



PRE-UNIVERSITY EDUCATION (PUE)

PROMOTION AND RETENTION POLICY & GUIDELINES

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PROMOTION AND RETENTION POLICY & GUIDELINES

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Title	Promotion and Retention Policy & Guidelines	Code	PUE-ACD-P&G-009
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QF Schools Promotion and Retention Policy

P1. Introduction

Qatar Foundation Schools are committed to ensuring that every learner experiences a coherent, supportive, and developmentally appropriate progression throughout their educational journey. The Promotion & Retention Policy provides a unified framework that aligns with the IB philosophy, the QF Curriculum Framework, and the guiding principles of Pre-University Education (PUE), establishing clear expectations for student progression across all programs. Grounded in fairness, transparency, and student wellbeing, this policy supports informed decision-making through consistent criteria, high-quality evidence, and collaborative professional judgment. It integrates academic performance, attendance, behavior, and holistic learner development to ensure that promotion decisions reflect the whole child and their readiness for continued success.

This policy is aligned with, and complemented by, other key QF School policies including Attendance, Assessment, Admissions, Access Inclusion & Diversity, Behaviour, Academic Integrity, and Language ensuring coherence and continuity across the organization. While it provides a shared set of principles and expectations for all QF schools, each school will develop context-specific procedures that reflect its unique community.

P2. Purpose

This policy aims to:

- Ensure consistent, transparent, and equitable promotion decisions across all QF schools
- Support student progression through evidence-based criteria that integrate academic achievement, attendance, and learner engagement.
- Identify and intervene early for students at risk of non-promotion, ensuring personalized support plans and collaboration between teachers, parents and students.
- Strengthen alignment and coherence across programs to create a smooth and predictable learning journey that prepares students for post-secondary success

P3. Scope

This policy applies to all students, educators, and staff across Qatar Foundation Schools. It governs promotion, retention, and attendance, and outlines the standards and procedures that ensure consistent implementation across all programs and grade levels.

P4. Terms and Abbreviations

Term	Definition
Promotion	The advancement of a student to the next grade level based on meeting academic, behavioral, and attendance expectations.

Term	Definition
Retention	A decision for a student to remain in the same grade level for an additional year to ensure readiness for future learning.
Admissions	The process of evaluating and selecting students for entry into a QF school or program based on defined academic, behavioral, and developmental criteria.
Attendance Threshold	The minimum percentage of attendance required for a student to be considered for promotion, as defined by QF schools guidelines.
Academic Performance Criteria	The set of grade-level or program-level benchmarks students must meet to progress to the next grade.
At-Risk Student	A student who may not meet promotion criteria based on academic performance, attendance, behavior, or wellbeing indicators.
Behavioral Expectations	Standards of conduct students must meet, aligned with QF Schools' behavior frameworks and school policies.
Alternative Pathways	Planned educational route, within or beyond the QF Schools ecosystem, designed to better meet a student's academic, developmental, or support needs when they are unable to make appropriate progress within their current program despite documented intervention.

P5. Principles for Promotion and Retention at QF Schools

- Promotion and retention decisions are guided by holistic evidence, reflecting the academic, behavioral, attendance, and wellbeing indicators of each learner.
- Learning is developmental and nonlinear, and student progression should reflect growth over time rather than isolated performance in a single moment.
- Early identification and intervention are essential to support learners who are at risk of non-promotion, ensuring personalized support plans rather than reactive responses.
- Collaboration between teachers, school leadership, parents, and students ensures that promotion decisions are informed, fair, and learner-centered.
- Clear and consistent criteria for promotion foster transparency, accountability, and equity across all QF schools.
- Retention is a supportive strategy, not a punitive measure, and is considered when it demonstrably supports a learner's readiness for future success.
- Retention is only considered in exceptional circumstances.
- Wellbeing, engagement, and learner agency are essential indicators of readiness for progression and are considered alongside academic evidence.
- Contributing to smooth transitions between programs is essential to maintaining continuity and reducing discontinuity in learning across grade levels.

- Data-informed decision-making ensures that progression is evidence-based and aligned with QF Schools standards, PUE expectations, and IB Standards & Practices.
- Retention recommendations must be made by a school committee that includes, at minimum, the School Director and Principal, before submission to the Vice President of QF Schools for final approval.

