

EYFS & YEAR 1 ARABIC LANGUAGE POLICY 26-27

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



DOCUMENT INFORMATION

Field	Detail
Created by	Vice Principal / Arabic Department (EYFS and Primary)
Created	September 2026
Review	September 2026
Next Review	September 2027
Reviewed by	Principal / Vice Principal
Review Cycle	Annual

Table of Contents

1. Purpose and Scope
 2. Legislative and Regulatory Framework
 3. ISCS Vision, Mission, Goal and Values
 4. Rationale for Arabic Language Learning
 5. Arabic Language Provision Model
 6. Statutory Requirements and Mandatory Provision
 7. Curriculum Principles
 8. Teaching and Learning Framework
 9. Arabic Literacy Framework
 10. Curriculum Design and Progression
 11. Key Learning Expectations
 12. Assessment, Monitoring and Reporting
 13. Inclusion and Adaptive Teaching
 14. Learning Environment
 15. Home-School Partnership
 16. Professional Development and Performance Review
 17. Roles and Responsibilities
 18. Quality Assurance
 19. Monitoring and Review
- Appendix A - FS1, FS2 and Year 1 Arabic Curriculum Progression Map
 - Appendix B - ISCS Arabic Pedagogy Framework
 - Appendix C - KHDA Compliance Matrix
 - Appendix D - Arabic Provision Timetable Model
 - Appendix E - Monitoring and Evaluation Schedule

1. Purpose and Scope

The purpose of this policy is to establish a clear, consistent and inspection-ready framework for Arabic language provision in FS1, FS2 and Year 1 at the International School of Creative Science (ISCS), Nad Al Sheba.

This policy ensures that Arabic language learning is planned, delivered, assessed and monitored in line with KHDA Arabic Language Provision requirements, Ministry of Education expectations, the EYFS framework, Development Matters and the ISCS Learning and Teaching Policy.

The policy applies to all leaders, Arabic teachers, EYFS and Year 1 class teachers, teaching assistants and any staff involved in the planning, delivery, support, assessment or monitoring of Arabic language learning in FS1, FS2 and Year 1.

2. Legislative and Regulatory Framework

This policy is informed by the following documents and requirements:

- KHDA Policy on Arabic Language Provision in Early Childhood Education, 2025.
- Guide to the Policy on Arabic Language Provision in the Private Early Childhood Education Sector in Dubai, 2025.
- UAE Ministry of Education Mandatory Subject Requirements and any future related guidance.
- EYFS Statutory Framework and Development Matters.
- ISCS Learning and Teaching Policy 2025-2026.
- ISCS Assessment, Curriculum, Inclusion and Safeguarding policies.

Where regulatory guidance is updated, this policy will be reviewed and revised so that Arabic provision remains compliant and aligned to the school improvement priorities.

3. ISCS Vision, Mission, Goal and Values

Our Goal

To create an environment that increases academic, social and emotional success - an environment of strong school connectedness.

Mission

To ignite a passion for learning by creating an inclusive community which fosters virtues, innovation and best practice focused on achieving successful outcomes for all our students.

Vision

Lighting the way to excellence rooted in faith, cultivating lifelong learners and global citizens equipped with a moral compass.

Core Values in Arabic Language Learning

Value	How it is promoted through Arabic
Integrity	Children are encouraged to use language honestly, respectfully and responsibly.
Tolerance	Children learn to respect linguistic diversity, different cultures and the heritage of the UAE.
Collaboration	Children learn Arabic through shared play, dialogue, group work and purposeful interaction.
Courage	Children are supported to take risks, try new vocabulary and communicate with confidence.
Compassion	Children build empathy through stories, conversations and respectful communication.

4. Rationale for Arabic Language Learning

Arabic is a core part of the cultural identity, heritage and lived experience of children growing up in Dubai and the UAE. At ISCS, Arabic language learning is not limited to a discrete subject. It is part of a rich, values-led curriculum that develops communication, cultural awareness, confidence and identity.

Early language acquisition supports cognitive development, listening, attention, problem-solving, memory, social interaction and early literacy. For children aged four to six, learning Arabic through play, stories, songs, rhymes and immersive experiences supports the development of Standard Arabic in a natural and meaningful way. The previous EYFS Arabic Curriculum Policy established the importance of a play-based Arabic programme, songs, games, themed learning, cultural insights into Dubai and the UAE, and a gradual introduction to vocabulary and the Arabic alphabet. This policy builds on those strengths and updates provision to reflect current KHDA requirements.

