

# COMPULSORY SUBJECTS POLICY

| Document Control   | Details                                                                                          |
|--------------------|--------------------------------------------------------------------------------------------------|
| School             | Richmond International School Doha                                                               |
| Policy Owner       | Executive Principal                                                                              |
| Operational Lead   | Arabic and Compulsory Subjects Coordinator                                                       |
| Applies to         | All pupils and relevant staff at RIS and RIK, within each setting's licensed and approved stages |
| Approval authority | Board of Directors                                                                               |
| Effective from     | August 2026                                                                                      |
| Next Review        | August 2027, or earlier following updated MoEHE requirements                                     |



**RICHMOND INTERNATIONAL SCHOOL**

مدرسة ريتشموند الدولية

## **Compulsory Subjects Policy**

**Arabic Language Islamic Education Qatar History**

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## 1 Policy statement and purpose

Richmond International School and Richmond International Kindergarten recognise Arabic Language, Islamic Education and Qatar History as core national curriculum requirements. The settings will implement these subjects in accordance with current Ministry of Education and Higher Education requirements, their approved educational plans and the stage and pathway assigned to each pupil.

This policy establishes the controls for pupil classification, curriculum delivery, assessment, staffing, records, exceptions and quality assurance. Its central requirement is that native and non-native classification is based on verified MoEHE criteria and official records. Language attainment, family preference or the difficulty of a course cannot be used informally to change a pupil's pathway.

## 2 Scope

The policy applies to all pupils enrolled in the licensed stages of RIS and RIK and to leaders, admissions and data staff, teachers, support staff and parents. Requirements are applied according to the current MoEHE curriculum, the approved educational plan and any formal Ministry decision affecting an individual pupil.

## 3 Regulatory framework

- the current MoEHE Academic Policy for the Three Compulsory Subjects and any amendment or replacement;
- Circular No. 14 of 2025 and the Standards and Mechanism for Evaluating the Competency of Teachers of the Three Compulsory Subjects;
- Circular No. 13 of 2025 and the Ministry curriculum and educational-systems guidance relevant to private schools and kindergartens;
- current MoEHE rules for native and non-native pathways, subject exceptions, approved textbooks, assessment, staffing and educational plans;
- the Professional and Ethical Charter for Nurseries, Kindergartens and Private Schools Second Edition 2025; and
- the current approved RIS and RIK educational plans, timetables and curriculum documents.

Where a current law, circular, official direction or approved Ministry decision conflicts with this policy, the current official requirement takes precedence. The policy will be amended as soon as practicable.



## 4 Definitions

| Term                      | Meaning for this policy                                                                                                                                    |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Compulsory subjects       | Arabic Language, Islamic Education and Qatar History as prescribed by MoEHE.                                                                               |
| Native Arabic pathway     | The Arabic-medium or native-speaker programme assigned under current MoEHE classification requirements, commonly referred to within RIS as Arabic A.       |
| Non-native Arabic pathway | The Ministry-approved Arabic second-language programme for pupils classified as non-native Arabic learners, commonly referred to within RIS as Arabic B.   |
| Arab nationality          | A nationality treated by MoEHE as requiring the native Arabic pathway. The current Ministry classification and official pupil documents are authoritative. |
| Verified classification   | A pathway confirmed from official identity and Ministry records and recorded consistently in the MIS and subject lists.                                    |
| Exception                 | A formal Ministry-recognised exemption, modification or alternative arrangement. A school-level preference is not an exception.                            |
| Alternative provision     | Planned, supervised learning provided where a pupil is not required to study a subject, such as provision for a non-Muslim pupil during Islamic Education. |



## 5 Pupil classification principles

- Classification must be completed at admission and verified before final subject groups, timetables and reports are issued.
- Nationality classification, Arabic language proficiency and religion are separate data fields. They must not be treated as interchangeable.
- A pupil's Arabic pathway is determined by current MoEHE requirements and verified official documentation, not by a school entrance test alone.
- An Arabic assessment may identify starting points, support or differentiation, but cannot override a Ministry-required pathway.
- A parent cannot choose the non-native pathway solely because the child has weak Arabic, was educated abroad, speaks another language at home or finds Arabic difficult.
- Low attainment, late entry or limited prior exposure normally requires differentiated teaching and intervention, not informal reclassification.
- Any uncertainty, dual nationality, conflicting documentation, previous exception or requested change must be referred to the Executive Principal and Arabic and Compulsory Subjects Coordinator and, where necessary, to the assigned Ministry specialist.
- The existing verified classification remains in force until a formal correction or Ministry-approved change is recorded.



