

Ministry Of Education Subjects Policy

| POLICY FOR | MOE SUBJECTS |
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| PERSON RESPONSIBLE | ASSISSTANT PRINCIPAL – MOE SUBJECTS |
| REVIEW DATE | JANUARY 2026 |
| REVIEWED BY | ASSISSTANT PRINCIPAL – MOE SUBJECTS |
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| APPROVED BY | ELT |
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| RELATED POLICIES | Curriculum Policy- teaching and learning Policy – Assessment Policy |

Executive Principal / CEO and Brand




Ambassador for GEMS Westminster Schools

1. Purpose and Scope

This policy outlines Westminster School Dubai's approach to the delivery, organization, and assessment of Ministry of Education (MoE) subjects. It ensures full compliance with MoE and KHDA regulations and reflects the school's commitment to high-quality, developmentally appropriate education that promotes national identity, cultural understanding, and holistic student development.

This policy applies to all students from Early Years through Year 13, as relevant to each subject.

2. Alignment with National Requirements

Westminster School Dubai follows the UAE Ministry of Education curriculum frameworks, standards, and instructional time requirements for:

- Arabic Language
- Islamic Education
- Social Studies (Arab Students)
- Moral, Social and Cultural Studies (MSC) / UAE Social Studies (Non-Arab Students)
- Moral Education (Arab Students)

Student categorisation (Arab / Non-Arab; Muslim / Non-Muslim) is determined by nationality and religion as stated on the student's Emirates ID and official KHDA school records.

3. Early Years (FS2 and Year 1)

3.1 Arabic Language – Early Years

Rationale

In alignment with the Ministry of Education's vision to develop linguistic competencies and instil core values from an early age, Westminster School Dubai introduces Arabic Language in the Early Years. This supports national identity, cultural pride, and early language development.

From Academic Year 2025–2026, Arabic Language is taught to all kindergarten children and equivalent age groups across curricula.

Policy Objectives

- Strengthen early language skills alongside religious and social values.
- Promote national identity and a sense of belonging.
- Ensure equal access to learning the official language of the UAE.
- Support integration and intercultural understanding within UAE society.

Instructional Time

- FS2: 5 periods per week × 40 minutes = 200 minutes
- Year 1: 4 periods per week × 50 minutes = 200 minutes

Curriculum and Learning Resources

- The school follows MoE Arabic learning frameworks with clear, age-appropriate learning outcomes.
- Resources are carefully selected and designed to:
 - Address diverse learning styles

- Align with UAE cultural and national values
- Match children’s linguistic and cognitive development
- Reflect current educational strategies and active learning methodologies

Teacher Qualifications

All Arabic teachers hold KHDA approval and are qualified to teach Arabic A.

Pedagogical Principles

Arabic instruction in the Early Years is:

- Developmentally appropriate
- Explicit and systematic (Structured Literacy approach)
- Embedded in meaningful contexts (play, stories, routines)
- Inclusive of native and non-native speakers
- Culturally and cognitively aligned with UAE values

Instructional Strands

1. Listening and Speaking
2. Foundations of Reading
3. Foundations of Writing
4. Language Development

Arabic for Native Speakers

Instruction focuses on:

- Rich oral language development
- Phonological and phonemic awareness
- Vocabulary expansion in Fus’ha
- Early reading and decoding skills
- Emergent and early writing
- Cultural identity and heritage integration

Arabic for Non-Native Speakers

Instruction emphasises:

- Oral language as the foundation
- Comprehensible input (visuals, gestures, repetition)
- Systematic vocabulary development
- Phonological awareness
- Gradual print awareness and letter recognition
- Cultural exposure and inclusion

Assessment

- FS2: Teacher observations and formative feedback
- Year 1: Teacher observations and formative assessment

3.2 Islamic Education – Early Years

Instructional Time

- FS2: 2 periods per week × 45 minutes = 90 minutes
- Year 1: 2 periods per week × 50 minutes = 100 minutes

Rationale and Approach

Islamic Education in the Early Years supports moral, spiritual, and personal development through love, kindness, and positive modelling. Instruction avoids abstract theology and focuses on joyful, meaningful experiences.

Key principles include:

- Developmentally appropriate practice
- Values-based learning
- Experiential and reflective teaching
- Inclusivity for Arab and non-Arab learners
- Alignment with Islamic tradition and UAE heritage

Teaching Approaches

- Role modelling by educators
- Narrative-based instruction (Qur'an and Seerah stories)
- "Walk the talk" daily practice of values
- Gradual progression from concrete to abstract concepts
- Interactive, multi-sensory learning
- Learning-rich classroom environments

Language of Instruction

- Arab Muslim children: Arabic
- Non-Arab Muslim children: English with key Arabic vocabulary exposure

Assessment

- FS2: Teacher observations and feedback
- Year 1: Teacher observations and formative assessment

3.3 Social Studies – Early Years / Year 1

Instructional Time

- Year 1: 1 period per week × 50 minutes

Key Concepts

- History and heritage
- Civic education
- Basic geography
- Community life and economy

Teaching Approaches

Social Studies is delivered through play-based, integrated experiences, including:

- Hands-on simulations
- Field visits
- Storytelling and role play
- Maps, models, and multimedia
- Photographs and cultural artefacts

