

# **KG ARABIC CURRICULUM POLICY**

**(Revised in Aug 2025)**



*Islamiya English School Abu Dhabi LLC*



## KG ARABIC CURRICULUM POLICY

### Introduction

Arabic, as the official national language of the United Arab Emirates, plays a crucial role in preserving the nation's linguistic heritage and cultural identity. To build on children's initial exposure to Arabic, which is now mandated in Early Education Institutions (EEI), it is crucial for them to continue building these skills in Kindergarten (KG), where Arabic is not currently taught uniformly. Further, learning Arabic at this early age fosters their readiness for the MOE compulsory subjects, which they will begin learning in Grade 1/Year 2. This policy outlines the basic requirements for teaching the Arabic Curriculum in KG (Pre-KG/FS1-KG2/Y1) in schools.

### Purpose

- Mandate the teaching of the Arabic Curriculum in KG.
- Define standards and learning outcomes for Arabic language learning that schools are expected to meet, while providing autonomy for schools to choose their own resources.
- Define minimum instructional time requirements for the Arabic curriculum.
- Obligate schools to facilitate the engagement of parents in supporting their child's Arabic language learning.

### 1. Policy

11 **Scope:** This policy is applicable to all charter and private schools in Abu Dhabi from Pre- KG/FS1 to KG2/Year 1.

12 **Requirements:** Schools shall develop and implement an Arabic Curriculum Policy and communicate this actively to the whole school community. Schools shall also ensure their Arabic Curriculum Policy is available on their school website in both Arabic and English or their language of instruction. The policy shall include the following at a minimum:

1. Approaches to teaching the Arabic curriculum in schools.
2. Applicability to all grade levels in KG (Pre-KG/FS1 – KG2/Y1).
3. Specification of the instruction periods (time allocation) for the Arabic curriculum.
4. Identification of assessment methods appropriate to students' age, grade, or proficiency level.

5. Alignment with ADEK policies.

## 2. Learning Outcomes

- 21 **Alignment of Arabic Curriculum:** Schools shall implement their Arabic curriculum in alignment with the *Arabic Curriculum Standards and Learning Outcomes – KG Requirements*.
- 22 **Curriculum Mapping:** Schools shall develop a curriculum mapping planner, aligned to the *Arabic Curriculum Standards and Learning Outcomes – KG Requirements*, which includes, but is not limited to, year/unit planners and lesson planners.
- 23 **Learning Resources of Arabic Curriculum:** Schools shall select educational resources considered suitable for achieving the desired learning outcomes in their Arabic Curriculum, in line with the *ADEK School Cultural Consideration Policy*.
- 24 **Integration of Arabic Curriculum with the School's Curriculum:** Schools shall ensure that their Arabic curriculum teaching is considered an integral part of their educational provision and is aligned with their own curricular requirements and approaches to teaching and learning to support the development of Arabic language skills.
1. An Arabic curriculum plan shall be developed jointly with the curriculum teaching team, to align with topics, themes, and objectives to promote interdisciplinary learning.
  2. Arabic curriculum teachers in KG/FS 2 -Year 1 shall meet regularly with Class Teachers (and Inclusion Teachers where appropriate) to discuss individual student progress and exchange teaching methods and pedagogies to support each student.
  3. Arabic curriculum teachers shall be included in all continuous professional development (CPD) activities related to improving the teaching staff's pedagogical approaches.

## 3. Arabic Streams

**Table 1. Arabic Curriculum Stream Allocation**

Grade/Year	Stream	
Pre-KG/FS1	<b>Arabic A</b> <ul style="list-style-type: none"><li>• UAE/Arab Nationals</li><li>• Non-Arab Nationals</li></ul>	
KG1/FS2 – KG2/Y1	<b>Arabic A</b> <ul style="list-style-type: none"><li>• UAE/Arab Nationals</li><li>• Non-Arab Nationals with prior Arabic exposure</li></ul>	<b>Arabic B</b> <ul style="list-style-type: none"><li>• Non-Arab Nationals without prior Arabic exposure</li></ul>

### **3.1 Stream Allocation:** Schools shall allocate students to streams as per Table

#### **1. Arabic Curriculum Stream Allocation**

1. **Arabic Curriculum for Pre-KG/FS1:** The Arabic Curriculum is mandatory beginning in Pre-KG/FS1. In this grade level, all students shall be immersed in Arabic language learning.
2. **Arabic Curriculum for KG1/FS2 and KG2/Y1:**
  - a. UAE and Arab National Students: Students shall be allocated to the Arabic A stream by default.
  - b. Non-Arab National Students: Schools shall adhere to the following:
    - i. Students who do not have any prior exposure to Arabic shall be allocated to the Arabic B stream by default.
    - ii. Students who have prior exposure to Arabic and who possess sufficient proficiency (to understand most of the spoken language) shall be allocated to the Arabic A stream by default.
3. **Exemption from Streaming:** The Arabic Curriculum Stream Allocation model is not mandatory for schools who have less than 10 students (from either stream) in a grade level. However, schools are fully responsible for delivering high-quality differentiated curriculum and instruction, catering to the learning needs of every student (including students with additional learning needs) to ensure that they meet the *Arabic Curriculum Standards and Learning Outcomes – KG Requirements*.

#### **3.2 Stream Switch:** Schools shall authorize the switching of streams as per the following conditions:

4. UAE Nationals and Arab Nationals are not authorized to switch streams. However, students with additional learning needs who have severe linguistic difficulties are authorized to do so, subject to ADEK approval, ensuring the submission of relevant clinical assessment reports.
5. Non-Arab National students are authorized to switch streams if requested by parents and approved by the school (based on proficiency), subject to final ADEK approval.

