

INTERNAL RULES AND REGULATIONS





TABLE OF CONTENTS:

Introduction	5
CHAPTER I	
General requirements.....	6
Article 1 - Purpose.....	6
Article 2 - Scope.....	6
Article 3 - Guiding Principles	7
CHAPTER II	
Identity, mission, educational offer and governance	7
Article 4 - Identity and Nature of the School	7
Article 5 - Mission, Vision and Values.....	8
Article 6 - Educational Offer.....	8
Article 7 - Governance Structure and Pedagogical Direction.....	9
Chapter III	
Educational Community.....	10
Article 8 - Educational Community	10
Section I.....	11
Students.....	11
Article 9 - Students' Rights	11
Article 10 - Students' Duties	13
Article 11 - Class Delegate and Sub-Delegate.....	15
Section II	16
Parents and Guardians	16
Article 12 - Parents and Guardians' Rights	16
Article 13 - Parents and Guardians' Duties	16
Section III.....	18
Teaching and non-teaching staff.....	18
Article 14 - Teaching and Non-Teaching Staff	18
Article 15 - Relations of teaching and non-teaching staff in the Educational Community	18
Chapter IV	
Assessment	19
Article 16 - Framework for Learning Assessments - National Curriculum	19
Article 17 - Cambridge International Assessment Criteria	25
Article 18 - Assessment Criteria for Compulsory Subjects with Qualitative Assessment...	35
Article 19 - National Curriculum External Assessments	38
Article 20 - Conditions for the Progression or Retention of Students in Basic Education..	39
Article 21 - Participation of Students in Assessment.....	42



Article 22 - Participation of Parents/Guardians in the Assessment	42
---	----

Chapter V

Disciplinary Educational Measures.....	42
Article 23 – Framework of the Disciplinary Educational Measure	42
Article 24 - Applicable disciplinary educational measures.....	43
Article 25 - Corrective and sanctioning measures.....	45
Article 26 - Disciplinary Procedure.....	47
Article 27 - Appeal against the Disciplinary Decision	49
Article 28 - Enforcement of the Disciplinary Measure	49
Article 29 - Intervention of Parents and Guardians	49
Article 30 - Civil and Criminal Liability.....	50
Article 31 - Rules of Coexistence.....	50
Article 32 - Violations of the Rules of Coexistence	52
Article 33 - Internal Procedures	53

Chapter VI

Admission, Enrolment and Attendance.....	53
Article 34 - Students Admission	53
Article 35 - Enrolment and Enrolment Renewal	54
Article 36 - Attendance and Punctuality	55
Article 37 - Uniform and Personal Presentation.....	55
Article 38 - Absences	56
Article 39 - Transfer and Enrolment Cancellation	56

Chapter VII

Pedagogical Organization, Teaching-Learning Process.....	57
Article 40 - Pedagogical organisation.....	57
Article 41 - Principles of Assessment	57
Article 42 - Methods of assessment and communication of results	58
Article 43 - Progression and Educational Support.....	58
Article 44 - Inclusive education	59
Article 45- Institutional Self-Assessment and Continuous Improvement.....	60
Article 46 - Academic Integrity.....	61

Chapter VIII

School Life and Activities.....	61
Article 47 - Experiential Learning and Outdoor Education	61
Article 48 – Recognition of Merit, Commitment and Evolution.....	62
Article 49 - Wellbeing, Safety, Inclusion and Sense of Belonging.....	63
Article 50 - Unacceptable behaviour	65
Article 51 - Exceptional Measures and Protection of the Educational Community	66



Article 52 - Protection and Safeguarding of Children and Young People.....	67
Article 53 - Health, Safety and Risk Management	69
Article 54 - Responsible Use of Technology and Digital Citizenship.....	70
Article 55 - Students' Health, Administration of Medicines and School Accidents.....	72
Article 56 – Field Trips, External Activities and Learning Outside the Classroom	74
Article 57 - Organisation and Functioning of Discovery Club Activities	75
Article 58 - School Transport	76

Chapter IX

<i>Final Provisions</i>	76
Article 59 - Data Protection and Confidentiality	76
Article 60 - Interpretation and Omissions.....	77
Article 61 - Communication, Concerns and Complaints.....	78
Article 62 - Approval, Entry into Force and Review	79



Introduction

The International School of Torres Vedras (EITV) is a private educational establishment that develops its activity in accordance with the applicable legislation and the guiding principles of the Portuguese educational system, pursuing its own educational project of an international nature. These Internal Rules and Regulations establish the fundamental rules for the organization and functioning of the school, defining the principles that govern its activity and the rights and duties of the members of the Educational Community, constituting one of its main management tools and autonomy.

The school's educational offer integrates the Portuguese national curriculum and the Cambridge international curriculum, and also as a complementary educational program to the national curriculum, the Dual Diploma program. In this way, an education of excellence is promoted based on academic rigor, pedagogical innovation, inclusion, citizenship and the integral development of students, always in articulation with the legal and regulatory framework applicable in Portugal.

The Internal Rules and Regulations must be interpreted in conjunction with the Educational Project, the Annual Activities' Plan and the other regulations, policies and procedures approved by the school, which develop specific matters essential to its operation.

In the application of its provisions, the student's best interests must prevail, the promotion of a safe, respectful and inclusive environment, collaboration between the school and families and the permanent commitment to educational quality and continuous improvement.



CHAPTER I

General requirements

Article 1 - Purpose

1. These Internal Rules and Regulations establish the guiding principles of the organization, operation and management of the International School of Torres Vedras, as well as the rights and duties of students and guardians.
2. The Internal Rules and Regulations aim to ensure the regular functioning of the school, promote a safe, inclusive and respectful educational environment and contribute to the achievement of its Educational Project.
3. The Rules of Procedure is the instrument that:
 - a. Regulates cooperation between the various elements of the school community;
 - b. Regulates the rights and duties of students and guardians;
 - c. Regulates the procedures necessary for the proper functioning of the pedagogical activity;
 - d. Regulates curricular activities and Discovery Clubs.

The provisions contained in this Regulation apply without prejudice to the legislation in force and other management tools and organization of the school, namely the Basic Law of the Education System, Law No. 46/86, of 14 October, and the Basic Law of Private and Cooperative Education, Law No. 9/79, of 19 March.

Article 2 - Scope

1. This Regulation applies to members of the Educational Community, namely students, parents and guardians.
2. Its provisions also apply to teaching and non-teaching activities carried out:
 - a) at the school's facilities;
 - b) in field trips, exchanges, cultural events, competitions and other initiatives organized or authorized by the school;
 - c) in extracurricular activities or curricular enrichment;
 - d) in digital environments and institutional platforms used for educational or administrative purposes;
 - e) during the use of the services provided by the school, including, when applicable, school transportation and educational support services.



All elements of the School Community are responsible for the effective safeguarding of the right to education and equal opportunities in school access and success, for the full achievement of the objectives of the educational project and for the development of a culture of citizenship capable of fostering the values of the human person, democracy and the responsible exercise of individual freedom.

Article 3 - Guiding Principles

In the development of its activity, the school is guided by the following principles:

- a) promotion of educational success and the integral development of students;
- b) respect for the dignity of the human person and fundamental rights;
- c) safeguarding the best interests of the child and young person;
- d) equal opportunities, inclusion and appreciation of diversity;
- e) academic excellence, pedagogical innovation and lifelong learning;
- f) responsibility, integrity, citizenship and active participation;
- g) collaboration between the school, students, families and the rest of the Educational Community;
- h) promotion of a safe, healthy and respectful school environment.

CHAPTER II

Identity, mission, educational offer and governance

Article 4 - Identity and Nature of the School

1. The International School of Torres Vedras (EITV) is a private educational establishment that develops its activity under the terms of the applicable Portuguese legislation.
2. The school follows its own educational project, exercising the pedagogical, organizational and administrative autonomy legally recognized, guided by the principles of educational and holistic excellence, inclusion, innovation, responsibility and continuous improvement.
3. The school's activity is governed by these Internal Rules and Regulations, the Educational Project, the Staff Handbook and other management and organization tools approved by the Entitled Entity.



Article 5 - Mission, Vision and Values

1. The school's mission is to provide an education of excellence that promotes the integral development of each student, preparing them to successfully face the academic, personal and professional challenges of a world in constant transformation.
2. The school promotes a culture based on safety, wellbeing, respect, integrity, responsibility, inclusion, active citizenship and the ongoing search for excellence.
3. The school's educational approach aims to train autonomous, resilient, critical, creative, ethical and socially responsible students, capable of lifelong learning and contributing positively to society.