P6. Policy Statements

- Students must meet all promotion criteria to be promoted.
- Students who fail to meet two or more promotion conditions shall be retained or exited to an alternative pathway.
- Students who fail to meet only one promotion condition may be considered for conditional promotion through course recovery. Internal course recovery (up to Grade 8) or external course recovery via an accredited provider (Grade 9-12)
- Overall attendance must be at or above 90% to be eligible for promotion or conditional promotion.
- Mandatory subjects identified by national or program requirements must be passed.
- Behavior and learner profile expectations must be consistently met. Where they are not, a change of learning environment (within or beyond the school) may be considered as a possible solution.
- All retention decisions must be accompanied by a documented support plan that identifies the targeted interventions, resources, and review mechanisms to be put in place during the repeated year to ensure the conditions that led to the retention decision are actively addressed.
- In mainstream schools, SANAD coordinators, in consultation with the SANAD team, provide input on cases of students who do not meet the passing criteria. The final decision for promotion is made by the Director.

P7. Course recovery

Course recovery is designed to provide students in Grades 9-12 with a structured opportunity to demonstrate the required learning outcomes when they have not met the promotion criteria in a limited number of subjects. The intent is to support student learning while maintaining academic integrity and program standards.

P7.1 Eligibility for Course Recovery

A student may be considered eligible for course recovery if they meet all of the following conditions:

- The student has failed no more than one subject or has not met one promotion requirement.
- The student has demonstrated consistent engagement and attendance throughout the academic year.
- The failed component does not significantly compromise progression to the next grade or program.
- The school determines that the student can reasonably demonstrate mastery within a defined recovery period.

Students who fail multiple subjects, or whose learning gaps are deemed substantial, will not be eligible for course recovery and may be subject to retention or alternative provision.

P7.2 Course Recovery Requirements (Grade 9-12)

Students approved for course recovery must complete one of the following options:

- a) Virtual High School (VHS) or an approved equivalent during the summer break, and successfully complete the required course in the subject not passed;
or
- b) A school-approved make-up examination, designed to allow the student to demonstrate sufficient mastery for the final grade to be raised to a passing standard.

All course recovery activities must align with the curriculum standards and assessment criteria of the course. Where credit recovery is required at a cost, enrolment fees are borne by the student's family.

P7.3 Timeline and Monitoring

- Course recovery is typically completed before the start of the following academic year or within a timeframe determined by the school.
- Clear deadlines must be communicated to the student and parents/guardians.
- Failure to meet recovery deadlines or expectations will result in retention or seeking of alternative pathways.

P7.4 Conditional Promotion

- Students approved for course recovery may be granted conditional promotion.
- Conditional promotion becomes full promotion only after successful completion and verification of all recovery requirements.
- If recovery requirements are not met, the conditional promotion will be revoked.

P7.5 Review and Approval

- Completion of course recovery is reviewed by the subject teacher and academic leadership team.
- All decisions will be documented and communicated formally to parents/guardians.

P7.6 Documentation

All course recovery plans, assessments, and decisions must be:

- Documented in the student's academic record - Transcript must show "CR" (Grades 9-12)
- Aligned with QF Schools assessment and reporting procedures
- Available for audit or review upon request

P8. Inter-School Transition

This section applies specifically to students currently enrolled in a QF school where the subsequent grade level is not offered (e.g., transitioning from a Primary-only school to a Middle/Secondary school).

P8.1 Initial Eligibility Notification:

By the first week of January, the current school is responsible for conducting a formal review of the student's academic standing against established promotion criteria.

- **Notification:** Parents will receive confirmation stating whether the student is meeting the requirements for promotion to the next grade level.
- **Documentation:** This notification will serve as the primary internal record for the receiving QF school.
- **Attendance recovery:** Where required, attendance recovery must be completed before the student transitions to the next grade level, program, or educational setting.

P8.2 Acceptance by Receiving School:

For students who meet all promotion criteria in the January review:

- The QF school of the family's choice (subject to capacity) must finalize the acceptance process.
- Official confirmation of placement must be communicated to the parents no later than the last working day of February.

P8.3 Conditional Status

If a student is missing two conditions or more from the promotion criteria during the January review, a "Conditional Transition Plan" will be initiated:

Action Plan: The current school, in collaboration with the parents, will develop a targeted academic plan to address specific gaps.

- **Re-Evaluation Period:** The student will be given until the release of the progress report to demonstrate the required academic progress.

P8.4 Final Determination

Following the re-evaluation period:

- The current school will update the receiving school on the student's status. The receiving school will provide a final decision (Acceptance or Denial based on promotion results).

QF Schools Promotion and Retention Guidelines

G1. Program – Specific Promotion Criteria

The tables below set out, in plain language, what a student needs in order to move up to the next grade, and what happens if those expectations are not met. They put the Promotion and Retention Policy into practice and apply across QF's IB schools (PYP, MYP, DP and CP), American Diploma schools (AP & SAT / STEM) and the American Diploma schools for students with special educational needs (Awsaj and Renad).

