is provided with the necessary support and guidance, with Chloe James, Deputy Head Pastoral and Toni Redden, Deputy Head Curriculum spearheading this initiative.

We look forward to you joining this journey with us.

Regards

Sharon Kay

Sharon Kay
Principal



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A MESSAGE FROM THE DEPUTY HEADS

Dear Parents

We are excited to be part way through another year at Al Wataniya International School. Our school, like our students, continues to grow and develop over time. The school's growth has resulted in the need for two Deputy Heads, each with their own distinct role. These roles are now non-teaching to facilitate the ongoing development of AWIS.

Ms Chloe is responsible for the well-being of students, parents and staff. She will be supported in this role by our Milepost Leaders. As a school we pride ourselves on the development of the whole child and recognise that students must feel confident and comfortable within their school setting if they are to achieve. Ensuring students have a positive attitude and meet our high behaviour expectations will enable them to thrive.

Miss Redden is our Deputy Head Curriculum. As a school we recognise that students need an engaging and challenging curriculum. We are preparing our students for life in an increasing international world. We live in a time of rapid technological advancement. The International Primary Curriculum provides challenge and develops critical thinking to equip students for life in the 21st century. Our Maths, English and Arabic programs are also being developed by our subject leaders under the direction of Miss Redden.

We are delighted to be part of the AWIS team committed to the all-round development of every child in our school and where our wonderful learning environment enables our students to thrive.

Regards

Chloe James

Chloe James
Deputy Head (Pastoral)

Toni Redden

Toni Redden
Deputy Head (Curriculum)



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OUR TEAM

At AWIS we recognise that teamwork and dedication across all employees, working in collaboration with parents, is essential to providing the welcoming and supportive environment that encourages children to excel.

We put a great deal of time into selecting motivated and well-qualified staff who will fit in with our school ethos and values, so they can make a positive contribution to school life. This is supported by a professional development programme which ensures skills are continuously updated and maintained.



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OUR CURRICULUM

AWIS provides differentiated access to the best aspects of the National Curriculum of England, the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC).

Foundation Stage (KG)

International Early Years Curriculum



The IEYC is a cross-curricular, thematic, creative curriculum that incorporates much of the new research into learning styles. Learning with the IEYC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries.

The IEYC is designed around eight learning principles that we consider essential to children's learning and development.

- The earliest years of life are important in their own right.
- Children should be supported to learn and develop at their own unique pace.
- Play is an essential aspect of all children's learning and development.
- Learning happens when developmentally-appropriate, teacher-scaffold and child initiated experiences harness children's natural curiosity in an enabling environment.
- Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.
- Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways.
- Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home.
- Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish.

If you wish to find out more about The International Early Years Curriculum please visit: www.greatlearning.com

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OUR CURRICULUM

Year 1 - Year 6

The International Primary Curriculum



The IPC is a cross-curricular, thematic, creative curriculum that incorporates much of the new research into learning styles. Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. At the very heart of the IPC is a clarity about what children should learn. It covers many of the subjects that one would expect to find in a broad-based primary curriculum and develops a growing understanding of the unique features of each subject, whilst also illustrating their interdependence. There are specific learning goals for every subject, for international mindedness and for personal learning.

Subject learning goals are written in one of three different ways:

- 'Knowledge' refers to factual information. (The capital of Qatar is Doha.) Knowledge is relatively straightforward to teach, even if it is not always easy to recall.
- 'Skills' refers to things children are able to do. (I can carry out an investigation in science, read a map or research a book.) Skills have to be learned practically. The IPC is an active, practical curriculum for much of the time.
- 'Understanding' refers to the consideration of big ideas. Understanding is always developing. None of us ever 'gets there'. (Try saying 'I understand the idea of beauty.') Understanding cannot be taught. Instead we provide a whole range of different experiences through which children's understandings can deepen.

'International mindedness' asks children to look beyond their host country and home country borders to see how different countries are interconnected, and attempts to engage students in dialogue and understanding about living in different countries.

Personal learning goals ensure children are taught in such a way that they become adaptable, ethical, resilient, empathetic, respectful, thinkers, communicators and collaborators.

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OUR CURRICULUM

The learning goals are the foundation on which the International Primary Curriculum is built. The IPC provides children with subject goals, personal learning goals, and uniquely, international learning goals, and these are defined for each age phase:

- Ages 5 - 7: Milepost 1
- Ages 7 - 9: Milepost 2
- Ages 9 - 11: Milepost 3

Units of Work

In the IPC learning is split into themed units of work. These units have been written and titled to appeal to children. We do not just do 'geography' in the IPC. We may look at some geographical aspects of 'The Olympics' or 'Holidays' or 'Fitness'. Children are more likely to be excited by a theme that they recognise from their world rather than by anything else. Within most units children will explore a number of subjects. These may include art, geography, history, ICT, music, PE, science, society, technology, personal and international.

The IPC does not explicitly address the teaching of mathematics and literacy, although each unit of work provides opportunities to support and develop both.

