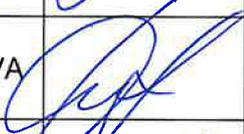




| | DATE | DESIGNATION | NAME | SIGNATURE |
|-----------------------|---------|-----------------------|-------------------|--|
| DEVELOPED/UPDATED BY: | 01/2026 | VICE PRINCIPAL | ALENA GOROVAYA |  |
| APPROVED BY: | 01/2026 | PRINCIPAL | OLESIA POPENKOVA |  |
| APPROVED BY: | 01/2026 | CHAIRMAN OF THE BOARD | DR. LOUAY JEROUDI |  |
| DATE OF REVIEW | | | | |

Introduction

Russian School of Abu Dhabi (hereinafter RSAD) is committed to ensuring that every student progresses through school in a manner that is academically appropriate, developmentally suitable, and aligned with regulatory expectations in the Emirate of Abu Dhabi. Promotion is the default pathway for students, supporting continuity of learning and age-appropriate placement. When a student's progress indicates a risk of not meeting end-of-year expectations, RSAD responds through early identification, structured interventions, and careful monitoring, in partnership with parents/guardians.

This policy sets out RSAD's consistent approach to promotion, conditional promotion, retention, and voluntary grade repetition across KG1 to Grade 12. It is designed to ensure that decisions are fair, transparent, evidence-based, and appropriately documented. The policy is aligned with ADEK requirements, including the expectation that retention is an exceptional measure, applied only under regulated conditions and supported by documented intervention history and, where required, external approval processes.

The accompanying templates and case-pack tools are integral to implementation. They standardise documentation, strengthen communication with families, and ensure that RSAD can evidence decision-making and support measures during internal reviews and regulatory compliance checks.

Purpose

This policy defines RSAD procedures and criteria for student promotion, conditional promotion, retention, and voluntary grade repetition. It ensures transparent, consistent, and evidence-based decisions aligned with ADEK requirements, including mandatory promotion, regulated exceptions, and required interventions for students at educational risk.

Scope

This policy applies to all RSAD students from KG1 to Grade 12, including:

- Students in the Russian as a Foreign Language (RFL) track
- Students on Individualised Learning Plans / Designated Learning Plans (DLP)
- Students with additional learning needs (ALN)

RSAD cycle structure (internal operational use)

For the purpose of promotion and retention decision-making, RSAD defines:

- Early Years: KG1, KG2
- Cycle 1: Grades 1-4
- Cycle 2: Grades 5-8
- Cycle 3: Grades 9-12

Academic year start and age placement

RSAD academic year starts on the last Monday of August (as per ADEK calendar). Students are placed in an age-appropriate grade/year in line with ADEK age cut-offs, unless an alternative placement is approved by ADEK.

Terminology

| | |
|-----------------------------------|---|
| Promotion | Progression to the next grade/year. |
| Conditional promotion | Promotion with 1-2 academic debts under a documented closure plan. |
| Retention | Remaining in the same grade/year (exceptional and regulated). |
| Voluntary grade repetition | Parent-requested repetition (exceptional), subject to school review and required approvals. |



| | |
|---------------------------------------|--|
| Student at educational risk | A student identified via evidence-based indicators who requires a structured, tiered support approach. |
| DLP (Designated Learning Plan) | A documented plan outlining targets, interventions, accommodations where relevant, and review outcomes; updated once per module at RSAD. |

1. Core principles

- 1.1. Mandatory promotion is the default pathway; retention is exceptional.
- 1.2. Decisions are evidence-based with documented interventions and monitoring.
- 1.3. Tiered support is implemented when promotion risk is identified.
- 1.4. Parents are engaged early and formally; decisions are communicated in writing.
- 1.5. Retention restrictions and limits for Cycle 2/3 are applied consistently.

2. Assessment scales and pass thresholds (RSAD)

2.1. RSAD uses:

- 2.1.1. 5-point grading scale for all subjects except MoE subjects: Pass = 3, 4, or 5.
- 2.1.2. 100-point grading scale for MoE subjects: Pass = 50 and above.

