

ARABIC LANGUAGE & ISLAMIC STUDIES PROVISION POLICY 26-27

**International School of Creative Science
Nad al Sheba**



Arabic Language and Islamic Studies Provision Policy
(Including Early Years Arabic Provision and MoE Mandatory Subjects Compliance)

DOCUMENT INFORMATION

Field	Detail
Created by	Principal
Created	November 2025
Review	June 2022
Last Review	November 2027
Reviewed by	School Leadership Team
Review Cycle	Annual (or earlier in response to MoE/KHDA updates)

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1 INTRODUCTION

International School of Creative Science – Nad Al Sheba (ISCS NAS) is a values-led British curriculum school in Dubai. Arabic Language and Islamic Studies are central to our identity and ethos. They strengthen students' connection to the UAE, nurture language development and cultural belonging, and reinforce the school's Barakah Culture through excellence, adab, purposeful learning, and respect for others.

ISCS NAS is committed to delivering Arabic Language, Islamic Studies, and UAE mandatory subjects in full compliance with the UAE Ministry of Education (MoE) requirements and the regulatory expectations of KHDA. This includes the use of official MoE curriculum frameworks and the prescribed textbooks available via the MoE portal, updated annually in line with new publications.

2. PURPOSE

This policy sets out how ISCS NAS:

- delivers Arabic Language and Islamic Studies as core components of the school's ethos;
- ensures full compliance with MoE and KHDA mandatory subject requirements;
- implements an age-appropriate, high-quality Arabic provision in the Early Years (FS1–Year 1);
- establishes clear pathways into Arabic A and Arabic B from Year 2;
- ensures consistent curriculum planning, assessment, staffing, timetabling and quality assurance;
- supports inclusion and equitable access for all learners, including Students of Determination.

3. SCOPE

This policy applies to:

- all students from Foundation Stage (FS1 and FS2) through to Year 13;
- all staff involved in the delivery, leadership, quality assurance and support of Arabic Language, Islamic Studies, Social Studies and Moral Education / MSC, and related mandatory subjects.

4. KEY PRINCIPLES

ISCS NAS is guided by the following principles:

- Arabic and Islamic Studies are taught as meaningful, enjoyable and ambitious subjects that support identity, language development, values and character.
- MoE curriculum standards and prescribed textbooks are the sole reference points for statutory content requirements.
- Enrichment materials may be used to enhance learning, provided they align with MoE content and UAE values and laws.
- Arabic, Islamic Studies, Social Studies and Moral Education / MSC are delivered with high expectations, appropriate challenge and clear progression.
- Provision is inclusive and adapted to meet individual needs without lowering entitlement.
- Curriculum implementation is reviewed annually and updated promptly in response to KHDA/MoE guidance.

5. REGULATORY AND COMPLIANCE REQUIREMENTS

ISCS NAS complies with KHDA requirements for UAE mandatory subjects. The school ensures that:

- mandatory subjects are delivered during official school hours as part of the approved timetable;
- minimum weekly instructional time is met for each year group;
- Arab and non-Arab groups are not combined for Arabic, Islamic Education, and Social Studies/MSA due to different curriculum expectations and languages of instruction;
- the MoE curriculum is mandatory and cannot be replaced with alternative content without MoE approval;
- any exemptions or curriculum modifications for Students of Determination are requested and approved by KHDA on a case-by-case basis with professionally substantiated specialist evidence.

6. MOE CURRICULUM FRAMEWORKS AND TEXTBOOKS (MOE PORTAL)

ISCS NAS uses:

- MoE curriculum frameworks for Arabic Language, Islamic Education, and UAE mandatory subjects;
- the official prescribed textbooks and associated resources provided via the MoE portal.
- Textbooks and teacher guides are reviewed annually (minimum) and updated immediately when new MoE editions are released. The Heads of Arabic and Islamic Studies are responsible for ensuring that curriculum maps, long-term plans, and resources reflect the latest MoE publications.

7. EARLY YEARS ARABIC PROVISION (FS1–YEAR 1)

ISCS NAS recognises that early language learning is foundational. In line with KHDA guidance for Arabic Language Provision in the private early childhood education sector, Arabic learning in FS1 to Year 1 is delivered through a language-rich, play-based and immersive approach that develops oral language, vocabulary, phonological awareness and early literacy.

From FS1 to Year 1, ISCS NAS implements a native/immersive Arabic model. This ensures that all children experience consistent exposure to Standard Arabic (Faseeha) through:

- daily structured teacher-led Arabic sessions;
- Arabic integration across routines (greetings, circle time, snack, transitions, play and story time);
- co-planning between Arabic teachers and early years practitioners;
- culturally meaningful contexts linked to Emirati culture and UAE values.

8. MINIMUM INSTRUCTIONAL TIME (FS1–YEAR 1)

ISCS NAS meets the MoE/KHDA minimum instructional time allocations in the Kindergarten phase, including:

- Arabic Language: 200 minutes per week (40 minutes daily, 5 days a week), increasing to 300 minutes per week by 2027–2028.
- Islamic Education: delivered in line with MoE requirements.
- Social Studies: integrated and embedded across daily routines and inquiry-based learning.

9. ISLAMIC STUDIES PROVISION (FS1–YEAR 13)

Islamic Education is taught to both Arab and non-Arab Muslim students.

- **FS1 to Year 1:** Islamic learning is delivered in Arabic through age-appropriate teaching approaches, supported by differentiation and scaffolding.
- **Year 2 to Year 13:** Islamic Education is delivered through separate pathways:
 - Islamic A: taught in Arabic for Arab students.
 - Islamic B: taught in English for non-Arab students.

