ST. MARY'S *Catholic High School, Dubai*

ARABIC LANGUAGE PROVISION POLICY FOR YEAR 1

2026-2027

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POLICY FOR ARABIC LANGUAGE PROVISION

INTRODUCTION: At St. Mary's Catholic High School, we recognize that Year 1 is the critical "Linguistic Bridge" between the Early Years Foundation Stage and the Primary Curriculum. This policy outlines a specialized approach to Arabic language acquisition, designed to build early phonemic awareness and foster a genuine appreciation for the language. By prioritizing foundational skills at this level, SMCHS ensures that our youngest learners are prepared to meet the ambitious standards of the UAE National Agenda.

PURPOSE AND SCOPE

- **Purpose:** This specialized provision ensures that the unique developmental needs of Year 1 learners are met through age-appropriate pedagogy, increased time allocationand immersive environments.

- **Scope:** This document governs the delivery of Arabic A, Arabic B and Islamic Studies for all Year 1 cohorts at SMCHS. It further encompasses Integrated Learning (Daily Routines, Assemblies and Social Milestones) as a formal medium for Arabic linguistic acquisition.

A. PHASED IMPLEMENTATION: STRATEGIC TRANSITION MODEL

To ensure a sustainable and pedagogically sound integration of the Ministry of Education's language mandates, the school has adopted a multi-year phased approach. This strategy allows for a gradual increase in linguistic intensity, ensuring that structural readiness and student attainment are developed in a systematic, data-driven manner.

Phase 1: Commenced September 2025 to January 2026. This phase established the baseline for Arabic language engagement within the Year 1 curriculum. The focus was directed toward building a consistent linguistic foundation by increasing formal instruction to five lessons per week and introducing activity-based integrated learning, totalling 430 minutes of weekly engagement. This lesson served as the pilot for incorporating language across the school day, providing the necessary data and structural readiness to move toward full regulatory alignment.

Phase 2: Commencing January 2026 to May 2026. This phase represents the school's strategic alignment with full regulatory compliance. Building upon the Phase 1 foundation, Phase 2 implements an expanded instructional model that increases formal Arabic lessons from five to eight per week. This transition is designed to successfully achieve the "One-Third Rule" through a deepened synergy between core classroom instruction, Islamic Studies/Values Education and integrated learning, totalling 550 minutes of weekly engagement.

Phase 3: Commencing May 2026 to June 2027. This phase represents the school's strategic move towards the Arabic Language provision. Building upon the Phase 2 foundation, Phase 3 implements a comprehensive instructional model that increases formal Arabic lessons from eight to twelve (including Arabic guided reading) per week. This transition is designed to achieve the "One-Third Rule" through a deepened synergy between core classroom instruction and enrichment through 40 minutes of music, 20 minutes of enrichment through class time and 20 minutes through activity and 20 minutes of Arabic assembly, totalling 580 minutes of weekly engagement.

B. Curricular Synergy & Allocation Break-up

In phase 1 to support the 550-minute engagement target, SMCHS utilizes a cross-curricular model that combines formal instruction with values-based learning and integrated learning across daily school life along with increased student lesson.

The school initially provides a combined 430 minutes of weekly engagement, representing approximately 26% of total instructional time until additional teachers appointed.

Provision Category	Weekly Allotment
Arabic Language Instruction	5 Lessons (200 – 210 Mins)
Islamic Studies/Values Education	3 Lessons (120 Mins)
Integrated Learning(Daily Routines/Assembly)	100 Mins

During the second phase, the school will transition to 550 minutes of weekly engagement, achieving 33.8% of instructional time and successfully met the “One-Third Rule” by May 2026.

Provision Category	Weekly Allotment
Arabic Language Instruction	8 Lessons (320-330 Mins)
Islamic Studies/ValuesEducation	3 Lessons (120 Mins)
Integrated Learning: Daily Routines/Assembly 20 minutes Class time 40 minutes Reading Activity 40 minutes	100 Mins

During third phase, the school will transition to 580 minutes of weekly engagement, achieving 35.4% of instructional time and successfully meeting the “One-Third Rule” by May 2027.

Provision Category	Weekly Allotment
Arabic Language Instruction	12 lessons (480 minutes)
Arabic enrichment through Music	1 lesson (40 minutes)
Arabic enrichment through Class time 20 minutes Activity 20 minutes Arabic Assembly 20 minutes	60 Mins

C. Collaborative Delivery & Instructional Grouping

To ensure the highest quality of language acquisition, Year 1 utilizes a co-teaching model focused on personalized interaction:

1. **Integrated Planning**: Year 1 Lead Teachers and Arabic specialists are required to plan and work together to deliver a balanced mix of one-to-one, small group and whole-group activities. This collaboration ensures that Integrated Learning objectives are met consistently across the setting.
2. **Teacher Continuity:** Leaders must ensure that the same group of children interact with the same Arabic teacher for different activities on different days of the week. This consistency is vital for building the trust required for language confidence.

3. **Balanced Modalities:**
    a. **One-to-One:** Personalized vocabulary support during child-led exploration and Integrated Learning moments.
    b. **Small Group:** Targeted storytelling or phonics games.
    c. **Whole Group:** Music, movement and morning assembly routines.