3. Core subjects for promotion decisions

3.1. RSAD defines the following as core for promotion and academic risk monitoring:

- 3.1.1. Russian Language, Mathematics, English Language
- 3.1.2. Ministry of Education subjects (as applicable to the student programme)
- 3.1.3. Science subjects (Biology, Chemistry, Physics) and World around Us (as applicable by grade)

4. Promotion requirements

4.1. Early Years (KG1-KG2)

- 4.1.1. Promotion is age-appropriate and based on developmental readiness, wellbeing, and attendance. Where concerns exist, RSAD implements targeted support and documents outcomes.

4.2. Cycle 1 (Grades 1-4)

- 4.2.1. Promotion is the default. Students who are not meeting expected standards are promoted with their cohort and provided structured support (Tier 1/Tier 2) and a DLP where applicable.

4.3. Cycle 2-3 (Grades 5-12)

- 4.3.1. A student is promoted if they meet the pass thresholds in subjects according to the relevant scale, or meet RSAD criteria for conditional promotion (Section 1.10).

5. Conditional promotion (1-2 academic debts)

5.1. RSAD may grant conditional promotion in Cycle 2-3 where a student has up to 2 academic debts at end-of-year, provided that:

- 5.1.1. A DLP or remediation/closure plan is in place (targets, timetable of support, responsibilities, review dates).
- 5.1.2. Parents are formally notified and the plan is acknowledged in writing.
- 5.1.3. The student participates in agreed interventions (e.g., targeted tutoring, re-teaching, re-assessment).
- 5.1.4. Academic debts are addressed through re-teaching and re-assessment during the first half of the following academic year (or earlier if RSAD schedules summer interventions).

6. Students at educational risk: identification and tiered support

6.1. RSAD identifies students at educational risk using indicators including:

- 6.1.1. Attainment/progress
- 6.1.2. Attendance



- 6.1.3. Language barriers (RFL)
 - 6.1.4. Behaviour
 - 6.1.5. Family situation
 - 6.1.6. Wellbeing
 - 6.2. RSAD implements a tiered model of support:
 - 6.2.1. **Tier 1 (Universal):** Classroom differentiation, formative checks, feedback, routines, attendance monitoring, parent guidance.
 - 6.2.2. **Tier 2 (Targeted):** Small-group interventions, tutoring/catch-up, short-cycle re-teaching, structured language support, targeted mentoring.
 - 6.2.3. **Tier 3 (Intensive):** Individualised intervention plan, mandatory DLP, multi-disciplinary review (VP, Social Worker, Head of Inclusion), intensive monitoring.
 - 6.3. Case team: Vice Principal, Social Worker, Head of Inclusion (plus relevant HOD/teachers as required).
 - 6.4. Evidence storage: maintained securely by the Vice Principal in the designated repository with controlled access.
7. **Retention (non-promotion): when it can be considered**
 - 7.1. Retention is exceptional and is considered only as permitted under ADEK requirements.
 - 7.1.1. **Academic retention (Cycle 2/3 only)**
 - 7.1.1.1. Retention may be proposed only if BOTH conditions are met:
 - 7.1.1.1.1. The student does not meet the promotion requirements as per the licensed curriculum and RSAD assessment framework; and
 - 7.1.1.1.2. The student fails to make progress after documented interventions and monitoring using the RSAD tiered support approach.
 - 7.1.1.1.3. RSAD operational threshold: below 50% mastery of year-level outcomes preventing safe progression, particularly in core subjects.
 - 7.1.2. **DLP objectives vs promotion**
 - 7.2.1. Where a student does not meet DLP objectives but does meet promotion requirements, RSAD promotes the student and adjusts DLP objectives accordingly.
 - 7.1.3. **Retention limits (Cycle 2/3)**
 - 7.3.1. RSAD will not retain a Cycle 2/3 student in the same grade/year more than two consecutive times.
 - 7.3.2. RSAD will not retain any student in more than two different grades across their entire schooling.
 - 7.1.4. **Required approvals**
 - 7.4.1. Where retention is proposed (including voluntary grade repetition), RSAD will follow required approval processes prior to implementation.
 8. **Voluntary grade repetition (parent request)**
 - 8.1. RSAD may exceptionally allow grade repetition upon written parent request if deemed in the student best interest and wellbeing.
 - 8.2. RSAD process:
 - 8.2.1. Parent submits a written request (RSAD template).
 - 8.2.2. School opens an evidence pack: attainment/progress, attendance, intervention history (Tier 1-3), DLPs, meeting minutes, wellbeing/social notes (as appropriate).
 - 8.2.3. Pedagogical Council review chaired by SLT with relevant HOD input.
 - 8.2.4. School decision is documented in writing and shared with parents.
 - 8.2.5. Where required, approval is sought prior to implementing repetition/retention.
 9. **Students with additional learning needs (ALN)**