Article 6 - Educational Offer

1. The school develops a national and international educational offer, in accordance with the legally applicable authorizations and with the respective Educational Project.
2. The educational offer integrates the Portuguese national curriculum, the Cambridge international curriculum and the complementary program to the national curriculum, Dual Diploma (American High School Diploma - protocol with the international educational institution, Académica), providing diversified, demanding learning paths adapted to the needs of students.
3. The curricular organization, the teaching and learning processes and the assessment criteria are defined in accordance with the applicable legislation, the references of the competent entities and the pedagogical principles of the school.



Article 7 - Governance Structure and Pedagogical Direction

1. The pedagogical direction of the school is ensured by a Collegial Pedagogical Direction, which is the main body responsible for defining, coordinating and supervising the pedagogical and academic guidance of the institution.
2. The organization of the school is based on a collaborative leadership model that promotes shared responsibility, collegial decision-making and articulation between all areas of the educational community.
3. The Collegial Pedagogical Direction is composed of four members, one of whom is the president, appointed by the Entitled Entity, ensuring, as a whole, a balanced representation of all stages of schooling and the main educational offers of the school, including nursery, Pre-School Education, the Portuguese national curriculum, the Cambridge international curriculum and the complement to the national curriculum, Dual Diploma.
4. The Collegiate Pedagogical Direction collectively exercises the powers legally assigned to it:
 - a) monitor the implementation of the School's Educational Project and these Internal Rules and Regulations;
 - b) define and monitor the school's pedagogical strategy;
 - c) ensure the coherence and continuity of the students' educational path;
 - d) promote the articulation between the different levels of education, curricula and programs;
 - e) promote and ensure quality, innovation and continuous improvement of pedagogical practices;
 - f) deliberate on the pedagogical and academic matters submitted to it;
 - g) promote the implementation of the measures provided for in Decree-Law No. 54/2018 (Inclusive Education) and Decree-Law No. 55/2018 (Curriculum and Assessment);
 - h) supervise disciplinary procedures and exercise the powers assigned to it by the Student Statute and School Ethics and by these Internal Rules and Regulations;
 - i) propose and monitor training and professional development actions for teaching and non-teaching staff;
 - j) evaluate reports, indicators and evidence related to the pedagogical functioning of the School and determine improvement measures.



- k) ensure the implementation of internal training programmes for all school staff members, within the scope of the policies and procedures for the prevention of corruption and related offences implemented, under the terms of article 9 of the general regime for the prevention of corruption (RGPC), approved by Decree-Law no. 109-E/2021, of 9 December.
5. The decisions of the Pedagogical Direction are taken in the best interest of the students and the pursuit of the Educational Project, privileging the consensus and collective responsibility of its members.
 6. The school may create other structures of coordination, consultation or pedagogical and organizational support that it deems appropriate for the fulfillment of its mission and the proper functioning of the institution.
 7. The composition of the management and coordination bodies and the identification of their respective members are disclosed by the institutional means deemed appropriate, and do not constitute an integral part of these Internal Rules and Regulations.

Chapter III

Educational Community

Article 8 - Educational Community

1. The Educational Community of EITV is made up of all those who contribute to the achievement of its Educational Project and to the pursuit of its mission.
2. The Educational Community includes:
 - a) the students;
 - b) parents and guardians;
 - c) the teaching staff;
 - d) non-teaching staff;
 - e) the Entitled Entity and the management and coordination bodies;
 - f) staff members, service providers and institutional partners who participate in the school's activity.
3. All members of the Educational Community must guide their actions by the principles of mutual respect, cooperation, responsibility, integrity and appreciation of diversity.



4. The following are also duties common to all members of the school community:

- a) Know the legislation that regulates its activity and the determinations of an internal nature;
- b) Comply with and enforce the school's Internal Rules and Regulations;
- c) To act preventively in the detection and eradication of any harmful behaviours, namely smoking, alcoholism and drug addiction;
- d) Raise awareness to those responsible for the presence of people outside the school community, in places where their presence is not authorized;
- e) Ensure the preservation, conservation and cleanliness of the school, namely regarding facilities, teaching material, furniture and green spaces, making appropriate use of them.

The teaching staff, the non-teaching staff, the Entitled Entity and the management and coordination bodies, the staff members, service providers and institutional partners who participate in the school's activity are governed by their own document, the Employee Manual.

Section I

Students

Article 9 - Students' Rights

1- The right to education and equal opportunities in school access and success includes the following rights of students:

- a) To enjoy quality teaching and education in accordance with the provisions of the law, in conditions of effective equality of opportunities, to promote successful learning;
- b) To enjoy an environment and an educational project that provide the conditions for their full physical, intellectual, moral, cultural and civic development, for the shaping of their personality, their capacity for self-learning and conscious criticism of values, knowledge and ethics;
- c) To see value, dedication and effort in work and school performance recognized and valued and to be stimulated in this sense;
- d) To see recognized the commitment to meritorious actions in favor of the community in which it is inserted or of society in general, practiced in school or



outside it, and to be stimulated in this sense;

- e) To enjoy a school schedule appropriate to the year attended, as well as a balanced planning of curricular and extracurricular activities, namely those that contribute to the cultural development of the community;
- f) Be treated with respect and correction by any element of the school community;
- g) To see their safety in school attendance safeguarded and their physical and moral integrity respected;
- h) Be adequate and promptly assisted in the event of an accident or sudden illness, occurring or manifested within the scope of school activities;
- i) Have the confidentiality of the elements contained in their individual file respected, whether of a personal nature or relating to the family;
- j) Use the facilities intended for you and others with the proper authorization;
- k) Present criticisms and suggestions regarding the functioning of the school;
- l) Communicate to the teacher or class director any anomalies found in the school, in classes and in the daily life of the class to which they belong;
- m) Participate in the assessment process, through self- and hetero-assessment tools;
- n) To be heard, in all matters that are justifiably of interest, by teachers, class directors and pedagogical direction;
- o) Elect and be elected to groups, positions and other representative functions within the school, under the terms of the legislation in force and the Internal Rules and Regulations;
- p) Participate, through their representatives, in compliance with the law, in the school's administration and management boards, in the creation and execution of the respective educational project, as well as in the preparation of the Internal Rules and Regulations;
- q) Organize and participate in initiatives that promote their training and leisure time.

2- The student also has the right to be informed about all matters that concern them, namely:

- a) Method of organization of their study plan or course, program and essential objectives of each subject or subject area and assessment criteria, in language appropriate to their age and level of education attended;
- b) Information regarding enrolment;



- c) Standards for the use and safety of school materials and equipment;
- d) Rules for the use of specific facilities, namely library, laboratory, bar and cafeteria;
- e) Information on the emergency plan;
- f) Initiatives in which they can participate and of which the school is aware.

Article 10 - Students' Duties

The students form the student body and should, as such, assume a dynamic, constructive and responsible attitude in the life, organization and social projection of the school.

The general duties of students are:

1. Study, committing to their comprehensive education and training;
2. Respect the physical and moral integrity of all members of the educational community;
3. To provide help and assistance to the other members of the educational community according to the circumstances of danger to their physical and moral integrity;
4. Follow the guidelines and respect the instructions of teaching and non-teaching staff in the exercise of their duties.
5. Contribute to the harmony of school coexistence and to the full integration of all students into the school, not disturbing the normal functioning of teaching activities and the right to education;
6. Be assiduous, punctual and responsible in complying with the schedules, tasks assigned to them and the stipulated rules;
7. Do not leave the school grounds without authorization;
8. Avoid entertainment that may cause physical, material or moral damage to themselves or others;
9. Do not practice any sports activities outside the places intended for this purpose;
10. Not to disturb the normal functioning of teaching activities;
11. Not to use the school facilities for purposes other than those legally recognized, without authorization from the pedagogical direction;
12. Ensure the preservation, conservation and cleanliness of the school, namely regarding facilities, teaching material, furniture and green spaces, making appropriate use of them;



13. Respect the ownership of the assets of all elements of the educational community;
14. Bring the student's card with them, use it for identification purposes and registration of entry and exit and present it whenever requested;
15. Comply with rules of exemplary conduct within the classroom, without forgetting due respect for colleagues and teachers;
16. Not to possess or consume addictive substances, especially drugs, tobacco and alcoholic beverages, nor to promote any form of trafficking, facilitation and consumption of them;
17. Not to carry any materials, instruments or devices that may objectively cause physical harm to the student or third parties;
18. Not to practice any unlawful act;
19. Bear the damage caused to school facilities and equipment, unless there are circumstances that justify the damage caused;
20. Know the rules and opening hours of all school services;
21. Participate in the election of their representatives and cooperate with them;
22. Take care of their hygiene and personal image (clothing, etc.) within the observance of the school's rules of coexistence in this matter;
23. Deliver all objects found on the school premises;
24. Maintain the conducts and attitudes required at the school when participating in study visits, or any other outdoor activity, organized by the school, as well as in other organizational activities that require the participation of students;
25. Not to use any technological equipment except when the use of said equipment is directly related to the activities to be developed and is expressly authorized by the teacher or the principal:
 - a) Not to record sounds or images, namely, of teaching or non-teaching activities, without prior authorization from the teacher or pedagogical direction;
 - b) Not to disseminate, in school or outside it, namely, via the Internet or through other means of communication, sounds or images captured, during school and non-teaching moments, without authorization from the pedagogical direction;
26. Repair or compensate for damage caused by you to any member of the educational community or to school equipment or facilities or others where any activities related to school life take place;



27. React with honesty and academic integrity, refraining from any form of fraud, plagiarism or dishonest behaviour;
28. Know and comply with the Internal Rules and Regulations.

