



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

KG MOE Mandatory Subjects Policy

Document Information			
Created by:	Head of KG	Reviewed by:	Principal
Created:	June 2025	Last Reviewed	June 2026
Next Review:	June 2027		
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1. Purpose of the Policy

This policy outlines how the American School of Creative Science delivers the Ministry of Education (MoE) mandatory subjects: Arabic Language, Islamic Studies, and Social Studies, across the Kindergarten phase (Pre-K to KG2). It ensures that provision is fully aligned with the MoE Early Years Learning Standards, the KHDA Early Years Quality Framework, and national expectations for early childhood education in Dubai. The policy also reflects the school's vision of developing confident, respectful and engaged learners through evidence-informed early years practice that strengthens Arabic language, Islamic values and UAE national identity.

Arabic in Kindergarten is delivered through a fully immersive approach, with no language streaming (Arabic A or Arabic B). All children access Arabic learning together through developmentally appropriate practice. Teaching time allocation complies with MoE mandatory requirements, with Arabic constituting approximately 50% of learning time in Pre-K and KG1, and 30% in KG2.

The policy reflects the school's commitment to high-quality early years education that promotes strong language foundations, Islamic values, UAE national identity, inclusion, and sustained progress for all learners.

2. Curriculum Framework and Standards

The Kindergarten provision for Arabic Language, Islamic Studies, and Social Studies fully incorporates and aligns with the Ministry of Education Early Years Learning Standards and learning outcomes. These standards guide curriculum intent, implementation, and assessment across Pre-K, KG1, and KG2, ensuring consistency, progression, and compliance with national requirements.

All MoE Early Years Learning Standards are systematically mapped, planned, and monitored through Atlas Rubicon, which serves as the school's curriculum planning and tracking platform. The standards are translated into developmentally appropriate learning objectives, success criteria, and learning experiences that reflect how young children learn best.

Teachers plan directly from Atlas Rubicon, ensuring that MoE learning outcomes are explicitly addressed, learning objectives are progressive and age-appropriate, and teaching, learning activities, and assessment are closely aligned. Clear progression is evident from emerging to secure learning across the KG phase. Assessment evidence includes observations, questioning, photographs, work samples, anecdotal notes, Learning Ladders and Atlas Rubicon tracking to inform responsive planning and next steps.

Arabic, Islamic Studies, and Social Studies are delivered through an integrated early years curriculum, ensuring learning is meaningful, connected, and relevant to children's real-life experiences, in line with KHDA expectations.

3. Teaching Time Allocation

Teaching time allocation across Kindergarten complies fully with MoE mandatory minutes and reflects best practice in early language acquisition.

In Pre-K and KG1, Arabic instruction accounts for approximately 50% of learning time, while in KG2, Arabic instruction accounts for approximately 30% of learning time. Islamic Education is delivered as a distinct, standalone subject for 90 minutes per week for all Muslim children, in line with MoE and KHDA Early Years requirements, and is timetabled within the regular school day. Social Studies continues to be integrated within Arabic instruction, thematic learning, and daily classroom routines.

This structure ensures sustained exposure to Arabic language while maintaining a balanced, developmentally appropriate early years curriculum.

These allocations meet and exceed the KHDA benchmark set out in the Policy on Arabic Language Provision in Early Childhood Education, under which children aged four to six must experience Arabic for a minimum of one-third of their weekly instructional time, including structured, Arabic teacher-led activities of no less than 200 to 300 minutes per week. In line with the MoE Mandatory Subjects Guide for Private Kindergartens, the 90 minutes allocated to Islamic Education for Muslim children is delivered as a standalone subject. Where Islamic Education is delivered in Arabic, this time may be counted towards the one-third Arabic exposure requirement only after the MoE minimum standalone Arabic instructional time has first been met in full. The school also notes the parallel federal MoE requirement of 40 minutes of daily Arabic for children aged four to six, rising to 60 minutes per day from the 2027–28 academic year, and plans provision accordingly.

