Arabic Language Policy

(Aligned with KHDA & EYFS Framework)

Reporting Person: Nursery Manager (Curriculum Lead)
Responsible Staff: Arabic Teacher
Policy Start Date: 1st September, 2025
Policy Review Date: 1st September, 2027

1. Policy Statement

At Wonder Whiz Kids Nursery, we are committed to providing meaningful exposure to Arabic language and culture in line with KHDA regulations and within the EYFS framework. Arabic is the official language of the UAE and plays a key role in children's identity, communication, and cultural understanding.

This policy is directly linked to our Curriculum Policy and will ensure that Arabic is not taught in isolation but embedded across the EYFS Areas of Learning.

2. Aims of the Policy

- Provide systematic Arabic exposure to all children.
- Ensure an Arabic Teacher leads structured and play-based Arabic learning.
- Support children's language development, cultural identity, and sense of belonging.
- Use EYFS assessment approaches to monitor progress in Arabic.

3. Scope of the Policy

Applies to:

- All children (Arabic and non-Arabic speakers).
- Arabic Teacher and supporting EYFS staff.
- Daily routines, learning environment, and cultural celebrations.

4. Teaching & Learning Approaches

- Play-based methodology: songs, rhymes, storytelling, puppetry, games.
- Daily exposure: greetings, numbers, days of the week, classroom routines.
- Integrated curriculum: Arabic vocabulary linked with topics (e.g., animals, family, nature).
- Cultural awareness: UAE heritage, traditional crafts, celebrations, stories.
- Inclusive practice: differentiated activities for native and non-native Arabic speakers.

5. Role of the Arabic Teacher

- Plan weekly and termly Arabic lessons aligned with EYFS.
- Use visual aids, flashcards, music, and ICT to engage children.
- Record children's Arabic vocabulary, participation, and confidence.
- Collaborate with EYFS staff to embed Arabic in continuous provision.
- Provide reports and feedback to parents and management.

6. Assessment in Arabic

Assessment will follow EYFS observation-based practice, ensuring no formal pressure is placed on children.

A. Observation Methods

- Daily informal observations during play and structured Arabic sessions.
- Focus on listening, responding, repeating, and vocabulary use.
- Use of Learning Journals with notes, photos, and samples (where applicable).

B. Progress Monitoring

- Baseline Assessment: Children's initial exposure and confidence in Arabic upon joining.
- Formative Assessment: Ongoing observations using EYFS Characteristics of Effective Learning.
- Summative Assessment: Termly reports by the Arabic Teacher noting progress in:
    - Listening & Attention in Arabic
    - Speaking Simple Words/Phrases
    - Cultural Understanding

C. Differentiation

- Native Speakers: Extended vocabulary, role play, storytelling, and early literacy exposure.
- Non-Native Speakers: Repetition, visuals, songs, and confidence-building activities.

D. Parental Involvement

- Parents receive termly Arabic progress summaries.
- Suggestions for home practice (songs, simple words, greetings).
- Parents encouraged to share cultural knowledge with the class.

7. Staff Roles & Responsibilities

- Arabic Teacher – plan, deliver, and assess Arabic learning; record evidence; share progress with parents.
- Nursery Manager – monitor quality of Arabic provision and ensure KHDA compliance.
- EYFS Staff – reinforce Arabic in daily routines (snack time, circle time, transitions).
- Parents – support practice at home.

8. Monitoring & Review

- Arabic Teacher provides monthly updates to Nursery Manager.
- Termly review meetings to discuss progress and strategies.
- Annual policy review or earlier if KHDA guidelines change.

This Arabic Policy is included in our Curriculum Policy and supports KHDA's focus on language development, identity, and cultural respect in the EYFS stage.