(For more information, see the Article on the Responsible Use of Technology and Digital Citizenship).

Article 11 - Class Delegate and Sub-Delegate

- 1- The representative of each class, elected from among the students of the class by their peers, is the class delegate or, in his place, the sub-delegate. For this process, it is necessary to proceed to an election through a confidential vote, recorded in the minutes by the class director.
- 2- In the absence of the teacher or staff member, the class delegate and sub-delegate will be responsible for maintaining good behaviour in the classroom and for preserving materials.
- 3- The delegate and sub-delegate have the right to request the holding of class meetings with the respective class director, for the consideration of matters related to the functioning of the class, without prejudice to the fulfillment of teaching activities, under the terms defined in the Internal Rules and Regulations.
- 4- On the initiative of the students, or on their own initiative, the class director may request the participation of the parents and guardians of the students in the class in the meeting referred to in the previous number.



Section II

Parents and Guardians

Article 12 - Parents and Guardians' Rights

The following are the rights of parents and guardians:

1. Participate in the educational process, collaborating with teachers in the teaching-learning process of their child;
2. To be informed about the legislation and rules that concern him;
3. Be informed of the fulfillment and performance of their child, after each moment of assessment and, between these, weekly, on the day and time set for this purpose;
4. Have access to information related to the educational process of your child, namely about absences or any serious fact that occurred with your child;
5. To be well received by the entire school community;
6. Appeal and be attended to by the board, whenever the matter to be dealt with exceeds the competence of the class director, class teacher or educator responsible for the group, in the absence of the latter, for an unavoidable reason;
7. Authorize or refuse the participation of their child in curricular enrichment, support and educational complement activities;
8. Be summoned to meetings at least two days in advance;
9. Attend school on their own initiative or when requested to do so;
10. Cooperate with all members of the school community in the development of a culture of citizenship through the promotion of principles of coexistence;
11. Know the school's Internal Rules and Regulations.

Article 13 - Parents and Guardians' Duties

- 1- Parents and guardians have the responsibility, inherent in their power/duty to guide the education of their children and students, in their interest and to actively promote their physical, intellectual and moral development.
- 2- The following are the duties of parents and guardians:
 - a) Monitor the entire learning process of your child, expressing interest in their schoolwork;
 - b) Contribute in every way to the integral education of the student, attending



school whenever requested, respecting the opening hours;

- c) Regularly contact the educator, class teacher or class director, at the previously established time, to obtain and provide information about your child;
- d) Verify the attendance and punctuality of your child;
- e) Collaborate with the educator, class teacher, class director and other technicians in order to find solutions to situations related to their child;
- f) Inform the educator, class teacher or class director and the school, requesting reservation of disclosure if it so wishes, of all information about its child, which may involve risks for the same in the exercise of their teaching activities or hinder their school integration;
- g) Ensure the attendance and punctuality of their child, contributing to the teaching-learning process;
- h) Justify absences, in writing, according to the law in force. The justification of absences of the child from school is regulated by the Student Statute and School Ethics, approved by Law No. 51/2012, of 5 September, in particular, article 16 (Justification of absences) establishes that: the justification of absences requires a written request submitted by the parents or guardian (or by the student, when of legal age), stating the day, time of the activity and reason for the absence, accompanied by the necessary evidence.
- i) Get involved in school life, participating in the meetings convened;
- j) To contribute to the preservation of discipline at school and to the harmony of the educational community, especially when requested;
- k) Contribute to the correct investigation of the facts in disciplinary proceedings that affect their child and, if any disciplinary measure is applied, take steps to ensure that it pursues its objectives, without prejudice to the corrective and sanctioning measures legally provided for in the Student Statute;
- l) Take responsibility for the payment of damages caused by their child, either to school property or to the personal property of other members of the school community, when it is found that they resulted from incorrect behaviour;
- m) Respect all members of the school community, regardless of their hierarchy in the school;
- n) Acknowledge and adhere to the School's Internal Rules and Regulations by



annually signing a Declaration of Acceptance and Active Commitment to their full compliance;

o) Respect the teaching schedules and do not stay or circulate near the classrooms after the start of classes;

Section III

Teaching and non-teaching staff

Article 14 - Teaching and Non-Teaching Staff

1. Teaching and non-teaching staff play an essential role in the implementation of the Educational Project and in the promotion of a safe, inclusive and learning-oriented environment.
2. The specific rights and duties of staff members are regulated by the applicable legislation, by the respective employment contracts, by these Internal Rules and Regulations and by the School's Internal Rules and Regulations, policies and procedures.
3. All staff members must perform their duties with professionalism, diligence, integrity, respect for students and commitment to the school's mission and values.
4. Labour, organisational or operational rules are contained in the Staff Handbook and other specific internal policies and are not subject to development in these Internal Rules and Regulations.

Article 15 - Relations of teaching and non-teaching staff in the Educational Community

1. The school promotes a culture of mutual respect, trust, cooperation and constructive dialogue among all members of the Educational Community.
2. All members of the Educational Community have the right to be treated with respect, dignity, courtesy and professionalism.
3. The school's staff members have the right to perform their duties in a safe, respectful and professional environment, free from intimidation, harassment, discrimination, violence or any other form of abusive behaviour.



4. Aggressive, intimidating, abusive, discriminatory, defamatory or disrespectful behaviour directed at any member of the Educational Community, regardless of their function or condition, is not admissible.
5. Concerns, complaints or disagreements must be presented through the appropriate channels and in a respectful, constructive and compatible manner with the school values.
6. Whenever the behaviour of any person compromises the safety, wellbeing or normal functioning of the school, the measures deemed appropriate and legally admissible may be adopted, including ordering the departure from the premises or limiting the respective access.
7. The school reserves the right to adopt the necessary measures to protect its students, staff members and other members of the Educational Community from situations of threat, intimidation, harassment, verbal or physical aggression or any other behaviour incompatible with the principles enshrined in these Internal Rules and Regulations.

Chapter IV

Assessment

Article 16 - Framework for Learning Assessments – National Curriculum

Tables of Assessment Criteria (Annex A)

The assessment of learning is carried out based on Decree-Law No. 55/2018 (Curriculum and Assessment), which establishes the curriculum of basic and secondary education, the guiding principles of its design, operationalisation and assessment of learning, in order to ensure that all students acquire the knowledge and develop the skills and attitudes that contribute to achieving the skills provided for in the Profile of Students Leaving Compulsory Education. It implements a multilevel approach, that is, the methodological option that allows access to the curriculum adjusted to the potential of each student. This decree-law includes:

Essential Learning (EL) is the Common Curriculum Denominator for all students, but it does not exhaust what a student must do throughout the school year. They are not the minimum to achieve for the approval of a student; they are the common basis of reference. They create opportunities within the curriculum, articulated work can be promoted between the EL and the other learning



provided for in the other curricular documents, with deepening of themes, diversified interdisciplinary explorations, mobilization of local components of the curriculum, among other options, within the scope of the domains of curricular autonomy.

It introduces Curricular Autonomy and Flexibility, as the ability given to schools to manage and adapt the national curriculum to the needs of their context, enriching it in order to promote the skills defined in the Profile of Students Leaving Compulsory Education.

It determines the use of curricular documents that guide and define the knowledge, skills and attitudes to be developed by students (programs, goals, guidelines, professional profiles, CNQ references and Essential Learning), serving the latter as the main reference for planning, teaching and evaluating. This decree also includes the Domains of Curricular Autonomy (DCA), the spaces for interdisciplinary work and curricular articulation that result from the autonomy of schools, mobilizing time from different subjects for the development of projects and integrated learning. And, finally, the National Strategy for Education for Citizenship, which is aimed at developing civic, democratic, social and intercultural skills, through the Citizenship and Development component.