- Islamic Education is taught using the MoE curriculum and prescribed textbooks as the sole source of statutory curriculum expectations. The teaching of any foreign syllabus for Islamic Education, whether as an alternative or replacement, is not permitted.

10. ARABIC PATHWAYS FROM YEAR 2 (ARABIC A AND ARABIC B)

From Year 2 onwards, students are placed into Arabic pathways in line with MoE and KHDA expectations:

- Arabic A: for Arab nationals and native/fluent Arabic speakers.
- Arabic B: for non-Arab students learning Arabic as an additional language.
- Students must be placed consistently in either Arabic A or Arabic B. Students cannot be placed in Arabic A for one mandatory subject and Arabic B for another.
- Placement is determined using:
 - the student's nationality (as recorded on Emirates ID) for statutory grouping requirements;
 - baseline language information, teacher observation, and age-appropriate assessments
 - parental consultation, where applicable.

11. MANDATORY PLACEMENT RULES AND KHDA APPROVALS

ISCS NAS implements the following placement rules:

- Students holding an Arab passport must be placed in Arabic A, unless an exception has been formally approved by KHDA.
- Students in Arabic B may be considered for Arabic A placement if they demonstrate the appropriate Arabic standards to access the curriculum successfully.
- Any movement between pathways is carefully reviewed and implemented only where it is educationally appropriate, feasible within timetabling requirements, and aligned with KHDA guidance.

12. ANNUAL REVIEW OF ARABIC PATHWAY PLACEMENT

Arabic pathway placement is reviewed annually to ensure the student is in the most appropriate provision for progress and achievement. The review process includes:

- attainment and progress information;
- teacher professional judgement;
- student engagement and wellbeing;
- parental consultation;
- any KHDA or MoE updates relevant to Arabic provision.

13. SOCIAL STUDIES AND MORAL EDUCATION / MSC

ISCS NAS ensures compliance with KHDA requirements for UAE mandatory subjects as follows:

- Arabic A students: receive Social Studies and Moral Education in line with MoE expectations.
- Arabic B students: receive Moral, Social and Cultural Studies (MSC) in line with KHDA expectations.
- In the Early Years, Social Studies concepts are embedded through routines, inquiry-based learning, and UAE cultural identity experiences.

14. STAFFING AND LEADERSHIP STRUCTURE

ISCS NAS maintains a clear leadership structure to ensure high-quality delivery and compliance. The school has:

- Head of Arabic A (whole school)
- Head of Arabic B (whole school)

- Head of Islamic A (whole school)
- Head of Islamic B (whole school)
- Social Studies Coordinator

All teachers are expected to follow MoE curriculum requirements and the school's agreed curriculum mapping and assessment expectations.

15. INTERVENTION AND SUPPORT

ISCS NAS provides Arabic intervention support for students who require additional help to access the curriculum. Interventions are planned based on assessment information and teacher judgement, and may include:

- targeted small-group support
- additional vocabulary and phonics support
- structured speaking and listening practice
- adapted resources aligned to MoE content

16. BARAKAH CULTURE AND ISLAMIC LESSONS

ISCS NAS places Barakah Culture at the heart of all learning. Within Arabic and Islamic Studies, this includes:

- intention (niyyah) in learning and worship understanding
- excellence (ihsan) in effort, conduct and presentation
- adab in speech, listening and classroom behaviour
- reflection and personal development
- service and responsibility as part of Islamic character and UAE values

Teachers explicitly model and reinforce these principles in lesson routines, student interactions, and classroom culture.

17. ASSESSMENT, RECORDING AND REPORTING

ISCS NAS uses assessment systems appropriate to each phase to monitor progress and attainment in Arabic and Islamic Studies. In the Early Years, assessment is primarily formative and observational.

Across the school, assessment information is used to:

- identify gaps and inform planning;
- provide targeted support and intervention;
- report progress to parents in line with school reporting cycles;
- provide evidence to KHDA when requested.

18. INCLUSION AND STUDENTS OF DETERMINATION

ISCS NAS is committed to equitable access for all learners. Students of Determination are supported through:

- adaptive teaching and appropriate classroom accommodations;
- targeted interventions;
- individual education plans where required.

Any request for exemption from, or modification to, mandatory subject requirements is made only in line with KHDA procedures and requires professionally substantiated specialist evidence. Such requests are reviewed case-by-case.

19. PROFESSIONAL DEVELOPMENT

ISCS NAS ensures continuous professional development for Arabic and Islamic Studies staff. Training priorities include:

- effective teaching of Arabic in early childhood settings;
- strategies for additional language learners;
- curriculum and assessment requirements;
- inclusive practice;
- pedagogical approaches aligned to KHDA guidance.

20. MONITORING, QUALITY ASSURANCE AND REVIEW

The quality of Arabic and Islamic Studies provision is monitored through:

- curriculum reviews and annual mapping checks;
- learning walks, lesson observations and work scrutiny;
- assessment moderation and progress review meetings;
- student voice and parent feedback;
- compliance review of timetables, staffing and grouping.

This policy is reviewed annually and updated in response to any new MoE publications, KHDA guidance, or inspection feedback.

REFERENCES

This policy is informed by:

- KHDA Guidelines on National Mandatory Subjects (2025–26)
- MoE Guidelines for Implementing Mandatory Subjects in Private Kindergartens (2025–26)
- KHDA Arabic Language Provision Guidelines (Early Childhood)
- MoE curriculum frameworks and prescribed textbooks (MoE portal)



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