

### POLICY ON KINDERGARTEN MOE SUBJECTS

Introduced:	September 2025
Next Review	September 2026

#### Introduction

The Kindergarten MoE Subjects Policy outlines the implementation of Arabic Language, Islamic Studies, and UAE Social Studies in the KG1 and KG2 at Dunes International School. In alignment with ADEK and MoE guidelines, the policy ensures that these subjects support the national vision of fostering students' Arabic language, UAE cultural awareness, and moral values, instilling pride in the UAE's heritage, and preparing them to become confident, responsible learners in their earliest stage of learning.

#### Purpose

- Dunes International School mandates the teaching of MoE subjects: Arabic Language, Islamic Studies, and UAE Social Studies in KG.
- The school defines clear learning outcomes and standards for each subject, ensuring alignment with MoE frameworks while allowing flexibility in selecting age-appropriate, culturally relevant teaching resources.
- Minimum instructional time is allocated to each MoE subject to guarantee consistent exposure and skill development.
- The school also actively engages parents in supporting their ward's learning through regular communication, home-based learning suggestions, and participation in subject-related activities and events.

#### 1. General Requirements

1.1 Scope: This policy applies to the Kindergarten at Dunes International School, covering KG1 and KG2.

1.2 School Policy: School has developed and implemented a KG MoE Subjects Policy, which is actively communicated to the school community and made available on the school website in both English and Arabic. This policy includes, at a minimum:

- Approaches to teaching MoE subjects in Kindergarten.
- Applicability to KG1 and KG2
- Specification of instructional time allocated for each MoE subject.
- Identification of assessment methods appropriate to students' age, grade, or proficiency level.
- Alignment with ADEK and MoE policies and guidelines.

1.3 Alignment with MoE Requirements: School ensures that all obligations outlined in the “Private School Obligations” section of the Mandatory Subjects Guide in Private Kindergartens (MoE, 2025) are fully met.

## 2. Learning Outcomes

- Alignment with Learning Frameworks: School implements the MoE subjects in alignment with the standards and learning outcomes outlined in the MoE Learning Frameworks. These outcomes are embedded within the school's academic planning and reflected in weekly schedules to ensure continuity and coherence across the Kindergarten program.
- Curriculum Mapping: A detailed curriculum mapping planner is developed for MoE subjects, aligned with the MoE Learning Frameworks. This includes year and unit planners, as well as lesson plans, ensuring progression of skills, concepts, and themes throughout the academic year.
- Learning Resources: The school selects age-appropriate, culturally relevant, and engaging resources to support the delivery of MoE subjects, in accordance with the Mandatory Subjects Guide in Private Kindergartens (MoE, 2025) and the ADEK School Cultural Consideration Policy.
- Integration with the School Curriculum: At Dunes, MoE subjects form an integral part of the Kindergarten curriculum. Arabic language, Islamic Studies, and UAE Social Studies are interwoven within the school's thematic, play-based, and inquiry-driven approach, ensuring a seamless connection between national identity, language development, and holistic learning.



### 3. Arabic Language

- At Dunes International School, all students from KG1 and KG2 follow the Arabic B stream, in alignment with the Ministry of Education (MoE) requirements for non-native Arabic speakers. The school focuses on developing functional language skills through immersive, age-appropriate, and engaging activities that promote listening, speaking, reading, and writing in Arabic.
- Arabic Language Implementation: Arabic language learning is mandatory from KG1 onwards. All students are immersed in the Arabic B curriculum, which is tailored to support non-native speakers using play-based, visual, and interactive approaches. Instruction is scaffolded to meet diverse learning needs and ensure steady language acquisition and cultural awareness.
- Arabic Language Support: Students requiring additional language reinforcement are provided with targeted Arabic support sessions to strengthen their vocabulary and comprehension. The Arabic B curriculum is differentiated to accommodate varying proficiency levels while ensuring every student gains confidence and appreciation for the Arabic language and UAE culture.

### 4. Time Allocation

Subject	Learner Group	Weekly Duration	Details
Arabic Language	• Non-Arab Nationals (Arabic B)	200 minutes	• 40 min/day (5 days a week) • 300 min/week (60 min/day) by AY 2027/28
Islamic Studies	• Muslim Non-Arab Nationals (in school's approved language of instruction)	90 minutes	1. One 40-min session per week 2. Two 25-min sessions per week
UAE Social Studies	All Students	Integrated approach	Embedded across other subjects within daily educational activities and classroom routines, both inside and outside the classroom.