Embedded Daily Practice

- Morning assembly and flag raising
- Routines promoting responsibility and gratitude
- Outdoor play and cooperation
- National and cultural celebrations

Assessment

- FS2: Teacher observations and feedback
- Year 1: Teacher observations and formative assessment

4. Compulsory MoE Subjects (Year 2 – Year 13)

4.1 Student Grouping and Compulsory Subjects

- Student nationality (Emirates ID) determines Arab / Non-Arab classification.
- Islamic Education is mandatory for all Muslim students registered with KHDA.
- Arabic A is mandatory for Arab students.
- Arabic as an Additional Language is mandatory for Non-Arab students (Year 2–Year 10).
- Social Studies is mandatory for Arab students (Year 2–Year 10).
- Moral, Social and Cultural Studies is mandatory for Non-Arab students (Year 2–Year 10).
- Moral Education is mandatory for Arab students (Year 2–Year 13).

5. Instructional Time Allocation (KHDA Requirements)

Arabic (First Language and Additional Language)

- Year 2–Year 6: 5×50 minutes = 250 minutes weekly
- Year 7–Year 9: 4×60 minutes = 240 minutes weekly
- Year 10–Year 13: 3×60 minutes = 180 minutes weekly

Islamic Education (Arab and Non-Arab Muslims)

- Year 2–Year 4: 3×50 minutes = 150 minutes weekly
- Year 5–Year 6: 2×50 minutes = 100 minutes weekly
- Year 7–Year 13: 2×60 minutes = 120 minutes weekly

Social Studies – Arab Students (Standalone)

- Year 2–Year 6: 1 × 50 minutes weekly
- Year 7–Year 10: 1 × 60 minutes weekly

UAE Social, Moral and Cultural Studies – Non-Arab Students (Standalone)

- Year 2–Year 6: 1 × 50 minutes weekly
- Year 7–Year 10: 1 × 60 minutes weekly

Moral Education – Arab Students (Standalone)

- Year 2–Year 6: 1 × 50 minutes weekly
- Year 7–Year 13: 1 × 60 minutes weekly

6. Curriculum Compliance

Westminster School Dubai fully adheres to the Ministry of Education’s curriculum standards, learning outcomes, and assessment expectations as outlined in the official UAE National Curriculum documents for all MoE subjects.

7. Assessment and Reporting

7.1 Assessment Principles (All Year Levels and MoE Subjects)

Assessment across all Ministry of Education subjects at Westminster School Dubai is continuous, balanced, and aligned with MoE expectations. A range of assessment strategies is used to monitor progress, inform teaching, and support student achievement.

Across all year levels and subjects, assessment includes:

- Formative assessment: Ongoing assessment for learning through questioning, class activities, and checks for understanding.
- Summative assessment: Assessment of learning conducted at key points to evaluate achievement against curriculum standards.
- Project-Based Learning (PBL): Authentic tasks and projects that allow students to apply knowledge and skills in meaningful contexts.
- Teacher observations: Systematic observation of student engagement, skills, and learning behaviors.
- Feedback to students: Timely, constructive, and actionable feedback that supports improvement and self-reflection.

Assessment practices are developmentally appropriate in the Early Years and progressively formalized in later year levels.

7.2 Arabic Language Assessment (First Language and Additional Language)

Arabic Language assessment is skills-based and aligned with MoE standards for both Arabic as a First Language and Arabic as an Additional Language.

Across all year levels, students are assessed in the following core language skills:

- Listening

- Speaking
- Reading
- Writing

Assessment tools include:

- Formative classroom assessments
- Summative assessments aligned with curriculum outcomes
- Reading and writing tasks
- Oral language assessments
- Project-based and performance tasks
- Teacher observations and student portfolios

Assessment expectations are differentiated to reflect the linguistic needs of native and non-native speakers while maintaining alignment with MoE learning outcomes.

External / Benchmark Assessments

- From Year 4 to Year 10, students undertake external benchmark assessments in Arabic to monitor progress, ensure consistency, and support data-informed improvement.
- Benchmark assessment data is used alongside internal assessments to track attainment and inform teaching and intervention strategies.

7.3 Islamic Education Assessment

Assessment in Islamic Education focuses on students’ understanding, application of values, and development of religious knowledge and practice.

Assessment methods include:

- Formative and summative assessments
- Project-based and values-based tasks
- Teacher observations and feedback

Quran Recitation Assessment

- Qur’an recitation is a specific and essential assessment component of Islamic Education for relevant year levels.
- Students are assessed on accuracy, fluency, and correct application of Tajweed rules, in accordance with MoE expectations.
- Assessment approaches are age-appropriate and progressive across year levels.

7.4 Social Studies, Moral Education, and MSC Assessment

Assessment in Social Studies, Moral Education, and Moral, Social and Cultural Studies focuses on:

- Knowledge and understanding
- Application of concepts
- Civic values and social skills

Assessment tools include:

- Formative and summative assessments
- Project-based learning tasks

- Classroom discussions and presentations
- Teacher observations and reflective activities

8. Policy Review

This policy is reviewed annually or as required to ensure continued compliance with MoE and KHDA regulations and alignment with best educational practice.