



Russian International School

2026 – 2027 academic year

PROMOTION AND RETENTION POLICY

1. Purpose

The purpose of this Promotion and Retention Policy is to establish clear, fair, transparent and consistent criteria for determining whether a student should be promoted to the next grade level or retained in the current grade.

The policy is designed to ensure that promotion decisions are based on the student's academic achievement, progress, attendance, learning needs, social and emotional development, and overall readiness for the next stage of education.

The School recognizes that students develop at different rates and that, in exceptional circumstances, retention may be appropriate when it is considered to be in the student's best educational interests.

2. Scope

This policy applies to all students enrolled at Russian International School, subject to the requirements of the applicable curriculum, accreditation requirements, examination regulations, and legislation of the relevant educational authority.

3. Definitions

3.1 Promotion

Promotion means the formal progression of a student from the current grade level to the next grade level following satisfactory completion of the academic requirements established by the School.

3.2 Retention

Retention means requiring a student to repeat the current grade level for an additional academic year because the School has determined that the student has not yet demonstrated sufficient academic, developmental or educational readiness to progress successfully to the next level.

3.3 Conditional Promotion

Conditional Promotion means promotion to the next grade level accompanied by specific academic or developmental conditions, support measures, or an individual learning plan designed to address identified areas of concern.

4. Principles

Promotion and retention decisions shall be guided by the following principles:

1. The best interests of the student shall be the primary consideration.
2. Decisions shall be based on a comprehensive assessment of the student's achievement and progress rather than on a single examination or assessment.
3. The School shall consider the student's individual circumstances, learning needs and developmental stage.

4. Promotion criteria shall be applied consistently and fairly.
5. Parents/Guardians shall be informed of significant academic concerns at an early stage.
6. Appropriate intervention and support shall normally be provided before retention is considered.
7. Decisions shall be based on documented evidence.
8. Retention shall be considered an exceptional measure rather than an automatic consequence of poor academic performance.
9. The School shall comply with all applicable educational, examination, accreditation and legal requirements.

5. Criteria for Promotion

Promotion to the next grade level shall be determined primarily through an analysis of the student's final academic assessment results.

A student who achieves final marks assessed as *Excellent, Good or Satisfactory* shall normally be promoted to the next grade level.

Where a student receives *two (2) Unsatisfactory final marks in two subjects*, the student may be promoted to the next grade level provided that the student successfully completes and passes the required re-tests in August prior to the beginning of the following academic year.

Promotion decisions shall also take into account the student's attendance, assessment results, final marks, attainment and academic progress.

The School shall apply these criteria in conjunction with the applicable curriculum requirements, examination regulations and KHDA Student Placement Guidelines.

Promotion shall not normally depend solely on a student's performance in one examination, unless a specific external examination or regulatory requirement provides otherwise.

6. Minimum Academic Expectations

Students are expected to achieve the minimum academic standards established by the School for their grade level.

Where a student has *two (2) Unsatisfactory final marks in two subjects*, the student may progress to the next grade only after successfully completing the required August re-tests, in accordance with the School's assessment arrangements.

Where a student has *three (3) or more Unsatisfactory final marks*, the School may recommend retention in accordance with this Policy and the applicable KHDA Student Placement Guidelines. However, retention or placement in a lower age-grade cohort shall not be treated as an automatic consequence of academic performance and shall remain subject to all applicable KHDA requirements and approvals.

A single Unsatisfactory final mark shall not, by itself, result in retention where the student otherwise meets the applicable promotion criteria.

7. Academic Support and Intervention

Where a student is identified as being at risk of not meeting promotion requirements, the School should, where reasonably practicable, implement appropriate intervention measures.

Such measures may include:

- additional academic support;
- individual or small-group instruction;
- targeted intervention programmes;
- additional assignments or assessments;
- individual learning goals;
- tutoring or supervised study;
- differentiated instruction;
- learning support services;
- counselling or pastoral support;
- regular progress monitoring;
- an Individual Learning Plan or equivalent document.

Parents/Guardians should be informed of significant concerns and, where appropriate, involved in the development and monitoring of the intervention plan.

8. Retention

A student with *three (3) or more Unsatisfactory final marks* may be retained in the same grade level.

However, retention shall be considered an *exceptional educational measure* and shall not be implemented automatically. Before a final retention decision is made, the School shall review the student's academic reports, assessment results, attainment, progress, attendance, individual learning needs and the interventions and support provided.

Promotion and retention decisions must comply with the KHDA Student Placement Guidelines and applicable UAE education regulations. Each student must remain in an age-appropriate year group.

Placement of a student in a grade/year group below the student's chronological age cohort, including retention or demotion, is not permitted unless approved through the applicable KHDA Exceptional Placement process.

Demotion to a lower grade for academic reasons is exceptional and must be supported by comprehensive documented evidence and the required KHDA approval.

The School shall ensure that the decision prioritizes the student's educational needs, wellbeing and best interests.

9. Retention Decision-Making Process

A recommendation for retention shall normally follow the process below:

Stage 1 – Identification of Concern

The student's teacher(s) and/or academic leadership identify significant concerns regarding the student's academic progress or readiness for promotion.

Stage 2 – Intervention

The School provides appropriate academic and/or pastoral support and monitors the student's progress.