## 5. Teaching and Learning Approach

### 5.1 Teaching Approach:

School adopts a holistic, play-based, and inquiry-led approach that promotes creativity, curiosity, and critical thinking. Learning experiences are age-appropriate, culturally relevant, and aligned with MoE and ADEK frameworks, ensuring active, joyful, and meaningful learning for all students.

### 5.2 Literacy Approach:

A balanced literacy program develops listening, speaking, reading, and writing skills through engaging, differentiated strategies. The environment supports language-rich, interactive learning.

### 5.3 Language of Instruction:

Arabic teachers use Standard Modern Arabic (Faseeha) exclusively in Arabic classes, fostering accurate language use and appreciation of Arabic culture through interactive learning experiences.

### 5.4 Integration of UAE Social Studies:

UAE Social Studies outcomes are embedded across the curriculum through projects, celebrations, and thematic learning that promote Emirati identity, heritage, and values, with evidence in plans, displays, and student work.

## 6. Assessment

- Assessments for MoE subjects are conducted in alignment with the ADEK School Assessment Policy and the MoE learning frameworks. Teachers use age-appropriate formative and observational assessments to monitor students' progress in Arabic language, Islamic Studies, and UAE Social Studies.
- Assessment methods include continuous observation, and student-centered performance tasks that reflect each student's linguistic, cognitive, and social development.
- Students' progress in Arabic language proficiency is tracked through regular formative assessments and individualized teacher feedback.

Each student's achievement is documented in a Kindergarten Portfolio, which is shared at parent-teacher conferences.



### 7. Teacher Qualifications

- The school recruits full-time MoE Subject Teachers who meet the minimum eligibility criteria set by the ADEK School Staff Eligibility Policy, ensuring qualifications, experience, and professional competence align with MoE standards.
- To teach Arabic B, teachers demonstrate native-level fluency and effective strategies for teaching Arabic language as an additional language. Whereas for Islamic Studies, a Muslim teacher, possessing strong Quran recitation skills, and having sound Islamic knowledge in line with MoE learning frameworks.

### 8. CPD Opportunities for MoE Subject Teachers

- The School ensures that all teachers complete a minimum of 75 hours of CPD annually, in compliance with the ADEK School Quality Assurance Policy, at no cost to staff.
- The school identifies, monitors, and evaluates annual CPD needs specifically for MoE subject teachers to ensure alignment with MoE learning frameworks and ADEK expectations.
- CPD programs are designed to enhance teachers' pedagogical skills, ensuring effective delivery of MoE standards and learning outcomes.
- The school provides regular training in multilingual teaching approaches and culturally responsive practices to empower Arabic language teachers to support diverse learners in Arabic B streams.

### 9. Parent Engagement

- School actively promotes parental involvement in supporting student's learning of MoE subjects in Kindergarten. The school communicates key learning outcomes regularly through weekly newsletters, class updates, and digital platforms, encouraging families to extend Arabic language learning and cultural discussions at home.
- To further support engagement, translated instructional materials are provided where necessary, enabling parents to assist their ward effectively.
- School also organizes MoE subject-related events and activities, such as Arabic Storytelling Week, Islamic Values Day, and UAE Heritage Celebrations, offering opportunities for students and parents to participate together, thereby strengthening home-school connections and cultural appreciation.




### 10. Compliance

- This policy will take effect from the Academic Year 2025–2026 (Fall Term) and shall guide the implementation of MoE subjects across the Kindergarten section at Dunes International School.
- All teaching and support staff are expected to adhere to the guidelines and practices outlined in this policy to ensure full compliance with MoE and ADEK requirements by the end of AY 2026–2027.
- The Kindergarten leadership team will monitor, review, and evaluate the effective implementation of this policy through regular lesson observations, planning reviews, and curriculum audits. Any gaps identified will be addressed through professional development and continuous improvement measures to maintain alignment with national standards and school quality expectations.

#### Amendments:

Prepared By	Date
KG Arabic Teacher	September 2025

Reviewed By	Date
Head of Curriculum and Assessment/ Head of Section/ KG Academic Supervisor	September 2025

Approved By	Signature
Mr. Paramjit Ahluwalia, Principal	



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