

## KG MOE Subjects Policy

### 1. Introduction

Arabic Language, Islamic Studies, and Social Studies at Knowledge International School – Al Ain (KIS) play a vital role in preserving the nation's linguistic heritage and cultural identity. Building on children's early exposure to Arabic and UAE culture, which is now mandated in Early Education Institutions (EEI), this policy aims to enhance children's readiness for Ministry of Education (MoE) subjects.

This policy outlines the requirements for teaching MoE subjects in the kindergarten cycle (Pre-KG to KG2), in accordance with the *Mandatory Subjects Guide for Private Kindergartens* issued by the MoE (2025).

This policy outlines the purpose, scope, and management for all grade levels in the Pre-KG to KG2 cycle at Knowledge International School – Al Ain (KIS).

The implementation of this policy is the responsibility of all staff working in the Pre-KG to KG2 setting.

### 2. Purpose of policy

At KIS, Arabic Language, Islamic Studies, and Social Studies are integral to the KG curriculum (Pre-KG to KG2), supporting children's early exposure to Arabic and UAE culture. This policy is aligned with the core principles of across the kindergarten cycle (pre-KG1 to KG2): Unique Child, Positive Relationships, Enabling Environments, and Learning and Development.

The policy: It aims to:

- ⇒ Ensure a holistic, child-centered approach that promotes learning across all areas of development.
- ⇒ Align teaching, learning, and assessment with MoE standards, learning outcomes, and ADEK guidelines.
- ⇒ Support the development of the whole child, including academic, social, emotional, physical, and cultural growth.
- ⇒ Foster strong partnerships with parents and the wider community to enhance learning and wellbeing.

- ⇒ Provide a framework for inclusive practices, equality of opportunity, and reinforcement of UAE national identity and values.
- ⇒ Guide smooth transitions to Grade One by preparing children for continued success in their educational journey.

### 3. Learning and development

At KIS, the teaching of MoE subjects across the KG cycle is guided by a holistic, child-centered approach that promotes curiosity, active engagement, and meaningful connections between areas of learning.

There are seven areas of learning and development which address children's physical, cognitive, linguistic, social, and emotional growth. These areas are interconnected to ensure the delivery of a well-balanced curriculum that allows children to make links between what they learn. All areas of learning and development are valued equally and contribute to the child's overall development.

These areas of learning, known as the prime areas, are particularly crucial in building the foundation for lifelong learning and helping children form positive relationships:

- ⇒ **Personal, Social and Emotional Development:** Children develop confidence and self-esteem, learn to manage their feelings, and show respect and empathy toward others.
- ⇒ **Communication and Language:** Children are given opportunities to speak and listen in a range of situations within a rich language environment. They build concentration skills and learn to respond appropriately to others.
- ⇒ **Physical Development:** Children are encouraged to be active and to develop both gross and fine motor coordination, while also learning about making healthy lifestyle choices.
- ⇒ **Teaching Approach:** Educators employ innovative, play-based, and inquiry-driven strategies supported by authentic, culturally appropriate, and age-relevant resources. Teaching aligns with the MoE learning frameworks, the ADEK School Curriculum Policy, and the ADEK Cultural Consideration Policy.
- ⇒ **Literacy Approach:** Teachers apply literacy practices that meet the diverse learning needs of both native and non-native Arabic speakers, ensuring inclusive and effective instruction.
- ⇒ **Language of Instruction:** Arabic subjects' teachers for both Arabic A and B use Standard Modern Arabic ("Faseeha") consistently, promoting accuracy and fluency in communication.
- ⇒ **Integration of UAE Social Studies:** UAE Social Studies outcomes are embedded across the curriculum through integration models that align with the school's framework. Evidence of integration is demonstrated in the planned, taught, and assessed curriculum.

#### 4. Learning Outcomes – KG at KIS

At Knowledge International School – Al Ain (KIS), the curriculum for MoE subjects (Arabic Language, Islamic Studies, and UAE Social Studies) is fully aligned with the Ministry of Education learning frameworks to ensure consistency, coherence, and high-quality learning experiences across the KG cycle.

⇒ **Alignment of Curriculum:**

KIS implements the MoE subjects in alignment with the standards and learning outcomes outlined in the MoE learning frameworks. These outcomes are integrated into the school's academic plans and documented within weekly schedules to ensure continuity and clear progression in learning.

⇒ **Curriculum Mapping:**

A detailed curriculum mapping planner is developed in line with the MoE learning frameworks. It includes year, unit, and lesson planners designed to provide a structured approach that connects objectives, themes, and key learning concepts.

⇒ **Learning Resources:**

Educational resources are carefully selected to support the achievement of MoE learning outcomes. All materials are age-appropriate, culturally relevant, and aligned with the Mandatory Subjects Guide in Private Kindergartens (MoE, 2025) and the ADEK School Cultural Consideration Policy.

⇒ **Integration with the School's Curriculum:**

The teaching of MoE subjects is embedded as an integral part of KIS's curriculum framework, ensuring coherence with the school's educational philosophy and teaching approaches. This integration fosters interdisciplinary learning and encourages students to make meaningful connections across different subjects.