5. Arabic Language Provision Model

ISCS operates a progressive Arabic language provision model which reflects children's developmental stages and linguistic backgrounds whilst ensuring compliance with KHDA requirements.

FS1 and FS2

Arabic-Based Language of Instruction Model

In FS1 and FS2, Arabic is integrated throughout children's daily learning experiences and forms a significant component of the learning environment.

Arabic learning is embedded through:

- Structured Arabic teacher-led sessions
- Continuous provision
- Child-initiated play
- Learning centres
- Storytelling
- Songs and rhymes
- Outdoor learning
- Daily routines
- Small-group interactions
- Whole-group interactions
- Cross-curricular experiences

Arabic teachers work alongside EYFS practitioners to ensure children encounter Arabic naturally throughout the day.

Children experience Arabic in authentic and meaningful contexts which support language acquisition and confidence.

Year 1

Year 1 provision is differentiated according to students' linguistic backgrounds.

Native Arabic Speakers

Arabic-Based Language of Instruction Model

Native Arabic-speaking students continue within an Arabic-Based Language of Instruction Model.

Provision focuses on:

- Oral language fluency
- Reading comprehension
- Vocabulary development
- Writing development
- Academic language
- Cultural understanding

Non-Native Arabic Speakers

Arabic-Based Bilingual Model

Non-native Arabic-speaking students follow an Arabic-Based Bilingual Model.

Provision focuses on:

- Language acquisition
- Listening and speaking
- Vocabulary development
- Reading readiness and development
- Writing development
- Communication skills
- Cultural understanding

Teachers use appropriate scaffolds and adaptive teaching strategies to support successful language acquisition.

Non-native Arabic speakers may follow an Arabic based language of instruction model subject to an assessment to confirm their ability to access the curriculum.

Collaborative Practice

Arabic teachers and classroom practitioners work collaboratively to:

- Plan learning experiences
- Assess progress
- Adapt provision
- Support individual needs
- Create language-rich environments
- Ensure continuity and progression

6. Statutory Requirements and Mandatory Provision

6.1 Instructional Time

From September 2025, children aged four to six must be exposed to Arabic language learning for at least one-third of their weekly instructional time. This includes structured teacher-led provision as well as planned Arabic interactions during the wider daily routine.

Children must receive a minimum of 200 to 300 minutes per week of structured Arabic teacher-led activities, including through the school's Islamic and Qur'an curricula. ISCS will ensure that these minutes are timetabled, documented and available for review if requested by KHDA.

Arabic provision will include a balanced mix of child-led, teacher-led, whole-group, small-group and individual learning experiences. Arabic teachers will be present in classrooms or learning areas at different times across the week so that Arabic is experienced in authentic contexts, not only in isolated lessons.

6.2 Staffing and Teacher Allocation

- A sufficient number of appropriately qualified teachers of Arabic will be employed to meet the policy requirements.
- All teachers delivering Arabic will be registered in the KHDA system.
- No Arabic teacher will be responsible for more than 75 children within the defined age group across all allocated classes.
- Weekly Arabic teaching schedules will be clearly documented and monitored.
- The same group of children will interact with the same Arabic teacher across different activities and different days to support relationship, consistency and progression.

6.3 Qualifications, Training and Review

- Arabic teachers will meet KHDA qualification and experience requirements within the designated compliance period.
- Arabic teachers will complete at least 20 hours of relevant professional development annually.
- Arabic teachers will be included in the ISCS appraisal and performance review process.
- Performance review will include planning, teaching, assessment, professional learning and targets for improvement.

7. Curriculum Principles

Arabic provision at ISCS is founded on the following principles:

- Arabic and Emirati culture are meaningful, enjoyable and visible parts of children's daily experiences.
- Standard Arabic is modelled accurately by native or fluent Arabic speakers in meaningful contexts.
- Provision builds on each child's linguistic starting point, including home language, dialect and prior exposure to Arabic.
- Oral language, listening and speaking are prioritised in the early stages of learning.
- Learning is active, playful and inquiry-based, reflecting high-quality early childhood practice.
- Vocabulary is repeated across multiple contexts so that children retain and use it functionally.
- Phonological awareness, phonics, vocabulary, reading comprehension and fluency are explicitly developed.
- Children develop motor skills for speech, mark making and writing before formal writing expectations increase.
- Assessment is continuous and directly informs planning and next steps.
- Parents are supported to engage positively with their child's Arabic language development.