The assessment applies to all students and aims to support the educational process, in order to sustain the success of all students, allowing the readjustment of the study plan and activities and the development of the curriculum and the class/group programs, namely regarding the selection of methodologies and resources, according to the needs of the students.

The assessment is intended to verify and recognize the various skills acquired by the student at the end of each cycle. In pre-school education, assessment takes on a markedly formative dimension, developing in a continuous and interpretative process that aims to place the child at the centre of the learning process, acquiring tools that allow them to become aware of their developments and difficulties as well as the ways in which they overcome.

The core curriculum defines the structure of the curriculum regarding basic and secondary education, indicating the curricular components, subjects, subject areas and training units that must be taught in each year, cycle and level of education.

For pre-school students, a diagnostic assessment will be carried out by the educator at the beginning of the year, with a view to characterizing the group and the child. This characterization will allow to know the interests and needs of the child and/or group, as well as their family context, to define the pedagogical objectives and allow decision-making in their educational action. This assessment will also allow the adoption of pedagogical differentiation strategies.



The educator, the educational assistant, the child, the parents, the curriculum department of pre-school education and the pedagogical direction are involved in the process of assessment of pre-school education. For this process, observation and recording techniques and instruments are used, such as direct observation, narrative approaches, photographs, audio and video recordings and individual portfolios, built with children and families.

The assessment is continuous, but with formal registration twice a year. At these times, the assessment of the annual activities plan, the group's own program and the individual educational programs should be ensured, as well as the assessment of the child's learning and progress, which should be included in the pre-school education assessment record, with descriptive information for parents. At the end of the school year, the articulation with the 1st cycle of basic education will also be ensured, the individual files of the children who transition to this level of education, the preparation of the detailed report, as well as the preparation of the following school year.

In the 1st cycle of basic education, the information resulting from the internal summative assessment descriptively measured in all curricular areas, except for the subjects of Portuguese, Mathematics and Environmental Studies in the 4th year of schooling, which is expressed on a scale of 1 to 5.

For students in the 2nd, 3rd cycles and secondary education, there will be a mid-term assessment, in the middle of each term (1st and 2nd), in addition to the mandatory assessment at the end of each term, which the respective class director will communicate to the parents.

Assessment, in a cooperative system, is a process that must involve all aspects of school life and therefore should include all participants and all programmes. It is a dynamic and reciprocal process in which teachers and students work together to understand and improve their performance. Above all, evaluating and grading should be a learning process.

In the 2nd and 3rd cycles, the information resulting from the summative assessment is shown on a scale of 1 to 5, in all subjects. The Assessment Sheets represent 60%; Individual Work 20%; Attitudes and Values 15%; Attendance/Punctuality 5%, for the end-of-term and school year averages.

In secondary education, the information resulting from the summative assessment is measured on a scale of 0 to 20, in all subjects, in which Assessment Sheets represent 65%; Individual Work 20%, Attitudes and Values 10%; Attendance/Punctuality 5%, for the averages of the end of the term and school year.

The final exams are of the responsibility of the central services of the Ministry of Education, which



focus on the essential learning and skills of the 1st, 2nd and 3rd cycles, respectively and have as a reference the programs in effect.

Students in the 4th, 6th and 9th grades of the basic education, with curricular plans approved by Decree-Law No. 17/2016, of 4 April 2016, are automatically enrolled by the school administration services for the final exams:

1. In the case of the 1st cycle, without observing any conditions for admission to the 1st phase;
2. In the 2nd and 3rd cycles, students shall progress to the next year of schooling after the internal summative assessment conducted at the end of the third term, provided that they do not meet any of the following conditions:
 - a) Obtaining a Level 1 classification in both Portuguese and Mathematics;
 - b) Obtaining classifications below Level 3 in three subjects, except where:
neither Portuguese nor Mathematics is among those subjects; or
only one of those subjects is Portuguese or Mathematics and a Level 1 classification has been obtained in that subject;
 - c) Obtaining classifications below Level 3 in four subjects, except where Portuguese and Mathematics are among those subjects and a Level 2 classification has been obtained in both.

The final classification to be attributed to each of these subjects on a scale of 1 to 5 in the 2nd and 3rd Cycles, and from 0 to 20 in secondary education is obtained according to a calculation, rounded to the nearest unit, which has a weight of 70% to the attendance grade at the end of the 3rd term and a weight of 30% to the grade of the final cycle exam.

Internal candidates may sit the national final examinations provided that they have obtained a grade of at least 8 marks in the final year of the subject concerned and a final internal grade of at least 10 marks. The final internal grade shall be calculated as the simple arithmetic average of the grades obtained in each year in which the subject was taught, rounded to the nearest whole number.

The national final exams and the equivalence tests take place in two phases to take place in June and July, with the 1st phase being mandatory for all internal and self-proposed students.

The organization, implementation and assessment of the primary and secondary education curriculum should be based on the following principles:



1. To improve the quality of learning and ensure that all students develop the knowledge, skills, attitudes and values provided for in the Student Profile;
2. Strengthen the curricular autonomy of schools, allowing options appropriate to their educational context;
3. Promote an inclusive school, based on equal opportunities, non-discrimination and responding to the diversity of students;
4. Recognize teachers as primarily responsible for the development and adaptation of the curriculum;
5. Involve students and guardians in the school's curricular decisions;
6. Ensure articulation and continuity between the different teaching cycles.

Assessment tasks in the 1st Cycle shall be scheduled at a Department meeting.

For the 2nd and 3rd Cycles and Secondary Education, tests and individual assignments shall be scheduled by the Class Council. The resulting assessment calendar shall be recorded on the appropriate form and made available to students and their parents/legal guardians.

As a rule, no more than one assessment task shall be scheduled per day for the same class, except in duly justified cases authorised by the Pedagogical Board. Assessment tasks shall be distributed evenly throughout the term to avoid excessive concentration within a single week.

Assessment tasks shall not normally be scheduled during the final week of classes, except in cases of absolute necessity and with the agreement of students and their parents/legal guardians.



The terminology to be adopted in the assessment tasks is as follows:

1st, 2nd and 3rd Cycles	Secondary Education	Terminology
0 - 19,4 %	0 - 4	Weak
19,5 - 49,4 %	5 - 9	Not Satisfying
49,5 - 69,4 %	10 - 13	Satisfies
69,5 - 89,4 %	14 - 17	Good
89,5 - 100 %	18 - 20	Very good

1ST CYCLE	Qualitative Assessment + Quantitative Assessment + Commentary
2ND CYCLE	Qualitative Assessment + Quantitative Assessment + Commentary
3RD CYCLE	Qualitative Assessment + Quantitative Assessment + Commentary
SECONDARY EDUCATION	Qualitative Assessment + Quantitative Assessment

In the Secondary Education, the assessment tasks must contain the scores of the questions and their respective groups.

The delivery of the corrected and classified assessment forms must be processed within a maximum term of fifteen days, and this term may be extended only in totally impeding situations. Subsequently, it is mandatory to be signed by the Guardian and presented to the teachers of the respective subject.

Regarding formative assessment, each teacher and in particular the class director must:

1. Use differentiation in the classroom that is in line with the different learning styles and paces;
2. Give personalized feedback;
3. Find new teaching strategies, if necessary;



4. Keep the guardian informed in a timely manner of the student's progress;
5. The class director must also summon the guardian whenever the student is at risk of being retained, to give and request information about the situation of their child;
6. The students' self-assessment will be carried out at the end of each term and in a specific document. After completing it, there should be a moment of reflection in the classroom regarding the students' expectations regarding the grade awarded.

Article 17 - Cambridge International Assessment Criteria

The Cambridge International Curriculum provides an approach to assessment that focuses primarily on the continuous monitoring of students' progress and the development of their skills throughout the learning path.

Assessment in the Cambridge curriculum fosters a culture of continuous improvement by encouraging the discovery of new strategies that enable all students to achieve the set learning objectives.

Assessment assumes a formative and guiding role, becoming an essential tool to support academic success and the integral development of students.

Assessment for Learning – AFL	Learning Assessment – AOL
• Daily work: IW, PW, GW • School projects, • self-assessment, • Peer review	• Checkpoint Testing • Exams

The Cambridge curriculum sets a global standard for education, with programs that challenge, and inspire our students. Each subject within each Stage has its own Learning Objectives.

1. Assessment objectives and reports

Reports are an effective means of communicating meaningful and relevant information about a student's knowledge, understanding, and progress to those who have the right to access that information

The ability to obtain accurate information about the assessment of our students, to consider their progress throughout their education and to provide a differentiated learning pace, when



necessary, is the key to the assessment system at EITV.

