



مدرسة جلوبال الإنجليزية- العين

GLOBAL ENGLISH SCHOOL – AL AIN

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Policy:	Promotion & Retention
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Evaluation & Review:	Reviewed in June 2024, June 2025, Sep 2026 Next review- Sep 2027
Rationale:	Students who are not achieving at their grade level should receive support to assist them maximise their achievement. Students identified as such will be supported by the LST (Learning Support Team) and teachers with the provision of IEPs. Students shall not be retained unless there are clear advantages or as a requirement of Cambridge Examinations criteria for progression.
Roles of Responsibility	Principal, Vice Principal, SLT, Pastoral Heads, HoDs, Student Counsellor, Head of Inclusion

Promotion

2.1 Requirements: GES shall develop and implement a Promotion Policy, which must outline the following elements at a minimum:

1. Age Requirement: GES shall set out the age requirements for grade placement as per Table 1. Age Cut-Offs for Grades/Years.
2. Mandatory Promotion: GES shall promote all students with their peer group sequentially from one grade/year to the next if they fulfill the promotion requirements for the previous year.
 - a. Exceptions to Mandatory Promotion: GES shall not retain students in a grade/year in any circumstance, except where a Cycle 2 or 3 student does not meet the promotion requirements as per the ADEK-approved curriculum and fails to make progress following interventions identified in the [ADEK Educational Risk Policy](#).
 - Where a student fails to meet the objectives in their DLP but does meet the promotion requirements set out in the ADEK-approved curriculum, we shall promote them and adjust their DLP objectives accordingly.
 - GES are not authorized to retain a student in Cycle 2 or 3 in a certain grade/year more than 2 consecutive times.
 - GES shall retain any student in more than two different grades during the entirety of their school education.
 - Voluntary Grade Repetition: GES shall exceptionally allow a student to repeat the school grade/year upon the request of the student's parents, and if deemed in the best interest

- of the student and their wellbeing.
 - b. If parents request grade/year repetition to enable the student to improve their grades, we shall use their discretion to make the decision.
 - c. GES shall obtain ADEK's approval before retaining a student.
3. Exceptions for Students with Additional Learning Needs: GES shall consider, on an exceptional basis, requests by parents of students with additional learning needs for their child to be retained in their grade/year in Cycle 2/3. Such cases must be considered by the school in close collaboration with the parents. This decision must be approved by ADEK.

2.2 Supporting Students at Educational Risk: Where a student is identified to be at risk of not being promoted:

- 1. GES shall abide by the requirements of the *ADEK Educational Risk Policy*.
- 2. GES shall notify the student's parents and involve them in planning support and intervention measures.

3. Transition Support

3.1 GES shall provide transition support for students throughout their education journey, which includes the following stages/phases:

- 1. Admissions: GES shall establish programmes to support new students in the school. In particular, targeted transition support shall be provided to:
 - a. Students starting school for the first time or coming from alternative early education settings.
 - b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - c. Students in exchange programmes.
 - d. Students with additional learning needs in all circumstances, in line with the *ADEK Inclusion Policy*.
- 2. Promotions: GES shall develop plans to support students with transitions between cycles and promotions:
 - a. GES shall establish targeted DLPs to support individual students who have not been promoted or who have accelerated, in line with the *ADEK Inclusion Policy*.
 - b. GES shall develop programmes to support students' transition between cycles (or other key stages defined by the school) by preparing them for the new environment (in the year prior) and during their first year in the new cycle.

3. Graduation and Leaving School: GES has developed programmes to support students' transition following graduation or switching pathways by preparing them for the new environment.
 - a. GES has developed and established support plan for individual students transitioning out of the current school into Higher Education, Technical and Vocational Education and Training (TVET), specialized provision, homeschooling, and other non-mainstream education systems, in line with the *ADEK CU Guidance Policy* and *ADEK Inclusion Policy*.

Accordingly, we have the following procedures in place:

Policy Statement

Students will naturally progress to the next year if their age is appropriate for the academic year level. Exceptions to this will only be considered after the following procedures have been enacted and where it has been deemed to be in the students' best interest.

Procedures

Promotion and Retention

Those students who have very low academic performance (and/or weak approaches to learning for KG-Grade 8 must be referred to the **Learning Support Team**. This Team will review reasons for the student performing below expectations and determine if there is any value in retention (e.g. for prolonged absence, joining Year mid-year, low age for the Year). The question that must be answered is whether the student will benefit more from promotion or retention.

Students who meet significantly fewer than expected learning outcomes should be identified as soon as possible and monitored closely by the school through the Learning Support team (LST) and a child's teacher.

KG – Grade 8

All students will be promoted to the next grade level, except in rare circumstances. The decision to retain a student in a grade level will only be taken if:

1. The school has followed a specific process described below
2. The school has considered a variety of factors described under 'considerations'.

Where Retention is considered, the Academic Review Team (ART) led by the Principal must consider all possible alternatives.

Considerations

- A student will only be retained in a year level if the circumstances provide a compelling rationale for how and why student achievement will improve when repeating the grade.

Specifically, school ensures that the following considerations are met:

- The ART will take account of a variety of elements, including the social and developmental impact on the student resulting from being separated from peers, and the capacity of the school to provide an improved, differentiated learning experience for retained students
- No student will be retained in a grade if he or she has already been retained previously (since beginning his or her school career)
- Before retaining a student in a grade, the ART will assess the student for special needs to determine whether the student's learning needs would be better met by an Individualized Education Plan (IEP). The final decision is issued based on the collective collaboration of all the teachers who have taught or worked with the student during the current academic year, social workers, heads of faculty, school or special needs coordinators, and the parents/guardians.
- Students who are not meeting learning expectations for their grade will be identified during the course of the school year, consistent with the Policy on SEN. These students will be identified to the LST. The school will provide academic interventions for such students during the school year, to try to prevent students from finishing the academic year behind expectations. Following points are also considered before deciding to retain a student :
 - The capacity of the School to provide an improved, differentiated learning experience and support for students who have in the past been retained.
 - Whether or not the student has already been previously retained.
 - Whether a student has been assessed for special education needs, and whether the student is in need of an Individual Education Plan which can better serve his/her individual learning needs
- The Academic Review Team shall consider a variety of possible factors to improve student learning including: social impact and student development that would result if he or she was separated from their peers; school reports which show the student's progress or lack of progress for two or more years, and the Council- approved curriculum.

IGCSE / AS / A

Cambridge International Examinations (CIE) will determine whether a student may progress according to the number of ungraded (U) subjects or whether a subject pass is a pre-requisite for AS or A Level progression. Students who receive an ungraded (U) result may re-sit for the examination in the October-November CIE examinations.

Students sitting for IGCSE /AS /A CAIE examinations may be retained if the student and the parents believe this to be the most beneficial course.

MoE

Students who fail MoE subjects may re-sit a failed examination to achieve a pass mark of 50% (CA mark and Exam) or >35% Term 3 Exam.