

KG MOE SUBJECTS POLICY



ABU DHABI INDIAN SCHOOL, AL MUROOR

Name of Policy:

KG MOE SUBJECTS POLICY

Purpose of Policy:

To support students' development in Arabic language, Islamic values, and UAE culture through structured, age appropriate learning

Approval of this policy given by:

Principal

Responsibility for its update:

Dr Rishikesh Padegaonkar
Principal

Policy applies to:

Kindergarten students at Abu Dhabi Indian School

Compliance from :
Year

This policy shall be effective as of the Academic

2026/27 (Fall term)

Date of last review :

30/03/2026

Next review date :

30/03/2027

Introduction

Arabic Language, Islamic Studies, and Social Studies play a vital role in preserving the linguistic heritage, national identity, and cultural values of the UAE. Abu Dhabi Indian School is committed to implementing KG MoE subjects in line with ADEK requirements to ensure that children in KG receive age-appropriate exposure to Arabic language, Islamic values, and UAE social identity. This policy outlines the school's approach to implementation, delivery, assessment, and monitoring of KG MoE subjects.

Purpose of the Policy

The purpose of this policy is to:

- Ensure mandatory and effective teaching of MoE subjects in KG.
- Define clear standards and expected learning outcomes in Arabic Language, Islamic Studies, and Social Studies.
- Specify instructional time requirements aligned with ADEK guidelines.
- Strengthen the school's role in actively facilitating parental engagement in students' learning of MoE subjects.

Definitions:

Term	Definition (Short & Clear)
Additional Learning Needs (ALN)	Support or accommodations provided to students (temporary or permanent) due to learning needs or barriers (e.g., dyslexia, physical disability, gifted).
Arabic A	Arabic curriculum for Arab Nationals or students with native-level Arabic proficiency.
Arabic B	Arabic curriculum for non-Arab students or those with limited Arabic proficiency.
Assessment	Collection of qualitative or quantitative data used to evaluate student learning and inform decisions.
Clinical Assessment Report	Professional report by specialists (e.g., psychologist, doctor) identifying a student's needs.
Continuous Professional Development (CPD)	Training and learning activities undertaken by staff to improve skills and teaching practices (excluding meetings/planning).
Curriculum	Planned and delivered academic content, skills, and learning objectives based on national standards.
Cycle	Educational stages: KG (Pre-KG–KG2), Cycle 1 (G1–G5), Cycle 2 (G6–G8), Cycle 3 (G9–G12).
MoE Subjects	Mandatory subjects: Arabic Language, Islamic Studies, and Social Studies.
Native Speaker	A person who learned Arabic as their first language and uses it regularly.
Non-Native Speaker	A person who learned Arabic as a second or additional language.
Qualification	Certificate, diploma, or degree showing achievement of learning outcomes.
Staff	Any individual employed by the school (full-time, part-time, or external).

Policy

1. General Requirements

1.1 Scope

This policy applies to all KG classes (KG1–KG2) at Abu Dhabi Indian School.

1.2 School Policy

The school shall develop, implement, and communicate this policy to the school community. The policy shall be available in both Arabic and English and shall include:

- Approaches to teaching the MoE subjects in KG
- Applicability to all KG grade levels
- Instructional time allocation
- Assessment methods suitable for KG student
- Alignment with ADEK policies

1.3 Alignment with MoE Requirements

The school shall comply with all requirements outlined in the MoE Mandatory Subjects Guide and ADEK regulations.

2. Learning Outcomes

2.1 Curriculum Alignment

MoE subjects shall be implemented in alignment with MoE learning outcomes and reflected in school planning and classroom practices.

2.2 Curriculum Mapping

The school shall develop curriculum plans using:

- Annual Plan
- Monthly Plan
- Weekly Plan
- Lesson Plans

2.3 Learning Resources

Appropriate, age-appropriate, and culturally relevant resources shall be used to support student learning.

2.4 Curriculum Integration

MoE subjects shall be integrated into the school curriculum. Teachers shall collaborate to align learning with themes and classroom activities.

1. A MoE subjects curriculum plan shall be collaboratively developed by the curriculum team and KG teaching staff to ensure alignment with topics, concepts, themes, and learning objectives, promoting effective interdisciplinary learning.
2. MoE subject teachers in KG shall meet regularly with Class Teachers (and Inclusion Teachers, where applicable) to review individual student progress, share effective teaching strategies, and implement appropriate pedagogical approaches to support all learners.
3. MoE subject teachers shall actively participate in continuous professional development (CPD) programmes conducted by the school, focusing on enhancing pedagogical practices and improving the delivery of MoE subjects.

3. Arabic Language Streams

3.1 Stream Allocation

Grade	Stream
KG1-KG2	Arabic A – Arab Nationals
KG1-KG2	Arabic B – Non-Arab Nationals

Arabic Language in KG shall be mandatory for all students. Students shall be allocated to Arabic language streams based on nationality, in accordance with MoE requirements.

1. Arabic language teachers may recommend Arabic A for non-Arab students who demonstrate high levels of Arabic language proficiency. Such placement shall be based on school assessment, parent consent, and availability of appropriate instructional support.
2. In cases where the number of students in either stream is fewer than the required threshold, the school may implement a combined instructional model. The school shall ensure the provision of high-quality differentiated teaching and learning to meet the needs of all students, including those with additional learning needs, in line with MoE and ADEK guidelines.