How promotion decisions are made

The same simple rule applies at every stage. A student is promoted when all the criteria for their grades are met. What happens when they are not depends only on how many criteria are missed:

Result of the review	What happens
All criteria met	The student is promoted to the next grade.
One criterion not met	The student is given conditional promotion and must complete course recovery – arranged within the school up to Grade 8, or through an approved accredited provider for Grades 9-12. Conditional promotion becomes full promotion once recovery is successfully completed (recorded as “CR” on the Grade 9-12 transcript).
Two or more criteria not met	The student repeats the year or moves to an alternative pathway, with a support plan agreed between the school and the parents.

Always required: attendance of at least 90% (excluding authorized absences) and a pass in the required national subjects (Islamic Studies and Qatar History). Behavior must consistently reflect the IB Learner Profile and school expectations; where it does not, a change of learning environment may be considered as a possible solution.

G1.1 IB Schools – PYP, MYP and Diploma (DP / CP)

Stage	What a student needs to be promoted	If criteria are not met
Early Years (PYP) Promotion into Grades: Pre-3, Pre-4, KG, G1, G2	<ul style="list-style-type: none">• Shows age-appropriate progress in social, emotional and motor development.• Demonstrates growth in the IB Learner Profile and Approaches to Learning (ATL) skills.	In-class monitoring and support (Tiers 1-2), with Tier 3 intervention through the Teaching & Learning Committee where needed, and referral to the Roa'a

Stage	What a student needs to be promoted	If criteria are not met
	<ul style="list-style-type: none"> ● Learning needs can be met within the school's available support. ● Attendance of at least 90%. 	Centre for assessment and support.
Primary (PYP) Promotion into Grades: G3, G4, G5	<ul style="list-style-type: none"> ● Attainment in numeracy and literacy (both languages) at grade level, based on standardized assessment (RIT norms) and teacher assessment (Proficient or Exceeds). ● Passes the national subjects: Islamic Studies and Qatar History. ● Attendance of at least 90%. ● Behavior consistently reflects the IB Learner Profile. 	Academic monitoring and a support plan; Learning Support (Tiers 1-2) and Tier 3 intervention where needed; referral to the Roa'a Centre. The Director may repeat or transfer a student who consistently does not meet the criteria.
Middle Years (MYP) Promotion into Grades: G6	<ul style="list-style-type: none"> ● Standardized assessment (MAP) in Reading, Language Usage and Mathematics at grade-level norms (RIT). ● Attainment at grade level (Proficient or Exceeds). ● Behavior consistently reflects the IB Learner Profile and school expectations. ● Attendance of at least 90%. ● Passes the national subjects: Islamic Studies and Qatar History. 	Academic monitoring and a support plan; Learning Support (Tiers 1-2) and Tier 3 intervention where needed; referral to the Roa'a Centre. The Director may repeat or transfer a student who consistently does not meet the criteria. Where a student does not meet the criteria and has learning needs beyond the scope of the mainstream classroom, the student is transferred to an alternative pathway.
Middle Years (MYP) Promotion into Grades: G7, G8	<ul style="list-style-type: none"> ● Achieves a minimum of Level 4 or above in all but two MYP subjects, with no less than Level 3 in any subject. ● Standardized assessment (MAP) in Reading, Language Usage and 	One year of learning support or a move to an alternative pathway; the SANAD team reviews the case after the Semester 1 (January) results.

Stage	What a student needs to be promoted	If criteria are not met
	<p>Mathematics at grade-level norms (RIT).</p> <ul style="list-style-type: none"> • Passes the national subjects: Islamic Studies, Islamic Civilization and Qatar History. • Attendance of at least 90%. • Behavior consistently reflects the IB Learner Profile. 	
Middle Years (MYP) Promotion into Grades: G9, G10	<ul style="list-style-type: none"> • Achieves Level 4 or above in all but two MYP subjects, with no less than Level 3 in any subject (cumulative of Grade 8 Milestone exams for G9 entry only). • Standardized assessment (MAP) in Reading, Language Usage and Mathematics at grade-level norms (RIT). • Passes the national subjects: Islamic Studies, Islamic Civilization and Qatar History (up to Grade 9). • Attendance of at least 90%. • Behavior consistently reflects the IB Learner Profile. 	<p>A move to an alternative pathway or repeating the year; the SANAD team reviews the case after the Semester 1 (January) results.</p>
Diploma (DP / CP) Promotion into Grades: G11	<p>Students meet the entry standard for their chosen pathway:</p> <ul style="list-style-type: none"> • DP: Level 4 or above in all MYP subjects, Personal Project Level 3+, and a pass (4+) in all milestone exams. • CP: at least 20/42 (or equivalent proportion) across the relevant courses, Personal Project Level 3+, and a pass in milestone exams (min 20/42 or equivalent proportion). • All pathways: attendance of at least 90% and behavior reflecting the IB Learner Profile. 	<p>The SANAD team and school leadership review the most suitable pathway. If the student is not eligible for either pathway, they repeat Grade 10.</p> <p>Low attendance or an inadequate behavior profile can result in a conditional acceptance, and both conditions may lead to unenrollment.</p>

