



مدرسة شيننج ستار أنترناشونال
Shining Star International School, Abu Dhabi

Our Vision

To be a school of innovation & creativity; preparing students for global challenges.

Our Mission

“Our mission is through the combined efforts of our staff, parents, students, and community to develop future leaders with active and creative minds. Our focus is on the holistic development of the individual, social, moral, intellectual, and physical growth, along with a strong sense of heritage and culture.”

Core Values

Care, Ownership, Togetherness, Honesty, Empathy, Gratitude
We ensure that the entire SSIS family follows these values.

KG MOE Subject Policy	
Date of Publishing	30/3/26
Review date	29/3/27
Policy Type	Teaching & Learning
Policy Number	SSIS / Policy/26/42
Authorised by	The School Principal
Authored by	Assistant Principal

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1. Rationale

In alignment with ADEK and MOE requirements, the introduction of Arabic Language, Islamic Education, and Social Studies in Kindergarten aims to strengthen Arabic language acquisition from the early years. It also focuses on building a strong sense of national identity and cultural awareness among young learners, while instilling Islamic values and supporting their moral development. In addition, these subjects contribute to the holistic development of children through integrated and meaningful learning experiences.

As highlighted in ADEK policy, these subjects are mandatory from Kindergarten (Pre-KG to KG2) and serve as a strong foundation for students' future academic learning and personal growth.

At Shining Star International School (SSIS), this policy ensures that MoE subjects are delivered through a play-based, child-centred, and inquiry-driven approach. This approach is carefully aligned with the school's vision of innovation and holistic development, ensuring that learning is engaging, developmentally appropriate, and meaningful for every child.

2. Aims / Purpose

This policy aims to ensure full compliance with ADEK and MoE mandates from the academic year 2025–2026 onwards. It provides a clear structure for the effective teaching of MoE subjects in Kindergarten, including well-defined instructional time, appropriate pedagogical approaches, and suitable assessment methods.

The policy also promotes the integration of MoE subjects with the SSIS thematic curriculum to ensure meaningful and connected learning experiences for students. In addition, it emphasizes the importance of parent engagement in supporting early learning and reinforcing concepts beyond the classroom.

As per MoE guidelines, early childhood education should promote the development of language, identity, and values simultaneously, ensuring a balanced and holistic foundation for young learners.

3. Scope

This policy applies to all Kindergarten levels, including KG1/FS2, and KG2/Year 1 at Shining Star International School. It is applicable to all students, including Arab and non-Arab learners, as well as Muslim and non-Muslim students where relevant to subject requirements.

The policy also applies to all teaching staff responsible for delivering MoE subjects, as well as school leadership, coordinators, and staff involved in curriculum planning, implementation, and monitoring. It ensures a whole-school approach to the effective delivery of Arabic Language, Islamic Education, and Social Studies in alignment with ADEK and MoE expectations.

4. Policy Framework

4.1 Mandatory Subjects in KG

In accordance with ADEK and MoE requirements, the following subjects are mandatory for all Kindergarten students at SSIS: Arabic Language, Islamic Education (for Muslim students), and Social Studies, which is delivered through an integrated approach.

These subjects are designed to support students' linguistic development, moral growth, and understanding of their cultural and social environment. While Arabic Language and Islamic Education are delivered as structured lessons, Social Studies is embedded across daily learning experiences to ensure meaningful and contextual understanding.

4.2 Instructional Time Allocation

The instructional time allocated for MoE subjects is implemented in accordance with ADEK and MoE guidelines.

Subject	Weekly Time	Implementation
Arabic	200 minutes	40 mins daily
Islamic Studies	90 minutes	2–3 sessions/week
Social Studies	Integrated	Across daily routines

Future requirement: Arabic increases to **300 minutes/week by 2027–28**

4.3 Arabic Language Streams

The students are divided into two streams based on their background and proficiency levels. Arab nationals are placed in Arabic A, while non-Arab nationals are enrolled in Arabic B.

However, flexibility is maintained within the system. Non-Arab students may be allowed to switch to the Arabic A stream based on their language proficiency and the school's assessment, with parental agreement. Additionally, the school ensures that appropriate Arabic language support and intervention programs are provided to students who require additional assistance, enabling all learners to progress effectively according to their individual needs.

4.4 Teaching & Learning Approach

At SSIS, the teaching and learning of MoE subjects in Kindergarten follow a play-based, child-centred, and inquiry-driven approach. Learning experiences are designed to be developmentally appropriate, engaging, and meaningful, allowing children to explore concepts through hands-on activities, storytelling, songs, and role play.

The school adopts an integrated thematic approach, where MoE subjects are connected with the broader SSIS curriculum and aligned with real-life contexts. Differentiation is embedded within teaching practices to cater to the diverse needs of learners, including Arabic A and Arabic B students, as well as students with additional learning needs.

A language-rich environment is promoted across classrooms, ensuring that children are continuously exposed to Arabic through daily routines, visual displays, and interactive activities.

