



1. INTRODUCTION

At EFIA, we recognize Arabic as the heart of the UAE's cultural and national identity. To nurture this from an early age, we are entitled in ensuring meaningful exposure to Arabic in KG1 to KG2, laying a strong foundation for student's language development and preparing them for the MoE Arabic curriculum in the primary years.

2. PURPOSE

- To implement the MoE subjects across all KG levels.
- To define clear standards and learning outcomes for MoE subject delivery, while allowing EFIA the flexibility to choose appropriate teaching methods and resources
- To set minimum instructional time expectations for the delivery of the MoE subjects.
- To actively promote and support parental involvement in their child's MoE subject learning journey.

3. POLICY

3.1 **Scope:** This policy is applicable to KG1 & KG2.

3.2 **Requirements:** EFIA follows and is prepared to implement a KG MoE Subject Policy, ensuring it is effectively communicated to the entire school community. The policy is accessible on the EFIA's official website in both Arabic and English.

3.3 The policy includes the following elements:

- Teaching approaches , learning outcomes and methodologies adopted for delivering the MoE subjects.
- Application of the policy across all Kindergarten grade.
- Defined instructional time allocation for Arabic language teaching.
- Assessment methods tailored to students age, grade level, and language proficiency.
- Ensuring alignment and compliance with ADEK policies.

4. LEARNING OUTCOMES

EFIA implements all **Ministry of Education (MoE)** subjects in full accordance with the **approved Standards and Learning Outcomes**. These objectives are embedded in the school's academic plans and weekly timetables, ensuring complete alignment with **Kindergarten (KG)** requirements



| MoE Subject Area | MoE Learning Outcomes (KG) | EFIA Curriculum Integration | Learning Approach / Resources |
|---|---|--|---|
| Arabic Language | Develop early listening, speaking, reading, and writing skills in Arabic. | Integrated into daily routines, circle time, and thematic lessons. | Picture cards, storybooks, flashcards, songs, and role-play activities. |
| Islamic Education | Recognize key Islamic values, basic prayers, and moral behavior. | Reinforced during moral education and value-based assemblies. | Visual aids, storytelling, and age-appropriate discussions. |
| Social Studies / National Identity | Identify UAE heritage symbols, traditions, and leaders. | Embedded in UAE National Day, Flag Day, and Heritage Week themes. | Art projects, cultural displays, and field trips, MIP |
| Moral Education | Demonstrate empathy, respect, and responsibility in daily interactions. | Linked with EFIA's pastoral care and behavior framework. | Classroom discussions, moral stories, and collaborative games. |
| Environmental Awareness | Show care for surroundings and understand sustainability basics. | Integrated into science and theme-based learning units. | Nature walks, recycling activities, and environmental projects. |

5. ARABIC LANGUAGE STREAMS

5.1 Stream Allocation:

- The Arabic language is mandatory from KG, where all students are be fully immersed in Arabic language learning.

5.2 Arabic Language Support:

- Students in all grades will receive Arabic language intervention if required to provide additional language support.

6. TIME ALLOCATION FOR THE MOE SUBJECTS

| Subjects | Target group | Weekly time allocation | Details |
|-----------------|---|------------------------|--|
| Arabic language | Non Arab children as additional language. | 200 minutes per week | 40minutes daily, 5 days a week. To increase to 300 minutes by 2027-28 academic year. |



| | | | |
|-------------------|--|---------------------|--|
| Islamic Education | Muslim non-Arab children in school's approved language of instructions | 90 minutes per week | choose one of the following: Three sessions per week, 30 minutes each. Two sessions per week, 45 minutes each. |
| Social studies | All children | Integrated approach | Embedded in daily classroom routines and integrate in all subjects through cross curricular activities. |

7. TEACHING AND LEARNING APPROACH

7.1 Teaching Approach: EFIA uses innovative, holistic, play-based, and inquiry-based approaches with authentic, age-appropriate, and culturally suitable resources to deliver MoE subjects in line with ADEK Curriculum and Cultural Consideration Policies.

7.2 Literacy Approach: Teachers use suitable literacy approaches and resources that meet the learning needs non-native speakers.

7.3 Language and instructions: Arabic teachers are committed to exclusively using and promoting the use of Standard Modern Arabic ("Faseeha") in instruction.

7.4 Integration of UAE Social studies Across the Curriculum: EFIA has adopted an integration model aligned with their curriculum to embed UAE Social Studies learning outcomes across subjects and demonstrate this through the written, taught, and assessed curriculum.

8. ASSESSMENT

EFIA follows the ADEK School Assessment Policy in implementing internal assessments, including formative, developmental, and observational assessments, in line with the MoE learning framework.

9. TEACHERS QUALIFICATIONS

9.1 Requirements for MoE subjects' teachers: EFIA appoints Class or Subject Teachers who meet the minimum eligibility requirements in accordance with the ADEK School Staff Eligibility Policy. The following provisions shall also apply-



- **Eligibility to Teach Arabic B:** EFIA will ensure that both native and non-native speakers may teach Arabic B, provided they demonstrate native-level fluency and the ability to effectively deliver the Arabic language as an additional language.
- **Eligibility to Teach Islamic Studies:** EFIA will ensure that Islamic Studies teachers are Muslim, and will teach in the school-approved language, and demonstrate high proficiency in Quran recitation and Islamic Studies, in accordance with MoE learning frameworks.

10. CPD OPPORTUNITIES FOR MOE SUBJECTS

- EFIA is complying 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.
- Identify, monitor, and assess annual CPD needs for MoE subject teachers in line with the ADEK School Quality Assurance Policy.
- Aligns CPD plans to prepare teachers for delivering the Standards and Learning Outcomes of the MoE Learning Framework – KG Requirements.

EFIA also provides training in multilingual and culturally responsive teaching to equip Arabic language teachers to support students in both streams

11. PARENT ENGAGEMENT

- EFIA engages parents in supporting MoE subjects by regularly communicating learning outcomes and encouraging Arabic language learning at home.
- We provides translated instructional materials to enable parents to assist students with Arabic language learning at home.
- EFIA organizes MoE subject-related activities and events and ensures all students and parents have opportunities to participate.

12. POLICY REVIEW

This policy will be reviewed annually and is subject to changes as per the school and ADEK guidelines. The updated policy will be submitted for approval in line with the standard process.

Saji Oommen
Principal

Date of Next Review :15/04/2027