8. Teaching and Learning Framework

Arabic teaching reflects the ISCS Learning and Teaching Policy. Effective Arabic learning is evident when children are engaged, happy, secure, challenged, supported and able to demonstrate their learning in a variety of ways.

8.1 Characteristics of Effective Learning (EYFS only)

Characteristic	Arabic language application
Playing and Exploring	Children investigate Arabic through role play, stories, games, songs, objects, movement and learning centres.
Active Learning	Children practise language repeatedly, remain motivated, build confidence and experience success.
Creating and Thinking Critically	Children make connections, explain ideas, predict story events, solve problems and use Arabic creatively.

8.2 ISCS 5Rs in Arabic Learning

5R	Arabic learning behaviour
Resilient	Children keep trying when pronouncing new sounds, learning letters or using unfamiliar vocabulary.

5R	Arabic learning behaviour
Resourceful	Children use visuals, gestures, songs, prompts, peers and adults to support communication.
Reflective	Children revisit learning, retell stories and recognise what they can now say, hear, read or write.
Responsible	Children listen carefully, take turns, care for books and resources, and collaborate respectfully.
Ready to Reason	Children predict, explain, sequence, justify simple choices and make links between words, pictures and experiences.

8.3 Lesson and Session Design

Arabic sessions will be developmentally appropriate and may not always follow the same structure as Key Stage 1 and above. However, all planned sessions will include clear learning intentions, high-quality modelling, active participation, assessment for learning and opportunities for children to practise language in meaningful contexts.

- Teacher modelling of accurate Standard Arabic pronunciation.
- Use of concrete objects, pictures, actions, gestures and visual prompts.
- Opportunities for talk, repetition and rehearsal.
- Play-based or practical application.
- Assessment of understanding and responsive adaptation.
- Links to themes, stories, UAE culture, daily routines or prior learning.

9. Arabic Literacy Framework

Arabic literacy instruction is built upon five essential components of early reading development. These are used to plan progressive and systematic learning while ensuring that practice remains age-appropriate and play-based.

Component	ISCS approach
Phonological Awareness	Children hear, recognise, distinguish and manipulate sounds and syllables orally before written symbols are introduced.
Phonics	Children learn the relationship between printed Arabic letters, syllables and their corresponding sounds when they are developmentally ready.
Vocabulary	Children develop a rich repertoire of Standard Arabic words through repetition, themes, stories, songs, play and real-life contexts.
Reading Comprehension	Children build understanding through listening to stories, predicting, sequencing, retelling, questioning and discussing characters and events.
Fluency	Children develop increasing confidence, accuracy and automaticity through repeated exposure, shared reading, oral rehearsal and familiar texts.

9.1 Early Writing and Fine Motor Development

Writing develops from mark making, physical development and fine motor control. Children practise pre-writing patterns, pencil grip, directional movement, tracing, letter formation and early word writing when they are ready. Formal mechanical writing is introduced gradually and is linked to phonics progression.

9.2 Reading Readiness before Formal Reading

In FS1 and early FS2, Arabic reading readiness prioritises listening, oral sound discrimination, stories, vocabulary and familiarity with the shapes and sounds of Arabic. Written letters, syllables and words are introduced gradually according to readiness and progress.

10. Curriculum Design and Progression

The Arabic curriculum is sequenced across FS1, FS2 and Year 1 to ensure progression from oral language and play-based exposure towards systematic early literacy and increasing independence.

10.1 FS1

FS1 focuses on readiness for Arabic learning. Children encounter Arabic naturally through songs, rhymes, stories, greetings, routines, games, sensory learning, role play and cultural experiences. The emphasis is on listening, enjoyment, confidence, vocabulary and oral sound awareness.

10.2 FS2

FS2 continues to prioritise oral language while introducing more structured phonological awareness, selected letter-sound correspondence, early mark making and story comprehension. Learning remains practical and playful, with teaching adapted to children's linguistic starting points.