1.1. Assessment Criteria

Each academic year is divided into three terms, with the qualitative assessment distributed as follows.

a) Year 1 – Year 2

1st Term (Min.3 - Max. 4) Formative assessment to evaluate the student's progress in each of the core subjects: Mathematics, Science, English and Portuguese.

2nd Term (Min.3 - Max. 4) Formative assessment to evaluate the student's progress in each of the core subjects: Mathematics, Science, English and Portuguese.

3rd Term (Min.2 - Max. 3) Formative assessment to evaluate the student's progress in each of the core subjects: Mathematics, Science, English and Portuguese.

The remaining assessment takes place as a continuous process throughout each term.

Assessment table

Progress
Works beyond expected levels (highest)
Works at expected levels
Works to the expected level
Works at a lower level than expected (lower)

b) Year 3 – Year 4

1st Term (Min.3 - Max. 4) Summative assessments to evaluate the student's progress in each of the core subjects: Mathematics, Science, English and Portuguese.

2nd Term (Min.3 - Max. 4) Summative assessments to evaluate the student's progress in each of the core subjects: Mathematics, Science, English and Portuguese.

3rd Term (Min.2 - Max. 3) Summative assessments to evaluate the student's progress in each



of the core subjects: Mathematics, Science, English and Portuguese.

The remaining assessment takes place as a continuous process throughout each academic term through training sheets, projects, questionnaires, etc. Our Primary assessment aims to give an overview of what the student has achieved, knows and can do. It is based on the Learning Objectives and the guiding principles of the Primary curriculum. The program runs throughout the academic year, starting in September and ending in June.

The General Learning Objectives are as follows:

- Communication, language and literacy;
- Mathematical development;
- Knowledge and understanding of the world;
- Physical development;
- Creative development;
- Reflective Thinking;
- Personal, social and emotional development.

Assessment table

Progress	Rank %
Works beyond expected levels, exceptional	Outstanding (90-100)
It works at the expected levels, very good, above average, excellent.	High (80 - 89)
It works to the expected level, meeting expectations.	Good (70 - 79)
Showing potential, aiming at improvement.	Aspiring (60 - 69)
Elementary, basic, minimum level.	Basic (50 - 59)
Work at a lower level than expected.	Emerging (40 - 49)

Continuous assessment consists of homework, classroom work, mini-projects and specific work, according to the nature of each subject.

The final grade for the year is calculated as follows:

FG= 100% - TG (weighted average):

Where:

FG= Final Grade / TG= Term Grade



At the end of each term, there will be a Class Council, where the grades assigned to the students will be confirmed and approved.

Parents and/or guardians will be called whenever a challenging situation arises, so that measures can be taken in a timely manner to solve the problems.

c) Year 5 – Year 7 – Year 8

Each academic year is divided into three terms with quantitative assessment, distributed as follows and with the following weights:

1st term (includes a minimum of 2 tests with a weight of 60% of the final grade, a project with a weight of 20% and continuous assessment corresponds to the remaining 20%), except for subjects with less than three times a week, where there will be only 1 test and one project.

2nd term (includes a minimum of 2 tests with a weight of 60% of the final grade, a project with a weight of 20% and continuous assessment corresponds to the remaining 20%); except for subjects with less than three times a week, where there will be only one test and one project.

3rd term (includes a minimum of 1 test with a weight of 60% of the final grade, a project with a weight of 20% and continuous assessment corresponds to the remaining 20%); except for subjects with less than three times a week, where there will be only 1 test.

Continuous assessment consists of homework, work done in the classroom, mini-projects and specific work, according to the nature of each subject.

Assessment table:

Achievement Level	Percentage
A*	90% - 100%
A	80% - 89%
B	70% - 79%
C	60% - 69%
D	50% - 59%
E	40% - 49%
F	<40%

The end-year grade is calculated as follows:

FG= 100% - TG (weighted average): balanced average

Where:

FG= Final Grade / TG= Term Grade

At the end of each term, there will be a Class Council, where the grades awarded to the students will be confirmed and approved.



Parents and/or guardians will be called whenever a problematic situation arises, so that measures can be taken in a timely manner to solve the problems.

Year 6 – Year 9

Each academic year is divided into four terms/stages of quantitative assessment, distributed as follows and with the following weights:

1st term (includes at least 2 tests with a weight of 60% of the final grade, a project with a weight of 20% and continuous assessment corresponds to the remaining 20%); except for subjects with less than three hours per week, where there will be only 1 test and one project.

2nd term (includes at least 2 tests with a weighting of 60% of the final grade, a project with a weighting of 20% and continuous assessment corresponds to the remaining 20%); except for subjects with less than three times a week, where there will be only 1 test and one project.

3rd term (includes at least 1 test with a weighting of 60% of the final grade, project with a weighting of 20% and continuous assessment corresponds to the remaining 20%); except for subjects with less than three times a week, where there will be only 1 test.

- Final exam (internal/external in core subjects)

Continuous assessment consists of homework, classroom work, mini-projects and specific assignments, according to the nature of each subject.

Assessment table

Achievement Level	Percentage
A*	90% - 100%
A	80% - 89%
B	70% - 79%
C	60% - 69%
D	50% - 59%
E	40% - 49%
F	<40%

The final grade for years **6 and 9** is calculated as follows:

FG= 80% - TG (weighted average): +20% EG

Where:

FG= Final Grade / TG= Term Grade / EG= Exam Grade

The 1st term grade corresponds to 100% of the work done, the 2nd term grade represents the average of the 1st term and the 2nd term $((T1+T2)/2)$, the grade of the 3rd term (final) is the average of the separate grades for each Term $((T1+T2+T3) / 3+20\% \text{ CE})$.



At the end of each term, there will be a Class Council, where the grades awarded to the students will be confirmed and approved.

Parents and/or guardians will be called whenever a situation arises or clarification is in need, in a timely manner to solve any issues.

d) **Year 10 and 11** IGCSE (*International General Certificate of Secondary Education*)

Students must complete a total of 6/7 exam subjects, but must attend the compulsory subjects: Mathematics, Science, Global Perspectives, English, Physical Education and Portuguese, and make 3 choices of optional subjects within the scope of the school offer.

At the end of the 9th grade, the special education teacher and exam team begins a process of advising students on the subjects they should choose, according to their individual tendencies and preferences. In the 9th grade, students can also take School and Career Guidance Tests (based on Unifrog), carried out by an expert.

The internal assessment continues to be carried out with the grade accompanied by the respective percentage.

Each academic year is divided into four stages of quantitative assessment, distributed as follows and with the following weights:

1st term (includes at least 2 tests with a weight of 60% of the final grade, a project with a weight of 20% and continuous assessment corresponds to the remaining 20%); except for subjects with less than three hours per week, where there will be only 1 test and one project.

2nd term (includes at least 2 tests with a weighting of 60% of the final grade, with continuous assessment corresponding to the remaining 40%); except for subjects with less than three times a week, where there will be only 1 test and one project.

3rd term (includes at least 1 test with a weighting of 60% of the final grade, with continuous assessment corresponding to the remaining 40%); except for subjects with less than three times a week, where there will be only 1 test.

- Final exam (internal/external in core subjects).

Continuous assessment consists of homework, work done in the classroom, mini-projects and specific work, according to the nature of each subject.



Assessment table

Achievement Level	Percentage
A*	90% - 100%
A	80% - 89%
B	70% - 79%
C	60% - 69%
D	50% - 59%
E	40% - 49%
F	30% - 39%
G	20% - 9%

The final grade for Years **10 and 11** is calculated as follows:

FG= 80% - TG (weighted average): +20% EG

Where:

FG= Final Grade / TG= Term Grade / EG= Exam Grade (Internal Mock)

The 1st term grade corresponds to 100% of the work done, the 2nd term grade represents the average of the 1st term and the 2nd term $((T1+T2)/2)$, the 3rd term grade (final) is the average of the separate grades for each Term $((T1+T2+T3)/3+20\% EG)$.

In the case of Year 11, the results of the external exams are only published mid-August, so the report at the end of June is provisional until the school receives these results from Cambridge and issues the final report.

Regarding the level of external exams, Mathematics and English, among others, have two IGCSE levels: Core and Extended. The Core level corresponds to the subject taught in Year 10 and the Extended level to the subject taught in Year 11.

In terms of assessment, there is a difference between the two types of exams.

- Core - basic level; at this level the maximum grade to achieve is C;
- Advanced – at this level the maximum grade to be achieved is A*.