9.1. On an exceptional basis, RSAD may consider retention requests for students with ALN in Cycle 2/3 in close collaboration with parents. Minimum collaboration requirements include documented meetings, an updated DLP with agreed responsibilities, and a clear rationale based on the student best interest.

10. Decision-making and governance

- 10.1.** Teachers and HODs provide attainment evidence and intervention records.
- 10.2.** RSAD Educational Risk Team reviews the case pack (VP Academic, Social Worker, Head of Inclusion).
- 10.3.** Final internal decision is made by the Principal/SLT and communicated in writing.

11. Parent communication and timelines

- 11.1.** RSAD ensures early and transparent communication:
 - 11.1.1.** Term 2: Early warning for students trending at risk of non-promotion (meeting minutes + written summary/letter).
 - 11.1.2.** Term 3: Formal notification including DLP/intervention summary and next steps.

12. Appeals process

- 12.1.** Parents may request a review of a promotion/retention decision.
 - 12.1.1.** Stage 1 - Informal resolution (within 5 school days): clarification meeting with VP /HOD.
 - 12.1.2.** Stage 2 - Formal appeal (submit within 10 school days of the written decision): Appeals Panel review and written outcome.
 - 12.1.3.** Appeals Panel composition: Principal (or delegated SLT member not responsible for the original recommendation), VP, relevant HOD, Head of Inclusion (where applicable).

13. Records and confidentiality

- 13.1.** RSAD maintains secure records for promotion/retention decisions, interventions, DLPs, meeting minutes, and parent communications. Records are stored in the designated repository with controlled access.

Templates and Appendices

Appendix A - Promotion & Retention Decision Flow

1. Identify concern / early indicators
2. Tier 1 support + evidence capture
3. Tier 2 targeted support + evidence capture
4. Tier 3 intensive support + DLP (module reviews)
5. Term 2 early warning letter + meeting minutes
6. Term 3 formal notice + DLP summary
7. End-of-year decision: Promote / Conditional promotion (1-2 debts) / Retention proposed (Cycle 2/3) / Voluntary repetition request

Appendix B - At-Risk Case Pack Cover Sheet (one-page)

Student: [Full Name] **Student eSIS ID:** []

Grade: [] **Cycle:** [1/2/3] **Academic Year:** 2025-2026

Case opened on: [DD/MM/YYYY] **Case owner:** Vice Principal

Case team: VP / Social Worker / Head of Inclusion / [HOD] / [Teacher]

A. Reason for case (tick all that apply):

- [] Attainment/progress concern
- [] Attendance concern
- [] Language barrier (RFL)
- [] Behaviour concern
- [] Wellbeing concern
- [] Family/extenuating circumstances
- [] ALN/SEND concern
- [] Other: []

B. Risk summary (5-7 lines):

[Insert concise summary.]

C. Key data snapshot (attach reports and summarise):

- Current overall attainment status: [On-track/Developing/Behind]
- Core subjects at risk: [Russian/Maths/English/MoE/Science]
- Latest grades/scores (core): Russian [] | Maths [] | English [] | Arabic [] | Science []
- Attendance (YTD): []% Punctuality concerns: [Yes/No]
- Behaviour incidents (if any): [0/#]
- Language (if applicable): RFL level / barrier summary: []

D. Tier level assigned (current): [] Tier 1 [] Tier 2 [] Tier 3

Tier start date: [DD/MM/YYYY] Planned review date (module review): [DD/MM/YYYY]

E. DLP status: [] Not required [] Opened (module): [] [] Updated (latest review date): []

DLP owner: [Name/Role]

DLP focus areas: [Attainment/Language/Behaviour/Wellbeing/Attendance]

F. Parent communication record:

- Early warning issued (Term 2): [Yes/No] Date: []
- Formal notice issued (Term 3): [Yes/No] Date: []
- Meetings held: [] Latest meeting date: [] Minutes filed: [Yes/No]