4. Teaching and Learning Through Play (Early Years Pedagogy)

Teaching and learning across Arabic, Islamic Studies, and Social Studies are grounded in early years pedagogy and aligned with the KHDA Early Years Framework. Learning is play-based, experiential, and inquiry-led, recognising that young children learn most effectively through interaction, exploration, and meaningful engagement.

Teachers balance structured learning with child-initiated play to ensure learning objectives are met while maintaining high levels of engagement and motivation. Learning experiences are language-rich and intentionally designed to promote communication, thinking, and social interaction through storytelling, songs, role play, hands-on exploration, and real-life contexts. Teachers explicitly develop oral language and subject-specific vocabulary through storytelling, purposeful questioning, sustained shared thinking and meaningful interactions across all learning experiences.

In Pre-K and KG1, Arabic is delivered through a designated Arabic learning environment, with children alternating between Arabic and English classrooms as part of their daily timetable. This intentional organisation supports immersion, consistency, and high-quality language exposure. The Arabic classrooms are carefully designed to be language-rich, engaging, and developmentally appropriate, recognising the importance of the physical environment in supporting early years learning. Children experience Arabic through play-

based, structured, and exploratory activities within a space that promotes interaction, communication, and confidence in language use. The learning environment remains language-rich through print-rich displays, role play, writing opportunities, continuous provision, reading areas, UAE identity displays and Islamic learning resources.

Islamic values and UAE cultural identity are embedded naturally within learning experiences, supporting moral development alongside language acquisition. Parents are active partners in learning through EduNation, Telegram, home learning activities, Arabic reading opportunities, parent conferences and participation in national celebrations.

5. Immersive Arabic Approach

Arabic in Kindergarten is delivered through a fully immersive language model, reflecting best practice in early language acquisition and KHDA expectations for inclusive early years provision. All children learn Arabic together, regardless of linguistic background.

There is no Arabic A or Arabic B grouping. Differentiation takes place within the classroom through responsive teaching, scaffolding, and carefully planned support and challenge. This ensures equity, inclusion, and high expectations for all learners while supporting natural language development through interaction and repetition.

6. Staffing and Delivery Model

The delivery of Arabic Language, Islamic Studies, and Social Studies in Kindergarten is led by appropriately qualified and KHDA-approved Arabic teachers who are also trained and experienced early years practitioners. This ensures that subject expertise is consistently delivered through developmentally appropriate early years pedagogy.

All Arabic, Islamic Studies, and Social Studies lessons in KG are delivered by Arabic teachers who hold recognized qualifications in Arabic education and have a strong understanding of child development, early language acquisition, and play-based learning.

Arabic teachers engage in ongoing specialised professional development, including regular training in Arabic Fusha to strengthen accurate language modelling and certified training in Qur'an Al-Qaida Al-Nurania, enabling them to teach Qur'an and Islamic content accurately and appropriately for young learners.

In Pre-K and KG1, Arabic lessons in the designated Arabic classroom are further supported by two Arabic Teaching Assistants, who work alongside the Arabic teacher to provide additional scaffolding, language reinforcement, and individual support. This staffing model ensures high levels of interaction, effective differentiation, and strong support for all learners within the immersive Arabic environment.

The Kindergarten phase is supported by a dedicated Arabic Coordinator for KG, who oversees planning, delivery, and assessment across Arabic, Islamic Studies, and Social Studies. The coordinator supports teachers through coaching, modelling, moderation, and professional dialogue, ensuring consistent implementation of MoE Early Years Learning Standards.

In KG2, the delivery model transitions to a shared classroom approach, where the Arabic teacher and English teacher work within the same learning environment. This model supports continuity, independence, and smoother integration of language skills while maintaining immersion and alignment with early years pedagogy.

7. KHDA Arabic ECCE Policy Compliance (Phase 1)

This section confirms the school's compliance with the statutory requirements of the KHDA Policy on Arabic Language Provision in Early Childhood Education and its accompanying implementation guidance. Phase 1 applies to all children aged four to six years (FS2/KG1 and Year 1/KG2) and has been effective from September 2025.

Language model: The school has declared its Arabic language provision model to KHDA through its setting profile and communicates this model to families through the Parent-School Contract, in line with policy requirements.