10.3 Year 1

Year 1 builds on EYFS foundations and provides a bridge to the formal Arabic curriculum. Children develop more systematic phonics, reading of simple words and texts, sentence-level oral language and early writing for communication. Provision remains active and appropriately scaffolded.

11. Key Learning Expectations

Children aged four to six develop linguistic competencies at different rates depending on their linguistic background and starting points. Progress will be considered across four broad stages: Emerging, Developing, Proficient and Mastering. These stages are used to inform teacher assessment, planning and transition.

Stage	Description
Emerging	The child demonstrates basic or initial understanding of the competency.
Developing	The child has a partial grasp of the competency but does not yet demonstrate it consistently or independently.
Proficient	The child consistently demonstrates the competency and meets age-appropriate expectations.
Mastering	The child confidently applies the competency and can transfer it to contexts beyond taught words or familiar tasks.

11.1 FS1 Key Learning Expectations

Area	FS1 expectations
Listening and Understanding	Responds to familiar Arabic greetings, songs, classroom words, gestures and simple instructions. Shows enjoyment when listening to Arabic stories, songs and rhymes.
Speaking	Uses familiar Arabic words, joins in with repeated phrases, attempts simple greetings and communicates basic needs or ideas through words, actions or supported phrases.
Phonological Awareness	Notifies and imitates Arabic sounds, rhythms and rhymes. Participates in listening games and begins to distinguish familiar sounds orally.
Vocabulary	Acquires topic-based vocabulary linked to self, family, colours, numbers, animals, classroom routines, UAE culture and familiar stories.
Reading Readiness	Handles books appropriately, recognises that Arabic print carries meaning, notices Arabic labels and engages with pictures and story sequences.
Writing Readiness	Develops fine motor skills through mark making, tracing, drawing, sensory writing, pattern making and pre-letter formation activities.

11.2 FS2 Key Learning Expectations

Area	FS2 expectations
Listening and Understanding	Follows familiar instructions, responds to questions, listens to stories and identifies key events, characters or repeated language with support.
Speaking	Uses simple phrases and sentences, joins conversations, names familiar objects, answers simple questions and retells parts of a story using prompts.
Phonological Awareness	Identifies and distinguishes target sounds, recognises rhyme and syllable patterns, blends and segments simple oral sound units as appropriate.
Phonics	Recognises selected Arabic letters, links letters to sounds and begins to identify initial sounds in familiar words.

Area	FS2 expectations
Vocabulary	Uses an increasing range of Standard Arabic vocabulary across themes, stories, routines and play contexts.
Reading Comprehension	Predicts from pictures, sequences events, retells familiar stories and answers simple who, what and where questions.
Writing	Forms selected letters, copies familiar words, experiments with writing and develops control, directionality and pencil confidence.

11.3 Year 1 Key Learning Expectations

Area	Year 1 expectations
Listening and Understanding	Understands longer spoken instructions, responds to familiar classroom language and demonstrates comprehension of short spoken texts.
Speaking	Speaks in simple and increasingly complete sentences, participates in discussions, retells familiar experiences and uses learnt vocabulary in context.
Phonics and Word Reading	Recognises taught letters and sounds, blends and segments simple words, reads familiar words and begins to decode simple texts.
Vocabulary	Applies topic vocabulary and begins to use synonyms, opposites and related words where appropriate.
Reading Comprehension	Answers questions about simple texts, retells key events, predicts outcomes and uses pictures and prior knowledge to support understanding.
Writing	Forms letters correctly, writes familiar words and simple sentences, and begins to communicate meaning in writing with support.

12. Assessment, Monitoring and Reporting

Assessment is continuous, formative and used to inform planning. Arabic teachers assess children from their starting points and identify next steps across listening, speaking, phonological awareness, phonics, vocabulary, comprehension, reading and writing.

12.1 Assessment Methods

- Observation during play, routines and structured activities.
- Learning conversations and oral responses.
- Small-group assessment tasks.
- Story retelling, sequencing and questioning.
- Phonics and vocabulary checks where appropriate.
- Mark making, letter formation and writing samples.
- Review of work, displays, learning journals and teacher records.