**3.3 Arabic Support:** Students across all grades shall additionally be offered an Arabic language intervention, if required, to provide them with language support, as required.

## **4. Time Allocation of the Arabic Curriculum**

### **4.1 Streams:** The following shall apply:

**Table 2. Arabic Curriculum Minimum Time Allocation**

Stream	PHASE 1: Allocation by 2025/26 (minutes)	PHASE 2: Allocation by 2027/28 (minutes)
Arabic A	240	300
Arabic B	150	210*

\* For schools teaching more than 2 languages in KG, see Section 4.1.2.a.

1. **Arabic A Stream:** Schools shall allocate a minimum of 240 minutes per week of Arabic (direct instruction) in KG, as per Table 2. Arabic Curriculum Minimum Time Allocation. By Academic Year (AY) 2027/28 (Fall term), schools shall allocate a minimum of 300 minutes per week of Arabic (direct instruction) in KG. These minutes shall be reflected in the school's timetable.
2. **Arabic B Stream:** Schools are highly recommended to adhere to the Arabic A stream time allocation, however, schools shall allocate a minimum of 150 minutes per week of Arabic (direct instruction) in KG, as per Table 2. Arabic Curriculum Minimum Time Allocation. By Academic Year (AY) 2027/28 (Fall term), schools shall allocate a minimum of 210 minutes per week of Arabic (direct instruction) in KG. These minutes shall be reflected in the school's timetable.
  - a. By AY 2027/28, schools teaching more than two languages shall allocate a minimum of 150 minutes per week of Arabic (direct instruction) in KG and shall increase the minimum Arabic (medium instruction) time to 210 minutes per week, which may be allocated from other subjects/periods, as long as this is reflected in the school's timetable.

**4.2 Schedule:** Schools may schedule their Arabic curriculum time allocation in accordance with their time-tabled schedule, as long as each session covers a minimum of 30 minutes of teaching time.

## **5. Teaching and Learning Approach**

**5.1 Teaching Approach:** Schools shall utilize innovative, holistic, play-based, and inquiry- based approaches with rich, authentic, relevant, age-appropriate, and culturally suitable resources to ensure the delivery of the Arabic curriculum, in line with the *ADEK School Curriculum Policy* and the *ADEK Cultural Consideration Policy*.

**5.2 Literacy Approach:** Teachers shall adopt appropriate literacy approaches and resources which meet the learning needs of all their students, whether they are native or non- native speakers.

**5.3 Language of Instruction:** Arabic teachers, teaching both Arabic A and B, shall commit to exclusively using and encouraging students to be taught Standard Modern Arabic ("*faseeha*").

**5.4 Preparation for MOE Compulsory Subjects:** Schools are authorized and encouraged to introduce additional subjects such as UAE Social Studies and Islamic Studies (for Muslim students) to complement their KG Arabic curriculum. These can be delivered as stand- alone subjects or as the Integrated Arabic Curriculum.

## **6. Assessment**

**6.1 Assessments:** Schools shall adhere to the *ADEK School Assessment Policy* for the implementation of internal assessments, (i.e., formative assessments, developmental screenings, observational assessments) as per the Arabic Curriculum.

**6.2 Placement Tests:** Schools shall develop and administer placement tests to determine Arabic language proficiency for new students to place them in suitable streams.

## **7. Teacher Qualifications**

**7.1 Requirements for Arabic Teachers:** Schools shall hire Class or Subject teachers who meet the minimum eligibility requirements, in line with the *ADEK School Staff Eligibility Policy*. In addition, the following shall apply:

1. **Eligibility to Teach Arabic A:** Only native speakers are authorized to teach classes in Arabic A.
2. **Eligibility to Teach Arabic B:** Both native speakers and non-native speakers are authorized to teach classes in Arabic B, subject to the school ensuring that they possess native-speaker level of fluency and the ability to teach the Arabic curriculum as an additional language.

## **8. CPD Opportunities for Arabic Curriculum Teachers**

**8.1 CPD:** Schools shall comply with the *ADEK School Quality Assurance Policy* to ensure that all teaching staff complete at least 75 hours of CPD annually at no cost to them.

1. Schools shall identify, monitor, and assess the annual CPD requirements specifically for Arabic curriculum teachers in line with the *ADEK School Quality Assurance Policy*.
2. Schools shall align their CPD plans to prepare teachers to facilitate the delivery of the *Arabic Curriculum Standards and Learning Outcomes – KG Requirements*.
3. Schools shall provide training in multilingual teaching strategies and culturally responsive practices to equip Arabic curriculum teachers with the skills needed to effectively support students in both streams.


## **9. Parent Engagement**

1. Schools shall develop strategies to engage parents in supporting their child's learning of Arabic, including communicating learning outcomes on a regular basis (e.g., weekly newsletter) and encouraging Arabic language learning at home.
2. Schools are authorized and encouraged to distribute translated instructional materials to students to enable parents to engage with and assist students with their Arabic language learning at home.
3. Schools shall deliver Arabic curriculum-related activities and events and ensure opportunities are offered to all students and their parents to actively encourage participation.

## **Policy Review**

This policy is to be reviewed and checked annually by the SLT.

This policy is also approved by the governing bodies

<b>Draft Date:</b>	<b>03/07/25</b>
<b>Approved By Board of Governors:</b>	<b>Approved</b>
<b>Principal Approval:</b>	
<b>Review Date:</b>	<b>22/08/25</b>

**The End.**