Criteria for Approval and Progression to the Year 12:

- At least 5 approvals with a C grade or higher for completion of the course.
- Including English and Mathematics.
- Enrollment in a minimum number of subjects (usually between 6 and 7 subjects).



The final grade of the **Year 11** is calculated in the same way as for the **Year 10**, except for the subjects of the external exam, which are calculated as follows:

FG= 20% A (weighted average) + 80% EG:

FG= Final Grade / TG= Term Grade / EG= Exam Grade

The 1st term grade corresponds to 100% of the work done, the 2nd term grade represents the average of the 1st term and the 2nd term $((T1+T2)/2)$, the 3rd term grade (final) is the average (20%) of the separate grades for each Term $((T1+T2+T3)/3+80\% EG)$.

The IGCSE (external) exams take place at the end of the academic year, in May and early June. During the exam term, students take exam preparation and self-study classes. Students take a minimum of five external exams, at least one in each of the five subject areas, to obtain the IGCSE Diploma.

Teachers advise the type of exam to be taken by each student individually, Core or Advanced.

The results of the external exams are only published in mid-August, so the June report is provisional until the school receives the results and shares the official Cambridge certificates containing the final exam grade. The school may issue a Consolidated Academic Record containing the internal grade and the final exam grade per exam subject.

e) Years 12 and 13 A Level (Advanced Level)

IGCSE requirements to integrate Year 12

For a student to be able to enroll in a Cambridge International A Level course, they must have obtained, preferably, a minimum grade of D in the subject corresponding to the Cambridge IGCSE level.

In subjects for which there is no direct correspondence to the IGCSE level, the admissibility will be analyzed individually by the Cambridge Coordination and the Pedagogical Direction, considering the academic path, the results obtained and the student's potential for success.

Students who have not reached the minimum recommended classification may be conditionally admitted to the A Level subject, with a favorable opinion from the school. In these cases, it may be recommended to retake the IGCSE exam in the next available exam season, in order to consolidate



the knowledge and skills necessary for the continuation of studies at the advanced level.

If the student does not demonstrate that they the necessary academic requirements to follow the subject, the school may advise changing their curricular option to another subject that is more appropriate to his or her academic profile.

The final decision on admission and permanence in a Cambridge International A Level subject is up to the Cambridge Coordination and the Pedagogical Direction, considering the student's academic background and their prospects for academic success.

For students who wish to continue their studies in the UK, it is essential that they achieve at least a C grade in English and Mathematics, regardless of the course they wish to pursue.

2. Internal Assessment

The internal assessment of Cambridge International A Level subjects is presented as a grade and percentage, serving primarily as preparation for Cambridge International external exams.

Each academic year is divided into four stages of quantitative assessment, distributed as follows and with the following weights, intended only for monitoring the development of skills and preparing students for success in Cambridge International's final exams.

1st term (includes at least 2 tests with a weight of 60% of the final grade, a project with a weight of 20% and continuous assessment corresponds to the remaining 20%); except for subjects with less than three hours per week, where there will be only 1 test and one project.

2nd term (includes at least 2 tests with a weighting of 60% of the final grade, with continuous assessment corresponding to the remaining 40%); except for subjects with less than three times a week, where there will be only 1 test and one project.

3rd term (includes at least 1 test with a weighting of 60% of the final grade, with continuous assessment corresponding to the remaining 40%); except for subjects with less than three times a week, where there will be only 1 test.

- Final Exam (internal/external in core subjects)

Continuous assessment consists of homework, work done in the classroom, mini-projects and specific work, according to the nature of each subject.



Assessment table

Achievement Level	Percentage
A*	90% - 100%
A	80% - 89%
B	70% - 79%
C	60% - 69%
D	50% - 59%
E	40% - 49%
U (unrated)	<40%

The final grade for **Year 12** is calculated as follows:

FG= 80% - CP (weighted average2): +20% EG

Where:

FG= Final Grade / TG= Term Grade / EG= Exam Grade (Internal Mock)

The 1st term grade corresponds to 100% of the work done, the 2nd term grade represents the average of the 1st term and the 2nd term $((T1+T2)/2)$, the 3rd term grade (final) is the average of the separate grades for each Term $((T1+T2+T3)/3+20\% EG)$.

The final grade for **Year 13** is calculated as follows:

In Cambridge International A Level subjects, the official final grade corresponds exclusively to the result obtained in the Cambridge International external exams, representing 100% of the qualification grade. The internal assessments carried out by the school are formative in nature and are intended to monitor the progress and development of students' skills, serving as a reference for their preparation for the final exams.

Students will receive from Cambridge International the official results of the exams, which constitute the final assessment of the subject and are used for the purposes of application and access to higher education.



Article 18 - Assessment Criteria for Compulsory Subjects with Qualitative Assessment

1. Music & Performative Arts (Y5- Y6) / Drama (Y7-Y9)

Each academic year is divided into **three** terms/stages of quantitative assessment, distributed as follows and with the following weights:

The 1st term includes the assessment of Skills, Collaboration and Creativity, and Communication with a weighting of 80% and Attitudes and Values with a weighting of 20%.

The 2nd term includes the assessment of Skills, Collaboration and Creativity, and Communication with a weighting of 80% and Attitudes and Values with a weighting of 20%.

The 3rd term includes the assessment of Skills, Collaboration and Creativity, and Communication with a weighting of 80% and Attitudes and Values with a weighting of 20%.

Continuous assessment consists of:

a) Performance Skills

Acting and Movement: Developing expressive physical and vocal techniques to portray characters convincingly.

Improvisation: Thinking quickly to adapt or create dialogues, actions, or scenes spontaneously.

Characterization: Deepen the portrait of the characters by understanding their motivations, relationships and context.

Vocal Techniques: Mastery of projection, tone, articulation and expression.

Stage Presence: Building Trust and Presence to Engage

b) Collaboration and Creativity

Teamwork: Working effectively with others in a group environment, respecting ideas and managing conflicts.

Design: To create original performances from a theme, idea or improvisation.

Problem Solving: Innovative solutions to preparation, timing, or interpretation challenges.

c) Communication

Expression: Using body language, voice, and facial expressions to communicate ideas and emotions.

Audience Awareness: Customize performances to connect and engage audiences.



Written Skills: Writing essays or notes on performances, dramatic theories and textual analysis

d) Attitudes and Values

Complies with classroom rules/behaviour (5%)

Respect teachers' guidelines (5%)

Respect their peers (5%)

Organized/rigorous execution of tasks (5%)

Assessment table:

Achievement Level	Percentage
A*	90% - 100%
A	80% - 89%
B	70% - 79%
C	60% - 69%
D	50% - 59%
E	40% - 49%
F	<40%

The 1st term grade shows 100% of the work done; the 2nd term grade represents the average of the 1st term and the 2nd term $((T1+T2)/2)$; the 3rd term grade(final) is the average of the separate grades for each Term $((T1+T2+ T3)/3)$.

2. Physical Education (Y5-Y10)

Each academic year is divided into **three** terms/stages of quantitative assessment, distributed as follows and with the following weights:

1st Term includes the assessment of Physical Activities and Physical Fitness with a weight of 80% (65% + 15%) and Attitudes and Values with a weight of 20%.

2nd Term includes the assessment of Physical Activities and Physical Fitness with a weight of 80% (65% + 15%) and Attitudes and Values with a weight of 20%.

3rd Term includes the assessment of Physical Activities and Physical Fitness with a weight of 80% (65% + 15%) and Attitudes and Values with a weight of 20%.

Continuous assessment consists of:

- a) Physical Activities 65%



b) Physical Fitness 15%

c) Attitudes and Values:

- Complies with classroom rules/behaviour (5%)
- Respect teachers' guidelines (5%)
- Respect their peers (5%)
- Organized/rigorous execution of tasks (5%)

Assessment table

Achievement Level	Percentage
A*	90% - 100%
A	80% - 89%
B	70% - 79%
C	60% - 69%
D	50% - 59%
E	40% - 49%
F	<40%

The 1st term grade shows 100% of the work done; the 2nd term grade represents the average of the 1st term and the 2nd term $((T1+T2)/2)$; the 3rd term grade(final) is the average of the separate grades for each Term $((T1+T2+ T3)/3)$.

3. Wellbeing (Y1-Y9)

Each academic year is divided into **three** terms/stages of qualitative assessment, distributed as follows:

The 1st Term includes the assessment of Emotional Awareness, Interpersonal Skills, Self-Management, Health and Lifestyle Choices and Critical Thinking that will correspond to a Performance Band.