12.2 Use of Assessment Information

- Identify each child's current stage of learning.
- Plan targeted next steps and adapt teaching.
- Group children flexibly according to proficiency and need.
- Identify children requiring additional support or challenge.
- Report attainment and progress to parents.
- Support transition between FS1, FS2, Year 1 and the next phase of learning.

12.3 Reporting

Parents will receive regular information about their child's progress in Arabic. Reporting will include strengths, next steps and practical ways families can support language development at home.

13. Inclusion and Adaptive Teaching

Arabic language learning is inclusive and accessible to all children. Teachers recognise that children enter the setting with varied linguistic backgrounds, including native Arabic speakers, children exposed to Arabic dialects, bilingual children, non-Arabic speakers, EAL learners, Students of Determination and More Able learners.

Teachers adapt teaching through:

- Clear modelling and repeated language exposure.
- Visual prompts, real objects, gestures and picture cues.
- Dual-language support where appropriate.
- Scaffolds, sentence stems and oral rehearsal.
- Flexible grouping and targeted intervention.
- Additional processing time.
- Challenge through extended vocabulary, retelling, questioning, independent reading or writing tasks.
- Collaboration with inclusion staff and support assistants where appropriate.

14. Learning Environment

The learning environment supports Arabic language acquisition and reflects the ISCS expectation that classrooms are purposeful, stimulating, clean, uncluttered and used to support learning.

- Arabic labels and environmental print are visible and purposeful.
- Arabic books, stories, puppets and props are accessible.
- Working walls and displays support current vocabulary, sounds, stories and themes.
- Learning centres provide opportunities for Arabic conversation and play.
- Resources reflect Emirati culture, identity and heritage.
- Displays are updated regularly to celebrate learning and support progression.

15. Home-School Partnership

Parents are key partners in children's Arabic language development. ISCS will support parents to understand expectations, celebrate progress and reinforce Arabic learning positively at home.

- Curriculum information and parent workshops.
- Home learning activities linked to songs, stories, sounds or vocabulary.
- Arabic reading opportunities where appropriate.
- Progress meetings and written feedback.
- Cultural events and celebrations linked to UAE identity and Arabic language.
- Practical guidance for parents who do not speak Arabic at home.

16. Professional Development and Performance Review

Arabic teachers will participate in a minimum of 20 hours of relevant professional development annually. Training will support high-quality early childhood Arabic teaching and ensure staff understand how children acquire Standard Arabic.

Professional development may include:

- Early childhood pedagogy and child development.
- Play-based and inquiry-based learning.
- Arabic phonological awareness and phonics.
- Vocabulary acquisition and oral language development.
- Assessment and moderation.
- Inclusion and adaptive teaching.
- Use of stories, songs, rhymes and cultural learning.
- Collaborative planning with class teachers.

Arabic teachers will be included in the school's appraisal process. Observations, learning walks and professional dialogue will focus on planning, teaching, assessment, classroom environment, collaboration and children's progress.

17. Roles and Responsibilities

Role	Responsibilities
Principal and Vice Principal	Ensure statutory compliance, monitor implementation, allocate resources, review impact and report to governance where required.
Head of Arabic / Arabic Lead	Lead curriculum design, support planning, monitor teaching quality, review assessment data and coordinate professional development.
EYFS and Primary Leaders	Ensure Arabic is integrated into phase planning, routines, learning environments and transition arrangements.
Arabic Teachers	Plan and deliver high-quality Arabic provision, assess progress, collaborate with class teachers, maintain records and engage parents.
Class Teachers	Collaborate with Arabic teachers, reinforce vocabulary and routines, support children during integrated Arabic learning and contribute to assessment discussions.
Teaching Assistants	Support children's access to Arabic learning, reinforce routines and use agreed prompts under teacher guidance.
Inclusion Team	Advise on adaptive strategies for Students of Determination, EAL learners and children requiring additional support or challenge.
Parents	Encourage positive attitudes towards Arabic, engage with home learning and attend relevant workshops or meetings.

18. Quality Assurance

The quality and impact of Arabic provision will be monitored through the ISCS monitoring and evaluation cycle. Evidence will be used to celebrate strengths, identify priorities and improve outcomes.

- Lesson observations and drop-ins.
- Learning walks focused on environment, interaction and language use.
- Planning scrutiny and review of medium-term plans.
- Assessment analysis and progress review.
- Work scrutiny and learning journal review.
- Student voice and parent feedback.
- Professional dialogue with Arabic and class teachers.
- Review of timetable, staffing and statutory provision requirements.