Teacher qualifications and experience: Teachers of Arabic hold a Bachelor's degree or higher (Level 6 QFEmirates) in Education, Early Childhood Education, Arabic or a related field — or a degree in another discipline together with a Level 3 QFEmirates certification in Early Childhood Education. Teachers hold at least one year of relevant early childhood experience, and newly appointed teachers work under supervised practice for a minimum of six months. The school operates within the three-academic-year compliance window (to 2028) during which all existing and new staff meet the required qualifications.

Professional development: Teachers of Arabic complete a minimum of 20 hours of relevant professional development annually, focused on early language acquisition and play- and inquiry-based learning, and are included in the school's appraisal and performance-review cycle.

Staffing ratios: No teacher of Arabic is responsible for more than 75 registered children within the four-to-six age group, or for more than three classes, in line with KHDA limits.

Registration and documentation: All teachers delivering Arabic are registered in the KHDA system with complete details. Weekly teaching schedules clearly reflect the distribution of Arabic teacher-led time and are documented and available for KHDA review on request. The school maintains evidence of the Arabic curriculum taught, together with assessment data on children's progress and attainment, demonstrating alignment with these guidelines, the school's curriculum and MoE requirements.

Forward planning: The school includes the future integration of Phases 2 and 3 (children aged three to four, and birth to three) within its early years development planning, pending KHDA's evaluation of Phase 1 outcomes.

8. Islamic Education Provision (MoE Early Years Requirements)

This section confirms the school's compliance with the KHDA Guide for Implementing Islamic Education in Early Years Settings and the underpinning MoE requirements for Muslim children aged four to six. Islamic Education is planned, timetabled, delivered,

assessed and documented as a standalone subject, distinct from Arabic Language and Social Studies.

Standalone subject and instructional time: Islamic Education is provided as a standalone subject for 90 minutes per week for all Muslim children aged four to six, delivered within the setting's regular operating hours and never through additional sessions before or after the normal school day. The 90 minutes is organised as either three weekly sessions of 30 minutes or two weekly sessions of 45 minutes, and is clearly reflected in the approved weekly schedule for children, in teacher timetables showing the time allocation for each class, and in communication to parents.

Relationship to the Arabic exposure requirement: Where Islamic Education is delivered in Arabic, the 90 minutes may be counted towards the KHDA requirement that children experience Arabic for at least one-third of their time, but only after the MoE minimum standalone Arabic instructional time has first been met in full.

Language of instruction: The language of delivery follows children's nationality as recorded in official registration records. For Arab Muslim children registered with a passport issued by an Arab country, Islamic Education is delivered in Arabic. For non-Arab Muslim children, it is delivered in the school's approved language of instruction. Parents of children registered with a passport issued by a non-Arab country may request placement in the Arabic-language instruction group, subject to the school's discretion. The chosen language for each group is used consistently across direct teaching, questioning, learning activities, resources, feedback and assessment.

Grouping of children: Arab and non-Arab Muslim children may be organised in the same or separate rooms provided each group receives instruction in its designated language. Where both groups are taught simultaneously by the same teacher, that teacher demonstrates an excellent command of Arabic and a good command of the other designated language of instruction. The school's implementation and grouping model is shared with KHDA and with parents at the start of each year.

Teacher requirements: Any teacher assigned to teach Islamic Education to Muslim children aged four to six holds specific KHDA approval for this purpose — separate from, and in addition to, any Arabic approval — with both subjects reflected on the teacher's Appointment Notice. Teachers of Islamic Education are Muslim, hold qualifications in an acceptable specialisation (Islamic education or a related field such as Islamic jurisprudence, Shariah, Hadith, Tafseer or Aqeedah; early childhood education or a related field; or Arabic or a related field), and meet the applicable KHDA minimum qualification level. All such teachers demonstrate suitability to teach the four-to-six age group through early years pedagogy, and any proposed alternative arrangement is approved by KHDA in advance.