The 2nd Term includes the assessment of Emotional Awareness, Interpersonal Skills, Self-Management, Health and Lifestyle Choices and Critical Thinking that will correspond to a Performance Band.

The 3rd Term includes the assessment of Emotional Awareness, Interpersonal Skills, Self-Management, Health and Lifestyle Choices, and Critical Thinking that will correspond to a Performance Band.



3.1. Key Competencies and Classification for Wellbeing¹

Assessment strands	Progress
Emotional Awareness	Exemplary; Proficient; In development; Emerging
Interpersonal Skills	Exemplary; Proficient; In development; Emerging
Self-management	Exemplary; Proficient; In development; Emerging
Health and lifestyle choices	Exemplary; Proficient; In development; Emerging
Critical Thinking	Exemplary; Proficient; In development; Emerging

Article 19 - National Curriculum External Assessments

The Ministry of Education has different ways of evaluating both students from private and public schools.

The Learning Monitoring Tests (ModA) and the Final Cycle Tests.

The national exams are the secondary school leaving exams. Students must take three national exams in total: Portuguese (mandatory in the 12th grade for all students); two more national exams, chosen from subjects of the specific training of the course or in the subject of Philosophy of the general training component.

The national final exams are the most important assessments of compulsory education. They have several purposes, namely, to evaluate the performance of students in the last years of secondary education and to serve as proof of admission to higher education.

The previous Assessment Tests ceased to exist in the 2nd, 5th and 8th years and were replaced by the Learning Monitoring Tests (ModA).

These new tests take place: in the 4th year (end of the 1st cycle); and in the 6th year (end of the

¹ The grade of the 1st term corresponds to 100% of the work done, the grade of the 2nd term represents the average of the 1st term and the 2nd term $((T1+T2)/2)$, the 3rd term grade (final) is the average of the separate grades of each Term $((T1+T2+T3)/3)$.



2nd cycle). And they are mandatory for all students in these years; they are held in digital format; evaluate Portuguese, Mathematics and a subject offered on a rotational basis; do not count towards the final classification of students, maintaining an essentially learning monitoring character.

Currently, the final exams of basic education are only held in the 9th grade, in the subjects of Portuguese and Mathematics.

In the ModA tests (4th and 6th grades) the results are expressed on a quantitative scale (0 to 100), but do not influence the final classification of the students.

Article 20 - Conditions for the Progression or Retention of Students in Basic Education

According to Decree-Law No. 55/2018, of 6 July, the decision to transition and retain must be pedagogical and exceptional, privileging the progression of students and the adoption of measures to support learning before retention.

General principles:

- Retention does not automatically result from the number of negative levels.
- The decision is made by the cycle council (1st cycle) or the class council (2nd and 3rd cycles and secondary).
- It should be based on an overall assessment of the student's path and the learning carried out.
- Retention is exceptional, being applied only when it is concluded that the repetition of the year is the most appropriate measure for the student's educational success.

1. Basic Education

In basic education, the regulatory legislation of Decree-Law No. 55/2018 establishes that:

1st Cycle (1st to 4th year)

Retention is exceptional in nature and must be duly justified, considering the student's overall path and the support measures already implemented.

2nd and 3rd Cycles (5th to 9th year)

As a rule, the student does not transition when he simultaneously obtains:

- grade lower than 3 in Portuguese (or PLNM) and Mathematics;
- grade lower than 3 in three or more subjects. However, even in these situations, the class council may decide to transition if it considers that the student meets the conditions to



successfully continue his studies, justifying this decision.

2. Secondary Education

According to the legislation, the conditions for transition and approval are as follows:

- a) The student's approval in each subject depends on obtaining a Final Subject Grade (FSG) equal to or greater than 10 marks.
- b) For the purposes of the provisions of the previous number, the annual grade of attendance in the final year of the multiannual subjects cannot be less than 8 marks.
- c) The student's transition to the following school year occurs whenever the annual attendance or final grade of the subject is not less than 10 marks more than two subjects, without prejudice to the provisions of the following paragraphs:
 - Students who are promoted to the next academic year with annual attendance grades below 10 marks in one or two subjects may progress in those subjects, provided that the grades obtained are not lower than 8 marks.
 - Students may not progress in triennial subjects in which they have obtained an annual attendance grade of less than 10 marks in both the 10th and 11th years.
 - For year transition purposes, subjects from which a student has been excluded due to absences or withdrawal of enrolment are also taken into consideration.

Where a subject has more than one annual attendance grade below 10 marks, it shall be counted only once for year transition purposes.

Decree-Law No. 55/2018 reinforces a logic of formative assessment, inclusion and educational success, seeking to make retention a measure of last resort and not an automatic consequence of the grades obtained.



The Students' Profile Leaving Compulsory Education indicates that:

1. The student should be autonomous, responsible, creative, collaborative, able to think critically, solve problems, communicate effectively and exercise active and informed citizenship;
2. Use the Portuguese language, orally and in writing, in an adequate, clear and progressively more rigorous way, mobilizing it to communicate, learn and actively participate in school life;
3. Develop plurilingual and intercultural skills, valuing the learning of other languages and respect for different cultures;
4. Understand, interpret and produce texts appropriate to their age and level of development, expressing ideas, opinions and emotions in a structured and reasoned way;
5. Apply scientific, mathematical and technological knowledge in the interpretation of reality and in the resolution of everyday problems;
6. Relate with respect, empathy and a spirit of cooperation with colleagues, teachers and staff members, exercising responsible and participatory citizenship;
7. Demonstrate attendance, punctuality and commitment to their school responsibilities;
8. Take care of their personal presentation and the proper use of the uniform, valuing their identity, the school's image and the sense of belonging to the educational community;
9. Develop autonomy, responsibility and self-regulation in learning, seeking support and using appropriate strategies to overcome difficulties and improve their performance;
10. Use digital technologies in a critical, responsible, ethical and creative way, putting them at the service of learning and problem solving;
11. Reveal intellectual curiosity, interest in discovery and willingness to learn, maintaining an attitude of openness in the face of new knowledge and challenges;
12. Organize their work effectively, fulfilling tasks and responsibilities with commitment, persistence and a sense of duty;
13. Seek to reach their best potential through effort, dedication, resilience and persistence in the face of difficulties;
14. Adopt behaviours that reflect respect for oneself, for others and for the school institution, contributing to a positive image of the school inside and outside the educational context.



Article 21 - Participation of Students in Assessment

At the end of each academic term, students will carry out a self-assessment, recorded in a specific document, to consciously participate in the learning assessment process.

Article 22 - Participation of Parents/Guardians in the Assessment

1. Parents and guardians have access to their child's file and must contact the class director, as well as attend the school whenever requested, to keep up to date on the development of the teaching-learning process.
2. Whenever students are at risk of retention at the end of the school year, the parent or guardian should be asked to receive and provide information regarding the retention/progression of their child.

Chapter V

Disciplinary Educational Measures

(Under Law No. 51/2012 of 5 September, defines the Student Statute and School Ethics Policy)

Article 23 – Framework of the Disciplinary Educational Measure

- 1- The student's behaviour that contravenes the rules of conduct and coexistence and results in non-compliance with general or special duty, proving to be disruptive to the regular functioning of the school's activities or the relations of the school community, must be subject to intervention, and may be subject to the application of a disciplinary educational measure.
- 2- Disciplinary educational measures serve pedagogical and preventive purposes, aiming to preserve the authority of teachers and, in accordance with their functions, as well as those of other staff members, the normal functioning of school activities, the correction of disruptive behaviour, and the reinforcement of the student's civic education, with a view to the balanced development of their personality, their capacity to relate to others, and their full integration into the school community to others, their full integration into the educational community, their sense of responsibility and their learning.



- 3- Some disciplinary measures also pursue, in addition to those identified in the previous paragraph, sanctioning purposes.
- 4- Disciplinary educational measures may not offend the physical or mental integrity of the student or be of a pecuniary nature, and their application depends on the determination of the student's individual responsibility.
- 5- Disciplinary measures should be applied in a manner consistent with the educational needs of the student and the objectives of his or her education and training, as far as possible in the development of the class work plan and the school's educational project.