## 6 Native and non-native classification procedure

| Step                     | Required action                                                                                                                                                                                                                                                      | Evidence or record                                                                   |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1<br>Collect             | Admissions obtains the pupil's passport, QID, nationality or nationalities, religion where relevant, home language, previous school and previous compulsory-subject pathway.                                                                                         | Copies of official identity documents, application information and previous records. |
| 2<br>Determine           | Pupils holding an Arab nationality are assigned to the native Arabic pathway in line with current MoEHE requirements. Pupils holding only non-Arab nationality are assigned to the approved non-native Arabic pathway, unless an official decision states otherwise. | Classification checklist and current Ministry criteria.                              |
| 3<br>Check complex cases | Dual nationality, disputed nationality, document mismatch, previous reclassification, exception or uncertainty is not decided informally. The case is escalated before any change.                                                                                   | Referral record, Ministry correspondence or formal approval.                         |
| 4<br>Assess need         | Teachers may assess Arabic proficiency to plan teaching, intervention and reasonable access within the assigned pathway.                                                                                                                                             | Baseline assessment and support plan where required.                                 |
| 5<br>Record              | The confirmed pathway is entered consistently in the MIS, class list, timetable, assessment system, reports and Ministry return.                                                                                                                                     | Reconciled records and dated audit trail.                                            |
| 6<br>Inform              | Parents receive a clear explanation of the assigned pathway, subject entitlement and any action required.                                                                                                                                                            | Copy of communication and acknowledgement where appropriate.                         |
| 7<br>Review              | Lists are checked at the start of each term and after admission, withdrawal, document update or Ministry decision.                                                                                                                                                   | Termly reconciliation and exception register.                                        |



## 7 Classification decision matrix

| Pupil information                                     | Arabic Language                                                                  | Islamic Education                                                                   | Qatar History                                                                 |
|-------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Arab nationality and Muslim                           | Native Arabic pathway                                                            | Approved Islamic Education pathway, normally Arabic medium                          | Approved native pathway, normally Arabic medium                               |
| Arab nationality and non-Muslim                       | Native Arabic pathway                                                            | Not enrolled; supervised alternative provision                                      | Approved native pathway, normally Arabic medium                               |
| Non-Arab nationality and Muslim                       | Approved non-native Arabic pathway                                               | Approved pathway and language for non-native Arabic learners                        | Approved non-native or accessible pathway, including English where authorised |
| Non-Arab nationality and non-Muslim                   | Approved non-native Arabic pathway                                               | Not enrolled; supervised alternative provision                                      | Approved non-native or accessible pathway, including English where authorised |
| Dual nationality, disputed record or formal exception | Do not assume. Maintain the verified pathway and seek clarification or approval. | Determine religion and any official direction; do not infer from nationality alone. | Maintain approved pathway pending clarification.                              |

This matrix is an operational summary. Current MoEHE rules and individual Ministry decisions remain authoritative. The school will not create its own nationality exceptions.



## 8 Arabic Language

- Arabic Language is provided to all pupils for whom it is required, through the correct Ministry-approved native or non-native pathway.
- Native-pathway pupils follow the prescribed curriculum, textbooks, assessment and reporting expectations for native Arabic learners.
- Non-native-pathway pupils follow the approved second-language curriculum and resources. The pathway remains a compulsory curriculum entitlement unless a formal exception applies.
- Teaching develops listening, speaking, reading and writing and reflects pupils' starting points without removing required curriculum expectations.
- Compulsory periods must not be routinely shortened, cancelled or reassigned to another subject. Lost learning is identified and remedied.

## 9 Islamic Education

- Islamic Education is compulsory for every pupil whose verified record identifies the pupil as Muslim, regardless of nationality or Arabic classification.
- Native Arabic-speaking Muslim pupils follow the approved native or Arabic-medium pathway.
- Non-native Arabic-speaking Muslim pupils follow the approved curriculum and language pathway specified by current MoEHE guidance.
- Non-Muslim pupils are not placed in Islamic Education. They receive planned, supervised and educationally appropriate alternative provision.
- Religion information is handled sensitively and confidentially. A change is made only after the school receives and verifies appropriate information.

## 10 Qatar History

- Qatar History is taught to all pupils and year groups required by the approved educational plan unless a formal Ministry-recognised exception applies.
- Native Arabic pupils normally study the subject in Arabic. Non-native Arabic pupils follow the approved accessible language pathway, including English-medium resources where authorised.
- Teaching develops knowledge of Qatar's history, geography, heritage, leadership, citizenship, national values and development, with appropriate links to Qatar National Vision 2030.
- The subject is shown clearly in timetables, planning, assessment, reporting and monitoring records.



## 11 Admissions records and data controls

- Admissions must not rely on a parent's verbal description alone where official documents are available.
- The HR and Admin Manager Registrar and relevant admissions staff maintain nationality, Arabic pathway, religion, previous schooling and exception information accurately in the MIS.
- The Arabic and Compulsory Subjects Coordinator receives prompt notice of every new admission, withdrawal, nationality correction, religion update and Ministry decision.
- Termly reconciliation compares the active pupil list, MIS, Arabic groups, Islamic Education groups, Qatar History groups, timetables, assessment lists and exception register.
- Discrepancies are corrected promptly with a dated audit trail. Reports and Ministry returns must use the verified classification.

## 12 Requests for review exceptions and pathway changes

RIS and RIK cannot grant an informal exemption or pathway change. A parent request is considered respectfully, but the settings must apply the current MoEHE process and cannot promise approval.

