



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Arabic Language Policy

Approved by:

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## MISSION

Lead, nurture and succeed.

## VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**



This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. Characteristics.

## 1. Introduction

At MTW we are laying the important foundations for successful language learning. Learning Arabic is crucial for both language development and the maintenance of cultural identity. Arabic is compulsory for native and non-native students and makes a positive contribution to the Curriculum. Learning a language opens avenues of communication and exploration, and promotes, encourages and instils a broader cultural understanding.

## 2. Purpose of policy

This document is a statement of the aims, principles, strategies and procedures for the teaching of Arabic A and Arabic B throughout the school. In sharing and reviewing this policy in the department, we set out clear expectations and the methods used in order to aim to reach each child's full potential in early language learning.

## 3. Aims and objectives

- To adhere to the Ministry of Education requirements and curriculum;
- To foster an interest and enthusiasm in learning Arabic
- To teach in a stimulating, enjoyable and fun learning environment, where children actively take part and learn;
- To ensure young children are aware that language has structure, and that the structure differs from one language to another;
- To help children develop their cultural awareness;
- To develop moral values in accordance with the moral education (forgiveness, respect environment, generosity, responsibility, courage, kindness, caring, and tolerance) of UAE and Islam.
- To develop their speaking and listening skills;
- To lay the foundations for future study and utilisation of the Arabic language in personal and professional environments.
- To make as many cross curricular links to give students a wide variety of learning experiences in Arabic

## 4. Learning and Teaching style

### 4.1 Effective learning:

There are children of differing abilities in all classes at MTW. We provide suitable learning opportunities for all children by matching the challenge of the learning activity to the needs of the child. We achieve this through a range of strategies. In lessons we do it through differentiated groups, paired and independent activities. Whilst at other times the students will work in mixed ability collaborative groups. We use classroom assistants and LSA's to support and extend the children's learning. This enables the activities to be matched to meet the needs of individuals. Students use the learning wave and self-assessment to support their understanding of where they are on their learning journey, what they need to do next and how they will get there.



Students use digital learning throughout lessons where applicable and according to the needs of the students and this adds a new and motivating learning dimension for students. Digital learning is accessed through the use of Class Dojo or MS Teams where the students can find all the resources and screencast videos that support their educational needs, apps, using QR codes, iPads, laptops. Many programs and apps are used to enhance student learning experiences.

## 4.2 Effective Teaching

Arabic teaching plans follow a set guide for speaking and listening, reading and writing. This is progressive through the week where skills are built upon and extended. Our principal aim is to develop student knowledge, skills and understanding in Arabic. Teachers have expert knowledge of the Arabic curriculum and plan lessons that engage students, provide opportunities for critical thinking skills such as reasoning, justifying and analyzing. Teachers use questioning to challenge and promote high level discussions and dialogue.

**Reading:** We invest in Arabic books to create an Arabic section in our main library. Arabic first language students and non-native as well from Y1 upwards can choose one of these books each week alongside their English reading books. In class, a variety of texts including those from the ministry textbooks are used to support reading skills and comprehension. In addition, the wide range of texts used also support student knowledge of different topics and subject areas and often link with other subjects, such as Moral Education and Science. Students have weekly phonics and guided reading sessions in ability groups to support progress and reading skills.

**Writing:** Students are provided with opportunities to explore a variety of text types and identify the features of different genres in line with the ministry of education guidelines. Students have the opportunity to write a variety of texts including fiction and non-fiction, persuasive writing, informative writing, storytelling, and story summaries. Students have a writing journal and opportunities for 'cold' and 'hot' writing pieces are planned for. Grammar is taught explicitly and in line with and above curriculum expectations and guidelines as set in the ministry of education textbooks. Students from Year 1 upwards have regular spellings set, which are practiced at home and tested.

**Spoken Language:** All Arabic lessons begin with a spoken language element. Regular opportunities for students to develop their speaking and presenting skills are planned for. For example, following themes from the ministry framework, students' research and present to their peers. The Arabic team will develop plenty of resources to support the speaking skills and share those resources with the parents and students.

**Listening:** All lessons provide opportunities for listening, through a variety of strategies. For example, talk partners, critical thinking discussions, following instructions and listening to recorded texts and audio/visual texts.

