

Arabic Subject Policy: 2026-27

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1. INTRODUCTION

This Arabic Language Policy establishes a structured framework for delivering Arabic to Non-Arabic Speakers from KG1–Grade 8 at Dhruv Global School.

It ensures alignment with:

- **UAE Ministry of Education (MOE) Arabic for Non-Native Speakers Curriculum**
- **Knowledge & Human Development Authority (KHDA) Requirements**
- **Competency-Based & Communicative Language Teaching Approaches**
- **School Vision: Building Communication Skills, Cultural Awareness, and Student Progress**

2. AIMS OF THE ARABIC PROGRAMME

- **Develop foundational language proficiency** in listening, speaking, reading, and writing, based on MOE learning outcomes.
- **Build communicative competence** for everyday situations to enable confident interaction within the UAE community.
- **Foster an appreciation of Emirati and Arab culture** and promote positive attitudes towards the Arabic language.
- **Implement a student-centered, constructivist approach** that emphasizes active participation, discovery, and real-world application over rote memorization.
- **Ensure progression for all learner groups**, from beginners to advanced non-native speakers.
- **Create a supportive and inclusive learning environment** that encourages risk-taking and celebrates linguistic effort.

3. CURRICULUM STRUCTURE

3.1 Alignment

The Arabic curriculum follows:

- UAE Ministry of Education (MOE) Arabic for Non-Native Speakers Framework
- KHDA Language Education Guidelines
- School Scheme of Work & Skill Progression Map
- Competency-Based Education Principles

3.2 Curriculum Components

- **Language Skills (Listening, Speaking, Reading, Writing):** Balanced development of all four macro-skills through age-appropriate activities.
- **Vocabulary & Grammar:** Focus on high-frequency, functional language and basic sentence structures necessary for communication.

- **Communicative Competence:** Learning is centered on practical, real-life communication scenarios (e.g., greetings, shopping, describing family).
- **Cultural Awareness:** Integration of Emirati/Arab traditions, values, and identity into lessons.
- **UAE & Real-Life Connections:** Contextualizing language learning within the students' daily environment in the UAE.
- **Digital Integration:** Use of multimedia and educational technology to enhance engagement and provide authentic language input.

3.3 Progression of Learner Groups

The curriculum ensures **progression across all groups of learners:**

Beginner / Emerging Students

- Core, high-frequency vocabulary
- Visual and kinesthetic support
- Simplified sentence frames
- Focus on listening and speaking

Intermediate / Developing Students

- Expanded vocabulary and sentence structures
- Guided reading and writing tasks
- Structured conversational practice
- Reinforcement activities

Proficient Students

- MOE on-level expectations
- Independent reading of short texts
- Paragraph writing
- Application of language in new contexts

Advanced / G&T Students

- Extended vocabulary and complex structures
- Creative writing and presentation tasks
- Analysis of simple texts
- Peer teaching and leadership roles in group tasks

Progression is tracked through:

Revised on August 2026

- Assessment data (formative & summative)
- Teacher observation checklists
- Portfolio of spoken/written work
- Standardized internal assessments

4. TEACHING & LEARNING APPROACHES

4.1 Instructional Strategies

Teachers employ a communicative, student-centered approach using:

- **Task-Based Learning:** Students use language to complete meaningful tasks.
- **Communicative Language Teaching (CLT):** Emphasis on interaction as both the means and goal of study.
- **Visuals, Realia, and Multimedia:** To provide context and aid comprehension.
- **Language Games and Role-Play:** To practice language in a fun, low-pressure environment.
- **Cooperative Learning (Pair/Group Work):** To maximize speaking time and peer support.
- **Differentiated Instruction:** Tailoring content, process, and product to meet varied readiness levels and learning profiles.

4.2 Lesson Structure

Each lesson includes clear phases to scaffold learning:

- **Learning Objective** aligned with MOE outcomes.
- **Success Criteria** (e.g., I can...).
- **Starter / Warm-up** to activate prior knowledge.
- **Presentation / Input** of new language (visual, auditory, contextual).
- **Guided & Communicative Practice** (structured to freer activities).
- **Production / Application Task** where students use language creatively.
- **Plenary / Exit Ticket** to check understanding and reflect on learning.