Stage	What a student needs to be promoted	If criteria are not met
Diploma (DP / CP) Promotion into Grades: G12	<p>DP: Students must be on track to attain the Diploma. Meeting all of the requirements of the DP</p> <p>CP: Students must be on track to attain the CP certificate and meeting all of the requirements of the program</p> <p>All pathways: attendance of at least 90% and behavior reflecting the IB Learner Profile.</p>	The SANAD team and school leadership, with counselling input, review the current pathway, which may change to an alternative pathway, alternative provision or retention. Low attendance or an inadequate behavior profile can result in a conditional acceptance, and both conditions may lead to unenrollment.

Reference benchmarks: the cumulative totals of 22/42 (6 subjects), 26/49 (7 subjects) or 30/56 (8 subjects) indicate the milestone standard for entry to Grade 10. Grade-to-grade MYP promotion follows the per-subject rule set out above.

G1.2 American Diploma Schools - AP & SAT (STEM)

These schools follow the IB grade-level standards in Table A, with additional STEM requirements in Mathematics and Science.

Stage	What a student needs to be promoted	If criteria are not met
STEM (Middle Years) Promotion into Grades: G6, G7, G8, G9, G10	<ul style="list-style-type: none"> Meets the IB / MYP grade-level standard for their grade (see Table A). Maintains a GPA of 3.5 or above (90%+) in Mathematics and Science. Standardized assessment (MAP) in Reading, Language Usage and Mathematics at grade-level norms (RIT). Passes the national subjects and attendance of at least 90%. Behavior consistently meets school expectations. 	One requirement short: course recovery. Two or more short: repeat with support or a move to an alternative pathway; the SANAD team reviews the case after the Semester 1 (January) results.
AP & SAT Diploma	<ul style="list-style-type: none"> Existing STEM students: GPA of 3.5+ (90%+) in Mathematics and 	Counselling and leadership review

Stage	What a student needs to be promoted	If criteria are not met
Promotion into Grades: G11	<p>Science, standardized assessment (MAP) in Reading, Language Usage and Mathematics at grade-level norms (RIT), attendance of at least 90%, and behavior meeting school expectations.</p> <ul style="list-style-type: none"> ● Students joining from MYP: must also meet the DP entry standard - Level 4 or above in all MYP subjects. 	<p>pathway choices. Applicants who do not meet the entry standard are not eligible for admission.</p>

Reference benchmark (staff): students joining the American Diploma school from other systems need an overall 88% (MoE equivalent), plus MAP at grade-level norms, 90%+ attendance and a pass in Islamic Studies.

G1.3 American Diploma Schools (Special Educational Needs) - Awsaj & Renad

These schools support students with special educational needs. Promotion is individualized and decided by the Director on a case-by-case basis. In the upper grades, credit recovery (60% mastery to earn a recovered credit) replaces course recovery.

Stage	What a student needs to be promoted	If criteria are not met
Primary - Awsaj & Renad Promotion into Grades: KG, G1-G5	<ul style="list-style-type: none"> ● Develops in line with their individual developmental milestones. ● Attendance of at least 90%. 	The Director decides the appropriate action on a case-by-case basis.
Middle Years - Awsaj Promotion into Grades: G6, G7, G8, G9	<ul style="list-style-type: none"> ● At least 60% overall in both Semester 1 and Semester 2 in English, Mathematics and Arabic. ● Passes Islamic Studies and Islamic Civilization. ● Attendance of at least 90%. 	Credit recovery is available (60% mastery earns the recovered credit). The Director decides the appropriate action on a case-by-case basis.
High School - Awsaj Promotion into Grades: G10, G11	<ul style="list-style-type: none"> ● At least 60% overall in both Semester 1 and Semester 2 to earn each credit. ● Earns at least 5 credits. ● Attendance of at least 90%. 	Credit recovery is available (60% mastery earns the recovered credit). The Director decides the appropriate

Stage	What a student needs to be promoted	If criteria are not met
		action on a case-by-case basis.
Graduation - Awsaj Promotion into Grades: G12 / High School Diploma	<ul style="list-style-type: none"> • At least 60% overall in both Semester 1 and Semester 2 to earn each credit. • Earns at least 17 credits in total. • Attendance of at least 90%. 	Credit recovery is available (60% mastery earns the recovered credit). Students who do not reach the required credits are not eligible for the High School Diploma.