Monitoring will consider whether children are making progress from their starting points, whether Arabic is visible and meaningful in the learning environment, and whether structured teacher-led learning and integrated provision are being implemented consistently.

19. Monitoring and Review

This policy will be reviewed every two years or sooner if KHDA, MOE or school requirements change. The Vice Principal and Arabic Department are responsible for monitoring implementation and recommending revisions. This policy supersedes the EYFS Arabic Curriculum Policy Jan 2024 and should be read alongside the ISCS Learning and Teaching Policy, Curriculum Policy, Assessment Policy and Inclusion Policy.

Approved by: _____

Date: _____

Next Review: September 2027

Appendix A - FS1, FS2 and Year 1 Arabic Curriculum Progression Map

This progression map supports curriculum planning and assessment. It should be used alongside medium-term planning and teacher assessment records.

Area	FS1	FS2	Year 1
Listening	Responds to greetings, songs, stories, gestures and simple instructions.	Follows familiar instructions and responds to questions about stories, songs and routines.	Understands longer spoken instructions and short spoken texts linked to familiar themes.
Speaking	Uses familiar words, greetings and repeated phrases with adult support.	Uses simple phrases and sentences, answers simple questions and retells with prompts.	Uses complete simple sentences, participates in discussion and retells familiar experiences.
Phonological Awareness	Imitates sounds, rhythms and rhymes; participates in listening games.	Identifies target sounds, syllables and rhymes; begins oral blending and segmenting.	Uses sound knowledge to support decoding, spelling and pronunciation.
Phonics	Becomes familiar with the sounds and visual shapes of Arabic through play and exposure.	Recognises selected letters and links them to sounds.	Recognises taught letters and sounds systematically; blends and segments simple words.
Vocabulary	Learns words linked to self, family, colours, numbers, animals, routines and UAE culture.	Uses wider vocabulary linked to themes, stories, classrooms, emotions and daily life.	Applies topic vocabulary and begins to use related words, synonyms and opposites.
Reading Comprehension	Engages with pictures, stories, songs and repeated phrases.	Predicts from pictures, sequences events and answers simple questions.	Answers questions about simple texts and retells key events in order.
Reading Fluency	Joins repeated phrases in songs and rhymes.	Reads or recites familiar words and phrases with adult support.	Reads simple familiar words, phrases and short texts with increasing accuracy.
Writing Readiness and Writing	Develops fine motor control through mark making, drawing, tracing and sensory writing.	Forms selected letters, copies familiar words and experiments with writing.	Forms letters correctly, writes familiar words and constructs simple sentences.
Culture and Identity	Explores UAE symbols, greetings, songs and cultural stories.	Uses Arabic in cultural contexts and recognises key features of UAE heritage.	Connects Arabic language learning to UAE culture, values and community life.

Appendix B - ISCS Arabic Pedagogy Framework

The ISCS Arabic Pedagogy Framework summarises how Arabic teaching translates policy expectations into classroom practice.

Pedagogical Strand	Classroom Practice
Positive Ethos	Arabic is presented as enjoyable, meaningful and connected to Emirati culture and identity.
Language Immersion	Children hear accurate Standard Arabic in daily routines, play, stories, songs and teacher-led learning.
Play-Based Learning	Children practise language through purposeful play, exploration, role play, games and learning centres.
Storytelling	Stories build vocabulary, comprehension, sequencing, prediction, character understanding and oral retelling.
Songs and Rhymes	Songs and rhymes develop rhythm, pronunciation, memory, vocabulary and confidence.
Phonological Awareness	Children learn to hear, distinguish and manipulate Arabic sounds orally before formal decoding.
Systematic Phonics	Letters and sounds are introduced gradually, linked to meaningful words and children's readiness.
Vocabulary Development	New vocabulary is repeated across different contexts and used functionally in play and conversation.
Comprehension	Children predict, question, retell, sequence and discuss stories and simple texts.
Writing Readiness	Fine motor development, mark making and letter formation prepare children for writing.
Assessment for Learning	Adults observe, question, adapt and use assessment to plan next steps.
Home Partnership	Parents are supported to reinforce Arabic positively through practical home learning and regular feedback.