4.5 Subject-Specific Implementation

Arabic Language

- Focus on:
 - Listening & speaking
 - Phonological awareness
 - Early reading & writing
- Strategies:
 - Songs, rhymes, storytelling
 - Letter-sound activities
 - Vocabulary through themes

Islamic Education

- Focus on:
 - Values (respect, kindness, honesty)
 - Love for Allah and Prophet (PBUH)
- Strategies:
 - Storytelling (Seerah, Quran stories)
 - Role play & real-life application
 - Daily routine integration

Social Studies

- Fully integrated across curriculum:
 - UAE culture & heritage
 - Community helpers
 - National identity
- Embedded in:
 - Assemblies
 - Celebrations (National Day, Flag Day)
 - Classroom routines

4.6 Assessment Approach

Assessment in Kindergarten is primarily observational and developmentally appropriate. Teachers use ongoing formative assessment strategies to monitor children's progress in language development, understanding of concepts, and demonstration of values.

Student learning is documented through portfolios, which may include photographs, videos, and samples of student work. Formal written assessments are not conducted at the Kindergarten level, in line with best practices for early childhood education. Schools shall develop and administer placement tests to determine Arabic language proficiency for students seeking to switch streams.

4.7 Curriculum Planning & Documentation

SSIS ensures that all curriculum planning is systematically aligned with the Ministry of Education frameworks through well-structured weekly and monthly planners. These planners are designed to reflect the required learning outcomes while maintaining consistency with national expectations.

The school also ensures effective integration of MoE subjects within the SSIS curriculum, promoting meaningful and connected learning experiences for students.

Furthermore, all lesson plans are carefully designed to reflect clearly defined learning outcomes, engaging and developmentally appropriate activities, and differentiated strategies to cater to the diverse learning needs of all students.

4.8 Inclusion & Support

The school ensures that appropriate adaptations are made to meet the needs of students with additional learning needs, enabling them to access the curriculum effectively. Individual support plans are developed and implemented to address each child's specific requirements and learning goals.

Furthermore, there is continuous collaboration with the inclusion team to provide targeted support, monitor student progress, and ensure that all learners receive the necessary interventions and accommodations within the classroom environment.

4.9 Teacher Qualifications

- Shining Star International School ensures that all teachers assigned to deliver MoE subjects meet the minimum eligibility requirements in accordance with the ADEK School Staff Eligibility Policy.
- For the teaching of Arabic Language, only native Arabic speakers are authorized to teach Arabic A. For Arabic B, both native and non-native speakers may be appointed, provided they demonstrate native-level fluency in Arabic and possess the pedagogical skills required to teach Arabic as an additional language.
- For Islamic Education, the school ensures that teachers are Muslim and demonstrate strong proficiency in Quran recitation, along with a sound understanding of Islamic Studies, aligned with the Ministry of Education learning frameworks.
- All teacher appointments are carefully reviewed to ensure quality instruction and compliance with regulatory expectations.

4.10 Continuous Professional Development

- Shining Star International School is committed to the continuous professional growth of its teachers and ensures compliance with the ADEK School Quality Assurance Policy. All teaching staff are required to complete a minimum of 75 hours of Continuous Professional Development (CPD) annually, at no cost to the teachers.
- The school identifies, monitors, and evaluates the specific CPD needs of MoE subject teachers to ensure ongoing professional improvement. CPD plans are aligned with the Ministry of Education learning frameworks to support teachers in effectively delivering the required standards and learning outcomes.
- In addition, the school provides targeted training in multilingual teaching strategies and culturally responsive practices. This ensures that Arabic language teachers are well-equipped to support both native and non-native learners effectively, fostering an inclusive and engaging learning environment.

4.11 Parent Engagement

- SSIS recognizes the important role of parents in supporting children's learning. The school ensures regular communication with parents through various platforms, including meetings, digital communication channels, and workshops.
- Schools are authorized to distribute translated instructional materials to students to enable parents to engage with and assist students with their Arabic language learning at home.
- Parents are encouraged to reinforce Arabic language development, Islamic values, and social awareness at home through simple, engaging activities. This partnership between school and home helps create a consistent and supportive learning environment for children.

5. Roles and Responsibilities

The school leadership is responsible for ensuring the effective implementation of this policy and for monitoring compliance with ADEK regulations and requirements. They play a key role in maintaining quality standards and ensuring that all aspects of the policy are consistently applied across the school.

The KG Head of Section is responsible for overseeing curriculum planning and monitoring its effective implementation. They also provide continuous support to teachers and facilitate relevant professional development opportunities to enhance teaching practices.

Teachers are responsible for delivering engaging, developmentally appropriate lessons that align with the curriculum requirements. They are also expected to maintain accurate documentation and consistently track and assess student progress to support learning outcomes.

Parents play an important role in supporting their child's learning at home. They are encouraged to reinforce language development and values taught at school, thereby contributing to a consistent and supportive learning environment

6. Monitoring, Documentation, and Evaluation

SSIS ensures that the implementation of this policy is effectively monitored through regular lesson observations and systematic curriculum audits. The school also maintains continuous tracking of student progress to ensure that learning outcomes are being achieved.

In addition, SSIS ensures the collection and maintenance of relevant evidence to support ADEK inspections and evaluations.

All documentation related to the implementation of this policy is carefully maintained and includes lesson plans, approved timetables, assessment records, and student portfolios. This comprehensive documentation supports transparency, accountability, and continuous improvement in teaching and learning practices.

7. Compliance and Review

This policy is effective from AY 2025–2026 with full compliance required in Academic Year 2026–27 in line with ADEK regulations. It will be reviewed annually or as per ADEK directives.

Non-compliance may result in administrative review and corrective action in accordance with ADEK’s regulatory framework.

Approved By:



Ms. Abhilasha Singh
Principal