

KG MOE Subject Policy

1. Purpose

To provide a framework for planning, delivering, assessing, and monitoring KG (KG1, KG2) MOE-aligned subjects — fully complying with the latest ADEK requirements for quality, safety, inclusion, staffing, and curriculum.

2. Scope

This policy applies to:

- All early years (KG1, KG2) classes
- All teaching staff, including KG teachers, teaching assistants / inclusion assistants
- KG coordinator, inclusion team, school leadership, and support staff
- Parents and caregivers

3. Core Principles (ADEK-Aligned)

- **Mother Tongue & Identity:** Arabic language is a core pillar from the earliest years.
- **Inclusive & Equitable Access:** All children — including Students of Determination — receive inclusive, high-quality education.
- **Child Safety & Well-being:** Strict compliance with ADEK child-protection, supervision, hygiene, health, and safeguarding policies.
- **Age-appropriate, Play-based Learning:** Curriculum delivery through play, exploration, storytelling, music, and hands-on activities.
- **Quality Staffing & Professionalism:** Adequate staffing ratios; continuous professional development; performance management.
- **Observation-based Assessment & Reporting:** Regular monitoring of progress, development, and well-being rather than formal examinations.
- **Parent Engagement & Communication:** Regular involvement of parents in the learning process and transparent communication.

4. Curriculum Structure & Time Allocation

Given the new ADEK mandate for Arabic, the weekly timetable for KG should reflect sufficient allocation for Arabic plus other key MOE subjects.

Subject / Area	Weekly Time / Frequency*
Arabic Language	240 minutes/week (from 2025/26) — rising to 300 minutes/week from 2026/27. For both native and non-native learners.
English Language	Age-appropriate language exposure, story time, early literacy and oral-language development.
Mathematics	Basic numeracy: numbers, counting, shapes, classification, patterns — via play and manipulatives.
Science / Inquiry	Simple exploration, sensory activities, nature awareness, early science concepts.
Social Studies / UAE Cultural & Moral Education	UAE values, identity, social behaviour, community awareness, moral stories.
Physical Development / Gross Motor Skills	Daily playtime, movement, coordination, health & hygiene habits.
Art & Music	Creative expression, fine-motor development, exploration through art, music, songs.
Islamic / Moral / Character Education	For students where Islamic education applies; otherwise general moral education (values, empathy, respect).

Timetable should be balanced, and Arabic weekly minutes must meet ADEK mandate.

Islamic / Moral Education delivery should respect school's intake (Muslim / non-Muslim), but moral/values education remains universal.

5. Staffing & Class Size Requirements

- Each early years class (KG1, KG2) must have **one qualified teacher + one teaching assistant or inclusion assistant**.
- Class/student-adult ratio must not exceed **12.5:1** for KG per ADEK requirements.
- All teaching staff must have access to **continuous professional development (CPD)**, aligned with ADEK's standards.

6. Teaching & Learning Approach

- Use **play-based, child-cantered, developmentally appropriate practices** — including storytelling, songs, role-play, sensory play, etc.
- Differentiate instruction based on learner profile (native Arabic / non-native, varying developmental needs, Students of Determination).
- Integrate cross-subject learning and thematic units to reinforce concepts (e.g. combining UAE culture, Arabic language, art, and social studies).
- Provide a safe, inclusive, stimulating learning environment — with age-appropriate materials, accessible facilities, and child protection measures.

7. Assessment & Reporting

- Implement **observation-based formative assessment**, developmental checklists, anecdotal records, portfolios — in line with ADEK early learning assessment policy.
- No formal written exams or tests for KG.
- Regular reporting to parents (e.g. 3 times per academic year) on cognitive, social, emotional, physical development and language acquisition (particularly Arabic progress).
- Individualized support for children requiring intervention or additional support (inclusion team, differentiated plans).

8. Inclusion & Wellbeing / Child Protection

- Fully align with ADEK's **Early Education Institutions (EEI)** policies on **child protection, duty of care, health & safety, supervision, personal care, medication if needed, safe pick-up procedures, transport safety, hygiene, nutrition, and environment standards**.
- Ensure inclusive education — accommodate Students of Determination with IEPs / support plans; provide adapted learning and resources as needed.

9. Parent & Community Engagement

- Maintain open communication with parents through newsletters, weekly / monthly updates, parent-teacher meetings, sharing learning resources for home engagement (especially Arabic language reinforcement).

- Encourage parent involvement in cultural events, Arabic-language events, storytelling, UAE heritage celebrations, community-building activities.

10. Governance, Monitoring & Continuous Improvement

- School leadership (KG Coordinator, Academic Director) to monitor compliance with ADEK policy (staffing, Arabic instruction time, safety, inclusion, assessment).
- Annual review of KG policy in light of ADEK updates, inspection results, and feedback from teachers parents and stakeholders.
- Ensure teacher CPD, performance appraisal, resource allocation, and improvements based on monitoring and evaluation data.

11. Transition & Articulation

- Provide smooth transition from Pre-KG to KG1, and from KG to Cycle 1 — with documentation of child's development, language ability, social-emotional readiness, and learning profile.
- Support children (especially non-native Arabic speakers) to transition into Arabic-first instruction in Cycle 1, building on foundation laid in KG.