Appendix C - KHDA Compliance Matrix

Requirement	ISCS Evidence / Implementation	Lead
Arabic policy reviewed and published	This policy supersedes the EYFS Arabic Curriculum Policy and sets expectations for FS1, FS2 and Year 1.	Vice Principal / Arabic Lead
Provision model identified	ISCS operates a Arabic language of instruction model in EYFS ISCS operates a Arabic language of instruction model in Y1 for native speakers ISCS operates an Arabic-based bilingual model for non-native speakers in Y1	Senior Leadership Team
Minimum one-third instructional time	Arabic exposure is planned across structured sessions and integrated daily routines.	EYFS / Primary Leaders
200 to 300 minutes structured teacher-led learning weekly	Weekly Arabic schedules record teacher-led provision for FS1, FS2 and Year 1.	Arabic Lead
Qualified and registered teachers	Arabic teachers are KHDA registered and qualification compliance is monitored.	HR / Principal
Teacher allocation of no more than 75 children	Arabic deployment is reviewed through staffing plans and timetables.	Principal / Vice Principal
Collaborative planning	Arabic teachers plan with class teachers through medium-term plans and weekly dialogue.	Arabic Lead / Phase Leaders
Play-based and integrated learning	Provision includes stories, songs, rhymes, child-led play, teacher-led activities and routines.	Arabic Teachers
Continuous assessment	Assessment records track progress in listening, speaking, phonological awareness, phonics, vocabulary, reading and writing.	Arabic Teachers
Use of key learning expectations	Expectations in Section 11 and Appendix A guide assessment, planning and transition.	Arabic Lead
Parent engagement	Parents receive feedback, workshops and home learning guidance.	Phase Leaders / Arabic Teachers
Professional development	Arabic teachers complete at least 20 hours of relevant annual training.	Vice Principal / Arabic Lead
Performance review	Arabic teachers are included in observations, appraisal, targets and professional dialogue.	Senior Leadership Team
Evidence available for KHDA	Curriculum plans, assessment data, timetables, QA evidence and policy documents are maintained.	Vice Principal

Appendix D - Arabic Provision Timetable Model

The timetable model below is indicative. Actual schedules will be adapted annually to staffing, class organisation and operational needs, while maintaining the mandatory provision requirements.

Provision Element	Minimum / Frequency	Purpose
Structured Arabic teacher-led learning	200 to 300 minutes per week	Whole-group, small-group and targeted activities led by the Arabic teacher and through Islamic Studies and Qur'an
Integrated Arabic routines	Regular planned exposure across the week	Greetings, transitions, classroom instructions, snack or mealtime language and classroom routines.
Child-initiated Arabic play	Planned opportunities across continuous provision	Adults support as play partners, modelling vocabulary and extending language.
Story, song and rhyme sessions	Frequent short sessions	Oral language, vocabulary, rhythm, pronunciation and comprehension.
Outdoor and practical language	Planned across the week	Movement games, positional language, nature vocabulary, number and instruction following.
Assessment and intervention	Ongoing	Flexible groups for children requiring reinforcement or challenge.

Appendix E - Monitoring and Evaluation Schedule

Timing	Monitoring Activity	Lead
Beginning of Year	Baseline review of children's linguistic starting points, timetable compliance and classroom environment.	Arabic Lead / Phase Leaders
Half-Termly	Planning review, assessment update and discussion of children requiring support or challenge.	Arabic Teachers / Class Teachers
Termly	Learning walk, work or learning journal review, environment review and progress analysis.	Vice Principal / Arabic Lead
Termly	Parent communication and progress reporting in line with school assessment calendar.	Arabic Teachers / Phase Leaders
Annually	Review teacher professional development hours, appraisal targets and impact of training.	Vice Principal / Principal
Annually	Policy and provision review against KHDA guidance, MOE requirements and school priorities.	Senior Leadership Team

References

- Knowledge and Human Development Authority. Guide to the Policy on Arabic Language Provision in the Private Early Childhood Education Sector in Dubai. August 2025.
- International School of Creative Science - Nad Al Sheba. Learning and Teaching Policy 2025-2026.
- UAE Ministry of Education Mandatory Subject Requirements and related guidance.
- Early Years Foundation Stage Framework and Development Matters.



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE



British School Overseas
Inspected DFE Accredited