- Parent acknowledgement (where applicable): [Yes/No]

G. Interventions summary (high level):

- Tier 1 actions: []
- Tier 2 actions: []
- Tier 3 actions: []

H. End-of-year recommendation (Term 3 / EOY):

- [] Promote
- [] Conditional promotion (1-2 academic debts) + closure plan
- [] Retention proposed (Cycle 2/3) - subject to required approvals
- [] Voluntary grade repetition requested - subject to required approvals

Rationale (3-5 lines): []

SLT decision date: [] Decision communicated to parents: [Yes/No] Date: []

Signatures:

Case owner (VP): _____ Date: _____

Head of Inclusion: _____ Date: _____

Social Worker: _____ Date: _____

Principal / SLT: _____ Date: _____



Appendix C - Tiered Intervention Log (Tier 1/2/3)

Student: [Full Name] **Grade:** [] **Cycle:** [] **Academic Year:** 2025-2026

Log owner: [Teacher/HOD/VP] **DLP linked:** [Yes/No] (If yes: version/date: [])

| Date | Tier | Area | Subject | Concern (1 sentence) | Intervention (what exactly) | Frequency/Duration | Responsible staff | Student action | Parent informed (Y/N) | Evidence file/link | Impact / progress note | Outcome status | Next review date |
|------|------|------|---------|----------------------|-----------------------------|--------------------|-------------------|----------------|-----------------------|--------------------|------------------------|----------------|------------------|
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Module review summary (complete once per module):

Module: [] Review date: []

What improved (evidence): []

What did not improve (evidence): []

Tier decision: [stay same / escalate / de-escalate / close case]

Next steps (max 5): 1) [] 2) [] 3) [] 4) [] 5) []

Parent communication planned/completed: []

Sign-off:

Teacher/HOD _____ Date _____

VP _____ Date _____



Appendix D - Template Letters

D1. Early Warning Letter (Term 2) - Student at Risk of Non-Promotion

Subject: Early Warning: Student Progress and Support Plan - [Student Name], Grade [X]

Dear [Parent/Guardian Name],

I am writing to share an early update regarding [Student Name] academic progress in Grade [X]. Based on recent attainment and/or progress evidence, [Student Name] is currently considered at risk of not meeting end-of-year promotion requirements, particularly in the following subjects:

- [Subject 1]
- [Subject 2]
- [Subject 3]

Initial support measures (Tier [1/2]) will include:

- [Intervention 1]
- [Intervention 2]
- [Intervention 3]

We invite you to a meeting to discuss the support plan and agree next steps:

- Date/Time: []
- Location/Online: []
- Attendees: VP, [HOD/Teacher], and (where relevant) Social Worker / Head of Inclusion

Following the meeting, the school will issue written minutes and confirm agreed actions.

Sincerely,

[Name], Vice Principal



D2. Formal Notice (Term 3) - Risk of Non-Promotion + DLP Summary

Subject: Formal Notice: Risk of Non-Promotion and DLP Support Plan - [Student Name],
Grade [X]

Dear [Parent/Guardian Name],

Further to our previous communications and ongoing monitoring, this letter serves as a formal notice that [Student Name] remains at risk of not meeting the promotion requirements for Grade [X] by the end of the academic year.

Current concerns (evidence summary):

- Attainment/progress: []
- Attendance (if relevant): []
- Language/behaviour/family factors (if relevant): []

Core subjects impacted:

- [Core subject 1]
- [Core subject 2]

Support provided to date (tiered): Tier 1 [] | Tier 2 [] | Tier 3 []

DLP is in place and reviewed once per module. Current targets:

- Target 1: []
- Target 2: []
- Review date: []

Please note: RSAD may apply conditional promotion (1-2 academic debts) where appropriate, subject to a documented closure plan. If promotion requirements are not met after interventions, retention may be considered only for Cycle 2/3 students and only as an exception, subject to required approvals.

Sincerely,

[Name], Vice Principal



D3. Conditional Promotion Confirmation - Academic Debts Closure Plan

Subject: Conditional Promotion Confirmation and Academic Debts Closure Plan - [Student Name], Grade [X]

Dear [Parent/Guardian Name],

This letter confirms that RSAD has granted conditional promotion for [Student Name] from Grade [X] to Grade [X+1], with [1/2] academic debt(s) to be closed as per the plan below.