Stage 3 – Review

The relevant teacher(s), Head of Department, Year/Grade Leader, Counsellor and/or Academic Leadership Team review the available evidence.

Stage 4 – Recommendation

Where appropriate, a formal recommendation for promotion, conditional promotion or retention is made.

Stage 5 – Parent/Guardian Consultation

Parents/Guardians are informed of the proposed decision and given an opportunity to discuss the student's progress and educational needs.

Stage 6 – Final Decision

The final decision shall be made by the authorized member of the School's leadership, in accordance with the School's governance arrangements.

The decision shall be documented and communicated formally to the parents/guardians.

10. Conditional Promotion

Where appropriate, the School may permit a student to progress to the next grade subject to specified conditions.

Conditions may include:

- completion of a summer learning programme;
- additional assessments;
- targeted tutoring;
- additional coursework;
- participation in an intervention programme;
- regular progress monitoring;
- an Individual Learning Plan;
- specific academic targets for the following academic year.

The School shall specify the conditions of promotion and the method and timeframe for monitoring the student's progress.

11. Students with Additional Learning Needs

Promotion and retention decisions concerning Students of Determination (SoD) shall take into account the student's Individualized Education Plan (IEP), reasonable accommodations, curriculum modifications, individual learning needs and documented progress.

Assessment methods shall be appropriately adjusted in accordance with the student's IEP, including, where appropriate, additional time, alternative formats or other reasonable accommodations, to provide the student with a fair opportunity to demonstrate learning.

The School shall regularly assess, review and monitor the student's progress and shall adapt educational support where necessary.

The School shall not refuse admission, re-enrolment or continuation of a Student of Determination on the basis of disability or required support. Any placement concerns shall be referred to KHDA for review and approval in accordance with applicable requirements.

Retention shall not be based solely on a student's disability, status as a Student of Determination, or requirement for additional educational support.

12. External Examinations and Regulatory Requirements

Where students are subject to external examinations, statutory assessments, national examinations, accreditation requirements or other regulatory requirements, promotion and progression decisions shall comply with the relevant regulations.

Successful completion of a grade does not, by itself, guarantee eligibility for an external examination or qualification where additional requirements apply.

Similarly, failure to meet an internal School expectation shall not override a student's statutory rights or external examination regulations.

13. Communication with Parents/Guardians

The School shall communicate significant academic concerns to parents/guardians as early as reasonably possible.

Where retention is being considered, parents/guardians should receive:

- an explanation of the academic concerns;
- information about interventions already provided;
- the evidence supporting the recommendation;
- information about the proposed retention or alternative arrangements;
- an opportunity to discuss the decision with relevant School staff;
- information regarding any available review or appeal procedure.

14. Appeals and Review

Parents/Guardians may request a review of a promotion or retention decision in accordance with the School's complaints and appeals procedures.

A request for review should normally be submitted in writing within [10] working days of receiving the decision and should clearly state the grounds for the appeal.

The appeal shall be reviewed by an authorized member of the School leadership who was not solely responsible for the original decision, where reasonably practicable.

The outcome of the review shall be communicated to the parents/guardians in writing.

15. Documentation and Confidentiality

The School shall maintain appropriate records relating to promotion and retention decisions, including:

- assessment results;
- academic reports;
- intervention records;
- attendance information;
- teacher recommendations;
- meeting records;
- parent/guardian communications;
- the final promotion or retention decision.

All student information shall be handled confidentially and in accordance with applicable data protection and privacy requirements.

16. Responsibilities

Teachers

Teachers are responsible for:

- monitoring student progress;
- identifying students at risk of not meeting expectations;
- implementing appropriate classroom interventions;
- maintaining accurate assessment records;
- communicating concerns to parents/guardians and relevant School staff.

Heads of Department / Grade Leaders

They are responsible for:

- reviewing academic evidence;
- coordinating intervention and support;
- ensuring consistency of academic standards;
- providing recommendations regarding promotion or retention.

Academic Leadership Team

The Academic Leadership Team is responsible for:

- ensuring consistent application of this policy;
- reviewing complex or exceptional cases;
- making or approving recommendations in accordance with School procedures;
- ensuring compliance with applicable regulations.

Principal

The Principal is responsible for the final approval of promotion and retention decisions, unless this authority has been formally delegated.

Parents / Guardians

Parents/Guardians are expected to:

- engage with the School regarding their child's academic progress;
- attend meetings when requested;
- support agreed intervention measures;
- provide relevant information concerning circumstances that may affect the student's learning.

17. Exceptional Circumstances

The School recognizes that exceptional circumstances may affect a student's academic performance or progression.

Such circumstances may include, but are not limited to:

- prolonged absence;
- significant family circumstances;
- relocation;
- disruption to education;
- exceptional personal circumstances;
- other circumstances recognized by the School as having a significant impact on the student's educational progress.

Each case shall be considered individually and in accordance with applicable regulations.

18. Policy Review

This policy shall be reviewed periodically by the School's leadership team to ensure that it remains consistent with:

- applicable legislation and regulations;
- curriculum requirements;
- accreditation standards;
- examination requirements;
- the School's educational philosophy and procedures.

The School reserves the right to amend this policy where necessary to reflect changes in legal, regulatory or educational requirements.

Marina Khalikova

Principal

Russian International School