If you wish to find out more about The International Primary Curriculum please visit:
www.greatlearning.com



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OUR CURRICULUM

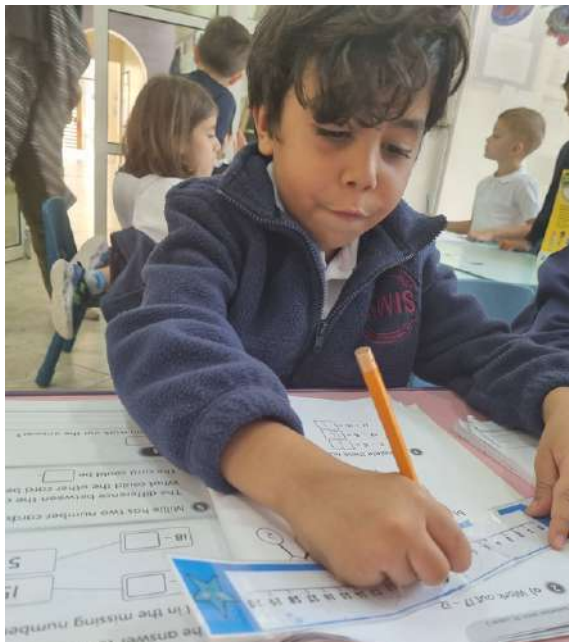
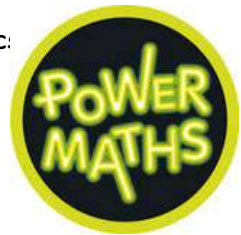
Maths

Our core mathematics programme is Power Maths; a mastery programme designed to spark curiosity and excitement and nurture confidence in maths. This programme is built around a child-centred lesson design that models and embeds a growth mind-set approach to maths and focuses on helping all children to build a deep understanding of maths concepts. Power Maths uses the Concrete Pictorial Abstract approach, using physical and visual aids to build a child's understanding of abstract topics. It has been written to fully support the outcomes of the National Curriculum of England.

It is supplemented with regular opportunities for students to become competent users of the language of mathematics; who can begin to use it as a way of thinking as opposed to seeing it as a series of facts and equations to be memorised. Where possible, we plan opportunities within our IPC units of work for children to put their mathematical skills into practice.

If you wish to find out more about the National Curriculum of England please visit:
www.gov.uk/government/collections/national-curriculum

If you wish to find out more about Power Maths please visit:
<https://www.pearsonschoolsandfecolleges.co.uk/Primary/Mathematics/AllMathematics/Maths/power-maths-mastery.aspx>



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OUR CURRICULUM

English

As with our mathematics curriculum, English is driven by the outcomes of the National Curriculum of England. Children need a strong grounding in basic language skills (speaking, listening, reading and writing) before they are able to access other areas of the curriculum and AWIS has invested heavily to ensure these skills can be developed as quickly as possible. Our main reading scheme is Oxford Reading Tree; this is supplemented with a range of reading materials that are designed to stimulate interest and enthusiasm in our students.

Monster Phonics is a structured phonics scheme which is taught from FS1 to Year 2. It teaches children to read by enabling them to identify the individual graphemes (letter combinations) and blend the sounds (phonemes) together to read the word. It is a fun way to teach phonics, since it is multi-sensory. Sounds are categorised into ten colour groups, and each colour has a corresponding monster character. This creates interest and engagement from the children.

Our students in Year 3 to 6 use the No Nonsense Spelling scheme to ensure their spelling skills progress each year. This scheme aims to raise the expectations of what children can read independently. It also aims to create a greater shift towards the child's responsibility to learn spellings and applying/checking learned spellings in their writing.

We use the Oxford Writing Criterion Scale as the bedrock of our writing programme. This scale breaks down children's writing development into small steps so that it is easy to identify the point children have reached, and the steps they need to make next in order to progress.

The IPC units of work are full of opportunities for children to practice their language skills; speaking, listening and writing as a means of communication and their reading as a means of research and pleasure. When carrying out their work children will read to find out information, write a range of stories, poems and non-fiction in a variety of styles and use speaking and listening to work in groups and as a way of reporting on the work they have done.

If you wish to find out more about the National Curriculum of England please visit:
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OUR CURRICULUM

Arabic

Qatar's native language should be valued. All students in Year 1 to 6 study Arabic as a first or second language. Our native Arabic students receive four hours of Arabic lessons a week following the plans and textbooks provided by the Ministry of Education. Lessons are split into speaking and listening, reading, writing, grammar and dictation. The Arabic Department also arrange special days and competitions for our students. Recently, our students have participated in an Arabic Spelling Bee and an Arabic Reading Competition. Our non-native students receive one hour of Arabic each week. These lessons consist mainly of speaking and listening activities to familiarise students with the language.

Islamic Studies

All Muslim students in Years 1 to 6 also study Islamic Studies as a first or second language. Our native Arabic students receive two hours of Islamic Studies lessons a week following the plans and textbooks provided by the Ministry of Education. Our students learn and are able to explain Surahs as well as learning about the 6 pillars of Eman and the five pillars of Islam. Students have the opportunity to participate in Quran competitions organised by the Ministry of Education throughout the year. Our non-native students receive one hour of Islamic Studies each week. These lessons are taught in English and follow the 'Call to Faith' teaching resource.