- The parent submits the request and supporting documents through the designated school process.
- The Arabic and Compulsory Subjects Coordinator checks the documents, current eligibility rules and the pupil's verified record.
- The Executive Principal authorises any referral to the assigned Ministry specialist or official approval route.
- Until written approval or correction is received, the pupil remains in the existing verified subject and pathway unless MoEHE directs otherwise.
- The final decision, conditions, validity period, curriculum, assessment expectations and review date are recorded in the pupil file, MIS and exception register.
- Teachers receive only the information necessary to implement the arrangement, with confidentiality maintained.

## 13 Curriculum planning timetabling and resources

- Provision follows the approved educational plan and current Ministry allocations for each licensed stage.
- Curriculum maps, term plans, daily plans and lesson plans identify the applicable Ministry standards and the correct pathway.
- Only current approved textbooks are used as the core resource. Supplementary resources require checking and approval under MoEHE and school procedures.
- Timetables protect the required number and duration of compulsory-subject lessons. Cover and absence arrangements preserve continuity.
- Classes may be grouped by pathway and learning need where permitted, but the arrangement must not change a pupil's official classification.
- National identity, Arabic language and Qatar heritage are reinforced appropriately through displays, assemblies, reading, events and wider curriculum links.



## 14 Teaching assessment and reporting

- Teachers use diagnostic, formative and summative assessment appropriate to the subject, year group and pathway.
- Assessment evidence informs planning, differentiation, intervention and pupil-progress review.
- Common tasks, moderation and work scrutiny are used to improve consistency between classes and teachers.
- Reports identify the actual subject and pathway studied and provide accurate attainment, progress, strengths and next steps.
- An approved exception or modified arrangement is reflected accurately and sensitively. A pupil is not assessed against a pathway that the pupil is not authorised to follow.
- Parents are informed through scheduled reports and meetings when progress, attendance or participation creates concern.

## 15 Staffing teacher competency and professional development

Teachers must hold the qualifications, approvals and licences required for their assigned subject and stage. The settings will inform compulsory-subject teachers of the current competency standards and cooperate fully with Ministry academic specialists.

| Circular No. 14 of 2025 requirement                                                                              | Richmond control                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Competency evaluation applies across private schools and kindergartens.                                          | Maintain readiness, accurate teacher lists and full cooperation with field visits.                                            |
| Eligible teachers are evaluated through documented criteria and procedures.                                      | Inform teachers in advance and retain observation, results and competency records.                                            |
| Classroom observation contributes 40 percent and pupil results or descriptive assessment contributes 60 percent. | Align internal monitoring and ensure assessment evidence is reliable and accessible.                                          |
| Teachers requiring improvement receive an Individual Development Plan.                                           | Agree targets, support, review dates and evidence of improvement; notify or report as required.                               |
| Evaluation supports development and identification of training needs.                                            | Use findings for coaching and professional development, while respecting the Ministry's stated purpose and grievance process. |



## 16 Roles and responsibilities

| Role                                       | Responsibilities                                                                                                                                           |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Board of Directors                         | Approves the policy and receives assurance that the approved educational plan and MoEHE requirements are implemented.                                      |
| Executive Principal                        | Holds overall accountability; approves structures, staffing and referrals; resolves classification concerns; reports significant non-compliance.           |
| Kindergarten Principal                     | Implements the policy in RIK and assures appropriate compulsory-subject provision, staffing, records and parent communication.                             |
| Arabic and Compulsory Subjects Coordinator | Verifies pathways; maintains lists and exceptions; leads curriculum, assessment, monitoring and teacher development; liaises with the Ministry specialist. |
| HR and Admin Manager Registrar             | Ensures accurate admissions, nationality, religion, pathway and pupil-record data and communicates verified changes.                                       |
| Teachers                                   | Teach the approved curriculum; differentiate within the pathway; assess and report accurately; retain evidence; attend required training.                  |
| Parents and carers                         | Provide accurate official information, notify changes, support attendance and follow the formal review or exception process.                               |
| Pupils                                     | Attend, participate, complete required work, use resources responsibly and respond to feedback.                                                            |



## 17 Monitoring evidence and termly review

The Executive Principal, Kindergarten Principal and Arabic and Compulsory Subjects Coordinator review implementation termly. Evidence includes:

- approved educational plans, timetables and lesson-allocation checks;
- verified nationality, religion, native and non-native classification data;
- reconciled Arabic, Islamic Education and Qatar History class lists;
- the exception register and Ministry approvals or correspondence;
- curriculum maps, plans, approved resources and samples of pupil work;
- assessment, moderation, progress, reporting and intervention records;
- teacher qualifications, Ministry approvals, observations, competency evaluations and development plans;
- parent communications, complaints or review requests and evidence of follow-up; and
- termly monitoring minutes, actions, named owners and completion evidence.

Any misclassification, missing entitlement, unapproved resource, repeated loss of teaching time or inaccurate record is corrected promptly and reviewed to prevent recurrence.

## 18 Related school documents

- Language Policy
- Curriculum Policy and approved educational plans
- Teaching and Learning Policy
- Assessment Policy
- Admissions Policy
- Inclusion and SEND Policy
- Professional Development Policy
- Communication and Information Sharing Policy
- Complaints Policy
- Code of Ethics Policy