D. Integration into Daily Routines

Arabic is not confined to isolated instructional blocks; it serves as a primary functional medium of communication throughout the Year 1 environment. Leadership and teaching staff strategically structure the daily schedule to facilitate Integrated Learning through the following high-impact contact points:

1. **Social Milestones:**
    a. **Mealtimes**: Using Arabic for greetings, requesting items and expressing needs.
    b. **Playtime**: Introducing incidental vocabulary during outdoor and indoor exploration.
2. **Transition Management:**
    a. **Instructional Cues:** Using Arabic for cleanup songs, lining up and moving between learning zones.
    b. **Daily Welcome:** Embedding Arabic linguistic protocols into morning registration, daily assemblies and departure ceremonies.
    c. **Theme-Based Learning:** Integrating Arabic vocabulary into the wider Year 1 curriculum themes (e.g., Art, Physical Education and Science).

E. Governance and Quality Assurance

To ensure the sustained effectiveness of the Year 1 Arabic provision and maintain total alignment with national standards, SMCHS adheres to a rigorous quality assurance framework:

1. **Regulatory Compliance and Registration**
    a. All instructional staff responsible for the delivery of the Arabic curriculum in Year 1 are formally registered and vetted within the KHDA regulatory system.
    b. The school ensures that every practitioner possesses the necessary pedagogical qualifications to support early childhood language acquisition.
2. **Staffing Optimization**
    a. SMCHS maintains a specialized staffing model that facilitates high-intensity language engagement. This model is designed to support the transition from foundational exposure in Phase 1 to full regulatory alignment in Phase 2.
3. **Evidence-Based Monitoring**

a. **Verification of Instructional Time:** Comprehensive weekly teaching schedules and lesson logs are maintained to provide transparent evidence of the “One-Third Rule” engagement.

b. **Impact Assessment:** Regular internal reviews are conducted to evaluate the effectiveness of Integrated Learning strategies, ensuring that linguistic targets are met across all student cohorts.

F. Year 1 Arabic Provision: Operational Checklist

1. Senior Leadership Team (SLT) & Governance

Focus: Regulatory alignment, resourcing and strategic communication.

Core Responsibility	Strategic Standard & Requirement	Status (✓)
Policy Integration	Year 1 specialized immersion model is officially integrated into the school’s philosophy and Phase 2 strategic plans.	
KHDA Submission	The specific Year 1 provision model (430 to 580 min) is reviewed and documented.	
Phase Communication	Clear communication provided to parents regarding the transition from Phase 1 (430 mins) to Phase 2 (540 mins) and then to phase 3 (580 mins).	
Staffing Compliance	All Arabic practitioners serving Year 1 are KHDA-registered and hold early childhood pedagogical qualifications.	
Resource Allocation	Budget and schedule support the "One-Third Rule" through both formal Lessons and integrated daily routines.	

2. **Middle Leaders & Arabic Specialists**

Focus*: Curriculum synergy, planning and teacher continuity.*

Core Responsibility	Strategic Standard & Requirement	Status (✓)
"One-Third Rule"	Documented evidence that Year 1 students engage with Arabic for at least 33.3% of their instructional week.	
Curricular Synergy	Islamic Studies and Values Education are mapped to contribute to the total Arabic linguistic engagement targets.	
Teacher Continuity	Timetabling ensures the same Arabic teacher interacts with the same student cohorts to build trust and confidence.	
Collaborative Planning	Evidence of weekly co-planning between Year 1 Lead Teachers and Arabic specialists for "Integrated Learning."	
Schedule Verification	Weekly schedules clearly highlight the breakdown of formal instruction vs. integrated daily routines for auditors.	

3. **Year 1 Instructional Staff (Classroom & Specialists)**

Focus: Delivery, modalities and daily integration.

Core Responsibility	Strategic Standard & Requirement	Status (✓)
Balanced Modalities	Evidence of 1:1 vocabulary support, small-group storytelling and whole-group music/movement in Arabic.	
Functional Medium	Consistent use of Arabic during non-academic "Social Milestones" (Mealtimes, Playtimeand Cleanup).	
Active Learning	Arabic is taught through "Incidental Learning" and exploration rather than traditional rote-based methods.	
Transition Management	Procedural cues and "Welcome Routines" are standardized in Arabic across all Year 1 classrooms.	
Learning Ladder Integration	Regularly update progress "rungs" to provide live data for SLT review; used in reviewing progress to identify attainment gaps	
Progress Evidence	Qualitative data or observations showing student progress in line with KHDA Early Years expectations.	

Conclusion

The Specialized Provision for Arabic Language in Year 1 represents a strategic evolution in St. Mary's Catholic High School's pedagogical approach. By transitioning from isolated instruction to a comprehensive immersion model, we ensure that Arabic is not merely a subject of study, but a functional medium for social and intellectual growth.

Through the rigorous application of the "One-Third Rule" and the systematic integration of language into the daily school fabric, SMCHS is committed to exceeding regulatory standards while fostering a deep-rooted linguistic foundation. This framework ensures that our students transition into Phase 2 with the confidence, vocabulary and cultural appreciation necessary for sustained academic success within the UAE's educational landscape.