3.2 Stream Switching

1. Arab national students are not permitted to switch Arabic language streams. However, in exceptional cases involving students with additional learning needs and significant linguistic challenges, a stream change may be considered, subject to ADEK approval and the submission of relevant clinical assessment reports.
2. Non-Arab students may be permitted to switch streams upon a formal request from parents and approval by the school, based on demonstrated language proficiency and the school's assessment.

3.3 Arabic Support

Students shall receive additional support where required.

4. Time Allocation of MoE Subjects

4.1

The teaching of MoE subjects shall be implemented as per Table 2. Minimum Instructional Time Allocation by MoE Subject:

Table 2. Minimum Instructional Time Allocation by MoE Subject

Subject	Target Group	Weekly Duration	Details
Arabic Language	All students	200 minutes	40 minutes daily
Islamic Studies	Muslim students	90 minutes	Options: 1. Three 30-min sessions per week 2. Two 45-min sessions per week
Social Studies	All students	Integrated	Embedded in daily activities

1. Islamic Studies shall be provided to all Muslim students in KG in accordance with ADEK and MoE requirements.
2. For students who switch Arabic language streams in KG:
 - a. Non-Arab students who switch to Arabic A and are Muslim shall study Islamic Studies in Arabic.
 - b. Arab students who are granted special exemption to switch to Arabic B and are Muslim shall study Islamic Studies in the school's approved language of instruction.

5. Teaching and Learning Approach

5.1 Teaching Approach:

School shall adopt innovative, holistic, play-based, and inquiry-based teaching approaches supported by rich, authentic, relevant, age-appropriate, and culturally appropriate resources to ensure effective delivery of MoE subjects. These approaches shall align with the MoE learning frameworks, ADEK School Curriculum Policy, and ADEK Cultural Consideration Policy.

5.2 Literacy Approach

Teachers shall implement appropriate literacy strategies and use suitable resources to meet the diverse learning needs of all students, including both native and non-native Arabic speakers.

5.3 Language of Instruction:

Arabic teachers teaching both Arabic A and Arabic B shall consistently use and promote Standard Modern Arabic ("Fusha") as the primary language of instruction.

5.4 Integration of UAE Social Studies Across the Curriculum:

The school shall adopt an integration approach aligned with its curriculum framework to embed UAE Social Studies learning outcomes across relevant subjects. Evidence of this integration shall be reflected in the written, taught, and assessed curriculum.

6. Assessment

6.1 Assessments:

Abu Dhabi Indian School shall adhere to the ADEK School Assessment Policy in implementing internal assessments, including formative assessments, developmental screenings, and observational assessments. All assessments shall be aligned with MoE standards and learning outcomes and shall be appropriate to the developmental stage of KG students.

6.2 Placement Tests:

The school shall design and administer appropriate placement assessments to evaluate Arabic language proficiency for students requesting a change in stream. Decisions shall be based on assessment outcomes, teacher observations, and school approval.

7. Teacher Requirements

7.1 Requirements for MoE Subject Teachers:

School shall appoint Class and Subject teachers who meet the minimum eligibility requirements in accordance with the ADEK School Staff Eligibility Policy. In addition, the following requirements shall apply:

- **Eligibility to Teach Arabic A:**
Only native Arabic speakers shall be assigned to teach Arabic A.
- **Eligibility to Teach Arabic B:**
Both native and non-native Arabic speakers may teach Arabic B, provided the school ensures that teachers demonstrate native-level fluency and the ability to effectively teach Arabic as an additional language.
- **Eligibility to Teach Islamic Studies:**
Teachers assigned to teach Islamic Studies, in both Arabic and the school's approved language of instruction, shall be Muslim and possess strong proficiency in Quran recitation and sound knowledge of Islamic Studies, in alignment with MoE learning frameworks.

8. CPD (Professional Development)

8.1 CPD:

School shall comply with the ADEK School Quality Assurance Policy to ensure that all teaching staff complete a minimum of 75 hours of Continuous Professional Development (CPD) annually, at no cost to them.

1. The school shall identify, monitor, and evaluate the annual CPD requirements specifically for MoE subject teachers, in alignment with ADEK expectations.
2. CPD plans shall be aligned to support teachers in effectively delivering the standards and learning outcomes outlined in the MoE learning frameworks.
3. The school shall provide targeted training in multilingual teaching strategies and culturally responsive practices to equip Arabic language teachers with the necessary skills to support students across both Arabic A and Arabic B streams.

9. Parent Engagement

9.1 School shall develop and implement effective strategies to engage parents in supporting their child’s learning of MoE subjects. This shall include regular communication of learning outcomes through appropriate platforms (e.g., newsletters, circulars, or digital communication) and encouraging the use of Arabic language at home.

9.2 School may provide translated instructional materials and resources to support parents in actively engaging with and assisting their children in Arabic language learning at home.

9.3 The school shall organize MoE subject-related activities and events and ensure that opportunities are provided for all students and their parents to participate actively.

10. Compliance

This policy shall be implemented from Academic Year 2026–2027 and will be regularly reviewed to ensure alignment with ADEK requirements and school practices.