## 5. Arabic curriculum planning

Arabic teachers plan using long and mid-term overviews and weekly annotated lesson plans. They use the textbooks set by the Ministry of Education alongside teacher created and online resources. The planning format supports the four skills speaking and listening, reading and writing in Arabic.

6. **The contribution of Arabic to teaching in other curriculum areas** Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge. The natural links between languages and other areas of the curriculum enhance the learning experience.

#### English

- 6.1 Development of speaking and listening skills; knowledge and understanding of grammar and sentence construction; comparison of words and phrases, origin of words, intonation and pronunciation, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, different text types, poetry, storytelling and drama.

#### Mathematics

- 6.2 Numbers and counting in other languages, the decimal system, time, journeys, distance and speed, the date, money and currency, surveys, data collection and analysis. As well as participating in different events related to mathematics like “Math through story week” and any other events.

#### Digital Learning

- 6.3 Cross cultural and multilingual materials from various sources, video and audio, presentation of work and data, word processing

#### Moral Ed

- 6.4 Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring their culture. They become more aware of the similarities and differences between people, their daily lives, beliefs and values. In participating in various learning activities, such as games, songs, puppets and dance, children develop their moral and social abilities, and are continually encouraged to take turns, work in teams or partners effectively, and to have a good sense of sportsmanship in competitive activities.

#### Other areas

- 6.5 Through learning Arabic children enhance their geographical and historical understanding of the world around them. The ministry of education textbooks supports students’ knowledge and understanding of the world around them through carefully selected texts and themes.

**Inclusion including reference to SEND, ELL SEND and ELL pupils** All students should progress effectively

7. through differentiated tasks; teachers ensure the individual needs of students are met. IEPs are shared with the Arabic team and Arabic targets are added where necessary and appropriate. Teachers are aware of and consider the specific learning preferences of students on the SEND register. Teachers consider the needs of those students who are ELL and whether they have any specific needs relating to Arabic. They support identification and provision for students who are gifted in Arabic language.



- 8. Equal Opportunities** The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.
- 9. Parental Engagement** MTW is keen on parental engagement in all aspects of school life where possible. All parents of children who partake in Arabic Studies are strongly encouraged to continue the learning discussions with their children at home. Arabic speakers' parents are also expected to support their child's learning at home, by checking their weekly home learning and encouraging their children to take part in internal competitions and projects. Parents may be asked to volunteer to help out on Event Days, such as National Day and Eid celebrations. Parents will also be informed of their child's progress through termly reports as well as learning conferences. Parents also have access to all Arabic resources at home through Class Dojo or MS Teams .
- 10. Assessment and recording** Teachers are expected to keep their own records up-to-date with information on pupils' progress. Data and analysis should be kept in the Teacher Folder and must be kept up to date at all times. Students are submitted to ongoing assessments with quizzes and age-appropriate formal assessments at the end of a term that assesses students in reading, writing, speaking and listening, spelling and grammar. Results are recorded on Go4Schools. The results are then sent to the Ministry of Education annually. At the start of the year a gap analysis is run to modify the planning and set individualised targets and planning objectives. IBT for Arabic First and second Language is used as a benchmark assessment for the school and to assess students in reading comprehension, grammar, spelling, and vocabulary.
- 11. Resourcing** Students use the Ministry of Education textbooks, alongside teacher created and online resources. All resources are created by the team and saved in Phoenix classroom. The department reviews resources required against the School Development needs and additional resources are purchased.
- 12. Roles and responsibilities**



All Arabic teachers that are employed by the school have different areas of expertise. There is a full job description for the Arabic A & B Team Leader. An overview of roles and responsibilities are shared.

Monitoring of the standards of pupil's work and of the quality of teaching in Arabic is the responsibility of the Head of MoE and leaders who then liaise with the Arabic/Islamic team to inform them about current developments in the subject and providing a strategic lead and direction for the subject in the school. The school staff and leaders receive an annual self-evaluation in which they evaluate strengths and weaknesses in the subject and indicate areas for further improvement.

13. **Monitoring and review** This policy has been discussed and agreed by the MTW leadership team for implementation and reviewed every three years or sooner if required.