4.3 Differentiation

- **Tiered Tasks & Scaffolded Worksheets:** Different levels of support and challenge within the same learning objective.
- **Visual & Kinesthetic Support:** Use of images, gestures, and manipulatives, especially for beginners.

- **Language Modifications:** Simplified instructions, bilingual word lists, sentence starters for ELL/SEN support.
- **Challenge Extensions:** For G&T/advanced learners (e.g., "can you also say/write...?", creative projects).
- **Flexible Grouping:** Strategic pairing and grouping to support peer learning.

5. ASSESSMENT POLICY

5.1 Purpose of Assessment

Assessment is used to monitor acquisition, inform instruction, identify gaps, and celebrate progress in language development. It focuses on communicative ability and skill growth.

5.2 Internal Assessment Types

- **Formative:**
 - Oral participation and questioning
 - Role-plays and dialogues
 - Short quizzes (digital or paper)
 - Exit tickets
 - Teacher observation notes
 - Drafts of written work
- **Summative:**
 - End-of-unit tests (covering all four skills)
 - Listening and speaking assessments
 - Reading comprehension tests
 - Writing assignments
 - Mid-year and End-of-year exams

5.3 UAE MOE-Aligned Question Types

Assessments incorporate a variety of formats:

- Listening: Picture matching, true/false, short answer
- Speaking: Describe a picture, answer questions, short dialogue
- Reading: MCQ, matching, short comprehension questions
- Writing: Fill-in-the-blanks, sentence formation, short paragraph/email

5.4 Assessment of Different Groups

- **SEN:** Modified test formats (e.g., oral assessments instead of written, reduced number of items).
- **ELL/Beginners:** Extra time, use of visuals in tests, focus on receptive skills initially.

- **G&T/Advanced:** Extended writing prompts, analytical questions, peer-assessment components.

6. MONITORING & QUALITY ASSURANCE

6.1 Monitoring Tools

Quality is ensured through:

- Lesson Observations and Learning Walks
- Scrutiny of Student Work (notebooks, portfolios, assessments)
- Analysis of Assessment Data
- Review of Lesson Plans and Teaching Resources
- Student and Parent Feedback (where appropriate)

6.2 Student Progress Tracking

- Individual Student Tracking Sheets
- Termly Progress Reports
- Portfolio Collections
- Data from Summative Assessments

6.3 Review Cycle

This policy and its implementation are reviewed annually by the Arabic Department and School Leadership, informed by:

- Student achievement data
- KHDA/Inspection feedback
- Teacher feedback and professional development needs
- Updates to the UAE MOE curriculum

7. INCLUSION (SEN, ELL, G&T)

Inclusive practices are embedded to ensure all students can access the curriculum and succeed.

- **SEN:** Modified tasks, multisensory input, clear routines, individualized goals.
- **ELL / Beginners:** Language scaffolding, L1 support when needed, focus on meaning before accuracy.
- **G&T / Advanced Learners:** Depth and complexity tasks, independent research, leadership opportunities in group work.

8. LEARNING ENVIRONMENT EXPECTATIONS

Classrooms are organized to be print-rich and culturally responsive, supporting language immersion.

- Display of key vocabulary and sentence structures
- Visual aids (posters, maps, realia)
- Student work displays
- Cultural displays related to the UAE and Arab world
- Access to a variety of level-appropriate reading materials

9. HOME LEARNING / ASSIGNMENTS

Home learning reinforces classroom learning and promotes independent practice.

- Short, focused practice (e.g., vocabulary review, reading a short text)
- Digital practice via approved language apps or platforms
- Creative tasks (e.g., label items at home, create a simple poster)
- Preparation for speaking tasks
- Differentiated by level and ability

10. ROLES & RESPONSIBILITIES

- **Arabic Teachers:** Deliver engaging, MOE-aligned lessons; implement differentiation; assess progress regularly; create a positive learning environment.
- **Students:** Actively participate; take risks in using the language; complete assignments; show respect for the language and culture.
- **Head of Arabic / HOD:** Lead curriculum development; monitor teaching quality and student progress; organize professional development; liaise with school leadership.
- **School Leadership:** Ensure policy compliance with KHDA/MOE; provide resources and support; oversee overall implementation and review.

11. POLICY REVIEW

This policy is a working document to be reviewed and updated **annually** (or as mandated by regulatory changes) by the Arabic Department in consultation with school leadership. The next scheduled review is **March 2027**.

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