Curriculum, learning outcomes and assessment: Islamic Education follows the MoE learning framework and learning outcomes for this age group. These outcomes are incorporated into academic plans on Atlas Rubicon and documented through weekly schedules, teaching plans, learning resources, assessment records and evidence of children's progress. Teaching and assessment are pedagogically age-appropriate and aligned with children's developmental stage, and adaptations are made for children of determination where relevant.

Evidence of implementation: The school maintains, and can make available for KHDA review, evidence of the following:

- teacher qualifications and KHDA approvals, with weekly teacher schedules for Islamic Education teachers;
- approved children's weekly schedules showing the 90 minutes of Islamic Education;
- register-based identification of Arab Muslim and non-Arab Muslim target groups;
- the approach to teaching Islamic Education, including language-of-instruction arrangements, academic plans and resources aligned with the approved learning outcomes, and teaching, assessment and adaptations for children of determination where relevant;
- examples of regular parent communication.

Implementation timeline: The school implements these requirements in line with the MoE/KHDA phased timeline, with full compliance from the 2026–27 academic year following phased implementation during 2025–26.

9. Assessment and Progress Monitoring

Assessment in Kindergarten MoE subjects is ongoing, balanced, and developmentally appropriate, and is used purposefully to support learning, inform teaching, and secure progress for all children.

Teachers continuously assess children through daily observation during play-based and structured learning. Learning Ladders are used as a core formative assessment tool across Pre-K, KG1, and KG2. All new MoE Early Years Learning Standards for Arabic Language, Islamic Studies, and Social Studies are embedded within the Learning Ladders, ensuring direct alignment with national standards. Evidence from multiple assessment sources is triangulated to ensure accurate judgements and effective differentiation.

In addition to formative assessment, summative assessments are conducted every six weeks, alongside end-of-unit and end-of-year assessments. These age-appropriate assessments are used to validate teacher judgements, track attainment and progress over time, and identify patterns or trends across the phase.

Assessment information informs planning, differentiation, targeted intervention, and challenge. Moderation is embedded to ensure accuracy, consistency, and shared understanding of expectations. As a result, attainment and progress in Arabic and other MoE subjects are very good, with most children making strong progress from their individual starting points.

10. Inclusion and Differentiation

The school is committed to providing an inclusive early years environment where all children can access Arabic, Islamic Studies, and Social Studies meaningfully and successfully. Provision is delivered in accordance with the Dubai Inclusive Education Policy Framework,

ensuring appropriate accommodations, adapted resources, visual supports and collaborative planning for Children of Determination.

Teachers differentiate learning through careful scaffolding, flexible grouping, adapted resources, and responsive teaching. Highly qualified Teaching Assistants support learning within the classroom, reinforcing language development and key concepts during lessons.

Where assessment evidence indicates additional need, targeted pull-out intervention sessions are planned and delivered. These interventions focus primarily on language development, communication, and early literacy skills and are monitored to ensure impact.

This inclusive approach ensures equity, confidence, and progress for non-native Arabic speakers, students of determination, and higher-attaining learners.

11. Monitoring and Evaluation

The quality and impact of Arabic, Islamic Studies, and Social Studies provision are monitored systematically to ensure sustained high standards and continuous improvement across the Kindergarten phase.

Monitoring includes lesson observations, learning walks, review of planning on Atlas Rubicon, analysis of formative and summative assessment data, and moderation of student work and Learning Ladders. Professional dialogue and feedback support reflective practice and continuous development. Quality assurance also includes regular planning reviews, pupil progress meetings, coaching cycles and action planning to sustain high-quality provision.

The KG Arabic Coordinator, in collaboration with the Head of Kindergarten, leads subject-level monitoring and quality assurance. Findings inform curriculum refinement, professional development, and strategic planning, ensuring ongoing alignment with MoE requirements and KHDA expectations. Learning experiences also promote personal safety, healthy choices, kindness, respect, trusted adults and age-appropriate online awareness through the curriculum.

12. Expected Impact

Implementation of this policy supports strong and sustained progress from children's starting points, confident use of Arabic in meaningful contexts, secure understanding of Islamic values and UAE identity, effective parent partnership and consistently high-quality provision aligned with MoE and KHDA expectations.