⇒ **Collaborative Planning and Professional Development:**

The MoE subjects curriculum plan is developed collaboratively by the teaching team to align topics, concepts, and objectives, promoting interdisciplinary learning opportunities.

MoE subject teachers in KG cycle work closely with class teachers and inclusion teachers, when appropriate, to discuss individual student progress and share effective teaching practices that support diverse learning needs.

MoE subject teachers are actively involved in all continuous professional development (CPD) initiatives to enhance pedagogical practices and ensure high-quality instruction across the early years.

## 5. Active learning through play.

At KIS, we believe that young children learn best through active, hands-on experiences. Learning through play is central to our kindergarten philosophy, fostering curiosity, creativity, and exploration.

Teachers provide a balance of structured and unstructured play opportunities, both indoors and outdoors, to encourage children to discover, investigate, and make sense of the world around them. Purposeful play experiences are designed to help children apply new knowledge, demonstrate understanding, and develop confidence.

Child-initiated and play-based learning are key components of daily routines. Teachers support learning by engaging in play, observing, questioning, and extending children's thinking.

At KIS, early years education is valued as a vital stage of development—nurturing the foundations for lifelong learning rather than simply preparing children for the next phase of schooling.

## 6. Assessment and record keeping

Assessment at KIS is an integral part of teaching and learning, designed to support every child's development and ensure alignment with MoE standards and learning outcomes.

- ⇒ **Formative and Observational Assessments:** Educators implement ongoing formative assessments, developmental screenings, and observational assessments in line with the ADEK School Assessment Policy. These assessments are age-appropriate and tailored to each child's developmental stage, providing meaningful insights to guide instruction and support individual learning needs.
- ⇒ **Alignment with MoE Standards:** All assessments are designed to reflect the MoE learning frameworks, ensuring that progress in Arabic Language, Islamic Studies, and Social Studies is monitored against nationally recognized outcomes.
- ⇒ **Baseline Assessments:** Baseline tests are administered to determine Arabic language proficiency and inform appropriate instructional support.
- ⇒ **Documentation and Reporting:** Assessment outcomes are systematically documented and communicated to parents, ensuring transparency and active engagement in their child's learning journey. Data from assessments are also used to inform curriculum planning and teaching strategies, fostering continuous improvement in educational delivery.

Parents receive an overview of student achievement at the end of each term. A full report is sent to parents at the end of each term, providing a summative record of the child's achievement and identifying targets for their next steps in learning.

## 7. Monitoring

At KIS, the Senior Leadership Team (SLT) is responsible for monitoring the quality of teaching and learning within the kindergarten (Pre-KG1 to KG2). This process includes observing lessons, reviewing planning, analysing assessment data, and examining children's work to ensure that high standards of teaching and learning are consistently maintained.

Findings from monitoring are used to inform future planning, identify strengths, and address areas for development, ensuring continuous improvement in educational practice and outcomes for all children.

## **8. Parents and teachers as partners**

At KIS, we value strong partnerships between staff, parents, and children, recognizing that collaboration between home and school greatly enhances children's learning, development, and well-being. Parents are regarded as a child's first educators, and their active involvement is encouraged through regular communication, weekly newsletters, meetings, and participation in MoE subject-related activities and events.

Teachers foster positive relationships with children by greeting them warmly each day and supporting their social and emotional growth through daily interactions and the Personal, Social, and Emotional Development program. Learning takes place individually, in small groups, and within the larger class community, ensuring that each child feels supported, confident, and valued.

To strengthen home–school connections, KIS provides instructional materials, shares learning outcomes regularly, and encourages parents to engage in Arabic language learning at home. This partnership nurtures a collaborative environment where every child can thrive.

## **9. Equal opportunities**

At KIS, we are committed to providing equal learning opportunities for all children in the kindergarten (Pre-KG1 to KG2), regardless of gender, ability, culture, religion, language, or social background. Every child is valued as an individual, and teaching practices are inclusive, respectful, and responsive to diverse learning needs.

In delivering the MoE subjects—Arabic Language, Islamic Studies, and UAE Social Studies—teachers ensure that all children have equitable access to learning experiences that celebrate cultural identity, promote respect for diversity, nurture self-esteem, and reinforce the UAE's national identity and values.

We build on the experiences each child brings to school by providing meaningful, enriching, and varied opportunities that broaden their understanding of the world, support their holistic development, and strengthen their sense of belonging to the UAE.

## **10. Transition to Grade One**

At KIS, we recognize the importance of a smooth transition from Kindergarten (Pre-KG1 to KG2) to Grade One. During the final term in KG2, teachers provide opportunities for child-initiated and play-based activities to reinforce independence, confidence, and readiness for more formal learning.

A structured transition programme supports both students and parents, familiarizing them with Grade One routines, expectations, and learning approaches. This includes orientation sessions, classroom visits, and communication regarding learning outcomes in MoE subjects—Arabic Language, Islamic Studies, and UAE Social Studies—ensuring continuity in learning and a strong foundation for future academic success.

## Monitoring and review

Signed ..... Date ..... 15/09/2025

### Head of Arabic Subjects

Signed ..... Date: ..... 15/09/2025

### Vice principle

Signed ..... Date: ..... 15/09/2025

### Principal

#### Next policy review dates:

September 2026

June 2026