Qatar History & Citizenship

Qatar History and Citizenships is taught discretely using the textbooks supplied by the Ministry of Education in both English and Arabic. However, we have also made 'Links to Qatar' in our IEYC/IPC units to ensure our students can relate their learning to their host country. Through our IPC units, we encourage our students to be internationally minded ensuring that they are respectful of their host country as well as the various nationalities of our student body. As a school, we ensure we also celebrate important events on Qatar's calendar; including Qatar National Day and Qatar Sports Day.



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THE SCHOOL DAY

Foundation Stage

Drop off for our Foundation Stage children is between 07:00 - 07:15. Parents are permitted to enter the Foundation Stage base with their children. There is someone on duty each morning to receive your child while teachers use this time to prepare for the start of school. We appreciate our younger students may need time to settle and parents are expected to work alongside our staff to ensure a happy start to each day. Developing independence is an important component of the IEYC programme and students are shown how to organise themselves for class.

There are two half hour breaks during the day. 'Eating time' is available at both breaks. There is no cafeteria on site so a packed lunch must be brought by students each day.

Foundation Stage classes finish at 13:00. Children are encouraged to tidy up at the end of the day and ensure they have everything they need for home.

Extra-curricular activities and an After School Club are run after school each day. The choice of activities are rich and varied and cater as much as possible to the interests of our students. These are optional paid services.

Please note there is no transport provided by school.



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THE SCHOOL DAY

Year 1 - Year 6

Our school timings for children in Year 1 - Year 6 are 07:00 - 13:45. Our registers are taken at 07:15 and lessons begin at 07:30.

There are two half hour breaks during the day. 'Eating time' is available at both breaks. There is no cafeteria on site so a packed lunch must be brought by students each day.

Extra-curricular activities and an After School Club are run after school each day. The choice of activities are rich and varied and cater as much as possible to the interests of our students. These are optional paid services.

Please note there is no transport provided by school.

Below is an example of a class timetable.

Y1-AQ Timetable

	07:00 - 07:30	07:30 – 08:30	08:30 – 09:30	09:30 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 12:30	12:30 – 13:30	13:30 – 14:00
Sun	Drop Off & Morning Activity	Maths	English	Break	IPC	Arabic A & B <i>Arabic A – Ms Ghada Arabic B – Ms Njoud</i>	Break	Qatar History <i>Arabic A – Ms Ghada Arabic B – Support Teacher</i>	Pick Up
Mon		Maths	English		Guided Reading	Islamic A & B <i>Islamic A – Ms Ghada Islamic B – Ms Njoud All remaining students – Support Teacher</i>		IPC	
Tues		Maths	English		Health & Wellbeing	Arabic A <i>Arabic A – Ms Ghada Arabic B – Support Teacher</i>		IPC	
Wed		Maths	Arabic A <i>Arabic A – Ms Ghada Arabic B – Support Teacher</i>		English	Islamic A <i>Islamic A – Ms Ghada All remaining students – Support Teacher</i>		IPC	
Thurs		Maths	English		Guided Reading	Arabic A <i>Arabic A – Ms Ghada Arabic B – Support Teacher</i>		Golden Time	

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ADMISSIONS

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AWIS is an international school that welcomes applicants from all cultures and academic abilities. The school does not set out to be academically selective so has no minimum entry requirements as such. All applicants are assessed in a manner appropriate to their age to ensure they are ready for school, will benefit from (and contribute to) the learning environment we offer, and can be fitted in to a class appropriate to their stage of development.

For students entering Foundation Stage, we are looking for sufficient social skills and maturity to be ready to leave the home environment and enter formal schooling.

For students entering the school in higher year groups, we are assessing their existing abilities in English (spoken and written) and Mathematics, as well as their social skills. There is no pass or fail cut-off, but we have to ensure students are placed in a cohort appropriate to their needs or, in certain cases, are provided with the additional support after joining the school to close any gaps identified in their skills.

Expectations

We emphasise that we have high expectations of all our students. Given their young age, this places a corresponding obligation on their parents to model exemplary behaviour and partner with the school to nurture the development of these young people.

With that in mind, the admissions process is designed to look for the following traits in applicants:

- Eagerness to learn. With the right attitude and determination, any student can achieve.
- Rounded education. We are looking for students willing to work hard and contribute to all aspects of school life, including academic, sporting, cultural and social.
- Teamwork. Our curriculum emphasises collaborative learning, a skill that research has shown to be essential for future success.

If you have not done so already, please submit an expression of interest via our website.

<http://awisdoha.com/form/expressions-interest>

Your child will be added to our waiting list and more information about the Admissions Process will be shared by our Admissions Team.

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GET IN TOUCH!

Drop in for a visit, give us a call, or send us a message.



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We are also online... Check us out!



awisdoha.com



awisdoha



www.facebook.com/AWISDoha/

We are looking forward to seeing you soon!

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