Reference (staff): Renad currently enrolls primary-stage students only; the Grades 6-12 rows above apply to Awsaj.

New programs: Any new program introduced during the validity period of this document will develop its promotion and retention criteria through a separate process, to be validated by the Vice President for QF Schools (VP-QF Schools).

References

- Policy and Guidelines on Attendance, Assessment, Admissions, Access Inclusion & Diversity, Behavior, Academic Integrity, and Language.

Appendices

Appendix A: Frequently Asked Questions (Passing Conditions)

This appendix summarizes the passing conditions in plain language. It is a quick reference only; where any difference arises, the policy statements and the program-specific tables above take precedence.

Question	Answer
How is a promotion decision made?	A student is promoted when all the criteria for their grades are met. If one criterion is not met, the student is given conditional promotion and must complete course recovery, arranged within the school up to Grade 8 or through an approved accredited provider for Grades 9-12. If two or more criteria are not met, the student repeats the year or moves to an alternative pathway, with a support plan agreed between the school and the parents.
Which conditions are always required, regardless of program?	Attendance of at least 90% (excluding authorized absences), a pass in the required national subjects (Islamic Studies and Qatar History), and behavior that consistently reflects the IB Learner Profile and school expectations. Where behavior is not consistently met, a change of learning environment (within or beyond the school) may be considered as a possible solution.
What attainment is required for promotion within Primary (PYP)?	Attainment in numeracy and literacy (both languages) at grade level, based on standardized assessment (RIT norms) and teacher assessment (Proficient or Exceeds), together with a pass in the national subjects, attendance of at least 90%, and behavior reflecting the IB Learner Profile.
What is required for promotion into Grade 6 (MYP)?	Standardized assessment (MAP) in Reading, Language Usage and Mathematics at grade-level norms (RIT); attainment at grade level (Proficient or Exceeds); behavior that consistently reflects the IB Learner Profile and school expectations; attendance of at least 90%; and a pass in the national subjects (Islamic Studies and Qatar History). Where a student does not meet the criteria and has learning needs beyond the scope of the mainstream classroom, the student is transferred to an alternative pathway.
What is the passing condition on subject grades for MYP (promotion into Grades 7-8 and 9-10)?	A student achieves Level 4 or above in all but two MYP subjects, with no less than Level 3 in any subject. In practice this means: at most two subjects may be below Level 4, and no subject may be below Level 3.

Question	Answer
What happens if a student misses one criterion, and what if they miss two or more?	Missing one criterion leads to conditional promotion with course recovery. Once recovery is successfully completed, conditional promotion becomes full promotion (recorded as “CR” on the Grade 9-12 transcript). Missing two or more criteria leads to retention (repeating the year) or a move to an alternative pathway, accompanied by a documented support plan.
What are the entry standards for the Diploma Programme (DP) or Career-related Programme (CP) at Grade 11?	DP entry requires Level 4 or above in all MYP subjects, a Personal Project at Level 3 or above, and a pass (4+) in all milestone exams. CP entry requires at least 20/42 (or an equivalent proportion) across the relevant courses, a Personal Project at Level 3 or above, and a pass in milestone exams. All pathways require attendance of at least 90% and behavior reflecting the IB Learner Profile.
How does promotion work in the STEM (American Diploma) schools?	These schools follow the IB grade-level standards, with additional STEM requirements: a GPA of 3.5 or above (90%+) in Mathematics and Science, standardized assessment (MAP) in Reading, Language Usage and Mathematics at grade-level norms (RIT), attendance of at least 90%, a pass in the national subjects, and behavior meeting school expectations.
How does promotion work in the schools for students with special educational needs (Awsaj and Renad)?	Promotion is individualized and decided by the Director on a case-by-case basis. In the upper grades, credit recovery (60% mastery to earn a recovered credit) replaces course recovery.
Who provides input, and who makes the final promotion decision, in mainstream schools?	SANAD coordinators, in consultation with the SANAD team, provide input on cases of students who do not meet the passing criteria. The final decision for promotion is made by the Director.

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