Academic debts to be closed:

- 1) [Subject] - current result: [grade/score]
- 2) [Subject] - current result: [grade/score]

Closure plan (support and reassessment):

- Support sessions: [schedule/frequency/responsible teacher]
- Expected student actions: [home practice/attendance]
- Re-teaching period: [dates]
- Re-assessment date(s): [dates]
- Success criteria: pass threshold (5-point scale: 3+ / 100-point scale: 50+)

Please confirm your acknowledgement by signing below and returning this letter by [date].

Acknowledged by Parent/Guardian: _____ Date: _____

Sincerely,

[Name], Vice Principal (Academic)



D4. Retention Proposed (Cycle 2/3) - Subject to Required Approvals

Subject: Retention Proposal (Cycle [2/3]) - [Student Name], Grade [X]

Dear [Parent/Guardian Name],

Following end-of-year review of attainment/progress evidence, and after documented interventions, RSAD is proposing retention for [Student Name] in Grade [X].

Rationale (summary):

- Promotion requirements have not been met in: [Subject 1], [Subject 2].
- Evidence indicates insufficient curriculum mastery to progress safely (school threshold: below 50% mastery), particularly in core subjects.
- Interventions were implemented and documented (Tier 1-3), including DLP reviews once per module.

Next steps:

3. 1) Meeting to review evidence pack: Date/Time []
4. 2) Required approvals will be sought prior to implementation of retention.
5. 3) If approved, RSAD will issue a revised DLP and support timetable for the retained year.

Sincerely,

[Name], Vice Principal (Academic)



D5. Appeal Outcome Letter - Promotion/Retention Decision

Subject: Outcome of Appeal - Promotion/Retention Decision - [Student Name], Grade [X]

Dear [Parent/Guardian Name],

Thank you for submitting an appeal dated [date] regarding the promotion/retention decision for [Student Name]. An Appeals Panel meeting was held on [date].

Evidence reviewed:

- Attainment/progress data (core subjects highlighted)
- Attendance records (where relevant)
- Tiered intervention logs (Tier 1-3)
- DLP documents and module reviews
- Parent communication records (meeting minutes, letters)

Decision: [Uphold original decision / Amend decision as follows: ...]

Next steps: [conditional promotion closure plan / approvals process / updated DLP].

Sincerely,

[Name], Principal / Chair of Appeals Panel



Appendix E - Parent Request Form: Voluntary Grade Repetition

Student Name: []

Current Grade: [] Requested repeated grade: [] Academic Year: 2025-2026

Parent/Guardian Name(s): [] Contact: []

Parent request reasons (tick and/or describe):

- [] Academic reasons (specify): []
- [] Social/emotional maturity (specify): []
- [] Attendance-related impact (specify): []
- [] Additional learning needs (specify): []
- [] Other (specify): []

Parent statement (required):

I/We understand that grade repetition is an exceptional measure and that the school will review evidence, meet with us, and document the decision. I/We understand that required approval processes will be followed prior to implementation where applicable.

Parent/Guardian Signature: _____ Date: _____

For school use: Evidence reviewed [] attainment [] attendance [] interventions [] DLP [] wellbeing [] minutes

Pre-Council/Pedagogical Council date: [] School decision: [supported / not supported]

SLT signatures: _____ / _____



Appendix F - Appeals Form

Student Name: [] Grade: []

Parent/Guardian Name: []

Decision being appealed: [Promotion / Conditional Promotion Plan / Retention Proposal]

Date of school decision letter: [] Date appeal submitted: []

Grounds for appeal (tick all that apply):

- [] New evidence not previously considered (attach)
- [] Concern about procedure not being followed
- [] Concern about accuracy of evidence/data
- [] Request for reconsideration based on wellbeing circumstances
- [] Other (explain): []

Parent statement (required): Please describe reasons for appeal (max 1 page) and attach supporting documents.

Signature: _____ Date: _____

For school use:

Appeal received by: [Name/Role] on [Date]

Panel meeting date: [] Panel members: []

Outcome letter issued on: [] Outcome: [uphold / amend (details)]