Article 24 - Applicable disciplinary educational measures

1. Disciplinary measures may include, but are not limited to:
 - a) formal warning;
 - b) written warning;
 - c) temporary withdrawal of privileges or participation in certain activities;
 - d) temporary exclusion from extracurricular activities, study visits, events or other initiatives promoted by the school;
 - e) behaviour Improvement agreement or formal commitments to improvement;
 - f) internal suspension, including terms of supervised reflection, academic work or other educational activities agreed by the school;
 - g) external suspension, under the terms of the applicable legislation and the procedures defined by the school;
 - h) any other measures deemed appropriate and proportionate to the circumstances.
2. Certain behaviours may justify the immediate application of more severe disciplinary measures, without the need for prior application of educational or corrective measures, namely:
 - a) physical aggression;
 - b) serious threats or intimidation;
 - c) serious or repeated situations of *bullying*;



- d) serious discriminatory behaviour;
 - e) possession, consumption or distribution of prohibited or illegal substances;
 - f) possession of dangerous objects;
 - g) theft, vandalism or intentional destruction of property;
 - h) practice of unlawful acts;
 - i) behaviours that endanger the safety, wellbeing or rights of members of the Educational Community.
3. In determining any disciplinary measure, the school may consider, among other factors:
- a) the nature and severity of the behaviour;
 - b) the impact of the behaviour on students, staff members and other members of the Educational Community;
 - c) the age and maturity of the student;
 - d) the existence of previous occurrences or disciplinary records;
 - e) the degree of responsibility assumed by the student;
 - (f) demonstrated willingness to repair the damage caused and to positively alter their behaviour.
4. Where appropriate, disciplinary measures may be supplemented by educational interventions designed to promote behavioural improvement and school integration., corrective or follow-up actions aimed at promoting accountability, positive behaviour change and the successful reintegration of the student into school life.
5. The school may require the presence of parents or guardians at meetings related to behavioural, disciplinary, educational, welfare or protection issues and may establish specific conditions for the student's return to the school or for their participation in certain activities after the application of disciplinary measures.
6. Parents or guardians must cooperate with reasonable requests made by the school regarding the education, behaviour, wellbeing and protection of their children. Such cooperation is an essential component of the educational partnership between the school and the family.
7. Where a parent or guardian repeatedly refuses to cooperate with the school, fails to attend meetings without reasonable justification, rejects measures deemed necessary to support the student or compromises the effective management of significant situations of an educational, disciplinary or protective nature, the school may take such measures as it



deems appropriate to the circumstances, including the assessment of the student's continuity, attendance or renewal of their enrolment.

8. Whenever the educational and corrective measures prove to be insufficient to correct a behaviour, or when the nature, severity, frequency or impact of the situation justifies it, the school may apply appropriate disciplinary measures proportionate to the circumstances of the case.

Article 25 - Corrective and sanctioning measures

Corrective measures are those that pursue pedagogical, dissuasive and integration purposes, assuming an eminently preventive nature, namely:

- 1) The warning consists of a verbal call to the attention of the student, in the face of behaviour that disrupts the normal functioning of school activities or the relationships between those present in the place where they take place, with a view to alerting him to avoid such conduct and to hold him responsible for the fulfillment of his duties as a student;
- 2) Removal from the classroom and other places where educational activities are carried out. This measure implies the marking of lack of attendance, and the occurrence must be recorded in detail in writing and delivered to the class director within 24 hours, who will communicate it to the respective guardian, as soon as possible;
- 3) Following the order to leave the classroom, the student is referred to a teacher, who follows the school component schedule, performing a task assigned to him;
- 4) The performance of tasks and activities aimed at the student's integration into the school community, and for this purpose the daily and/or weekly term of mandatory permanence of the student in the school or in the place where the tasks or activities take place may be increased. Compliance with this measure is carried out in an additional term to school hours, in the school space or outside it, in this case with the accompaniment of parents or guardians.
- 5) The tasks and activities aimed at integration in the school or in the community are applied for a period of time between 2 and 10 working days and can consist of: cleaning, tidying up, organizing school spaces; in the planning and/or realization of projects with a



reflective character, which lead the student to consider changing behaviours; in the provision of civic service linked to the school community;

6) Transfer to another class.

The application of the corrective measures provided for in paragraphs c), d), e) and f) above are the responsibility of the pedagogical director, which, for this purpose, always hears the class director or the head teacher of the class to which the student belongs. Compliance with corrective measures is always carried out under the supervision of the school, namely through the class director or the class teacher.

The provisions of this section do not relieve the student of the obligation to comply with the timetable of their class and to remain on school premises for the duration of the scheduled school day.

Sanctioning measures are those that, in addition to the objectives referred to in paragraph 1 of this article, have sanctioning purposes, reflecting a disciplinary sanction imputed to the student's behaviour, and the occurrence of the facts likely to constitute it must be immediately reported by the teacher, student or employee who witnessed it or became aware of it to the school management, namely:

- a) The recorded warning is the responsibility of the respective teacher when the infraction is committed in the classroom, and it is the responsibility of the pedagogical direction, recording in the student's individual file the identification of the author of the decision, the date on which it was issued and the factual and legal grounds for such decision.
- b) The suspension of up to 3 working days is applied, with due justification of the facts that support it, by the pedagogical direction, after the exercise of the rights of hearing and defense of the person concerned. The pedagogical direction is binding to listen to the student parents or guardian, when a minor, to set the terms and conditions under which the disciplinary sanctioning measure is executed, guaranteeing the student a plan of pedagogical activities to be carried out, with their co-responsibility.



Article 26 - Disciplinary Procedure

- 1) The teacher or employee who believes that the behaviour witnessed is likely to be classified as serious or very serious must report it to the class director, for the purposes of disciplinary proceedings.
- 2) Once the facts that may constitute a disciplinary violation are witnessed or reported, the pedagogical direction is competent to initiate disciplinary proceedings, and must do so within two working days, after becoming aware of the situation, immediately appointing the instructor teacher (on the same day that the order initiating the disciplinary procedure is issued) and notifying the parents or guardians of the minor student by the most swift means.
- 3) The instruction of the procedure must be written and carried out within a maximum term of 6 working days from the date of notification of the instructor, and in addition to the other steps considered necessary, the oral hearing of the interested parties, in particular the student and, if a minor, the respective guardian, must be carried out, and must be convened one working day in advance. Failure to appear does not constitute, in this case, a reason for postponement, and may, in the case of presentation of justification for absence until the time set for the hearing, be postponed.
- 4) The minutes of the hearing are drawn up, containing the extract of the allegations made by the interested parties.
- 5) At the conclusion of the investigation, the investigating officer shall submit a reasoned report to the Pedagogical Direction. The report must include: (i) a detailed description of the facts attributed to the student, specifying the time, manner, and place of their occurrence; (ii) the duties breached by the student, with explicit reference to the relevant legal or regulatory provisions; (iii) an assessment of any mitigating and aggravating circumstances affecting disciplinary liability; and (iv) a proposal for the application of the disciplinary measure deemed appropriate or, alternatively, a recommendation that the case be closed. The investigating officer's report is sent to the pedagogical direction, which, according to the disciplinary measure to be applied and the competences to do so, exercises disciplinary power itself or convenes, for this purpose, the disciplinary class council, which must meet within a maximum term of two working days.
- 6) During the investigation of the disciplinary procedure, the respondent student may be



preventively suspended from attending school by the pedagogical direction, if his presence at school seriously disturbs the instruction of the process or the normal functioning of the school's activities.

- 7) The suspension has the duration corresponding to the investigation, and may, when necessary, extend until the final decision of the disciplinary process, not exceeding 10 working days.
- 8) The student's absences resulting from the preventive suspension are considered in the respective assessment process as being unjustified absences.
- 9) The final decision on the disciplinary procedure is reasoned and issued within two working days from the moment the authority competent to decide on it receives the report from the instructor.
- 10) The execution of the disciplinary measure may be suspended for a maximum term of 3 months from the final decision of the disciplinary procedure, if it is found, in view of the consideration of the circumstances of the infraction and the student's personality, that the mere disapproval of the conduct and the provision for the application of the disciplinary measure are sufficient to achieve the objectives of strengthening the student's civic education, with a view to the balanced development of their personality, their ability to relate to others, their full integration into the educational community, their sense of responsibility and their learning; The suspension expires if, during the respective term, a new disciplinary procedure is initiated against the student.
- 11) The final decision of the disciplinary procedure is notified in person to the student on the working day following the day on which it was issued, or, when a minor to the parents or their guardian, on the following two working days, notified on the date of signature of the acknowledgement of receipt.
- 12) The notification referred to in the preceding paragraph shall state the time when the disciplinary measure was to be carried out. It is the responsibility of the pedagogical direction or the class teacher to monitor the student in the execution of the disciplinary measure to which they have been subjected, and the student must articulate their actions with the parents and guardians and with the class teachers (in the case of the 2nd and 3rd cycles),



according to the educational needs identified and in order to ensure the co-responsibility of all those involved in the educational effects of the measure.

- 13) The competency referred to in the previous paragraph is especially relevant when implementing the measure of integration activities at school or the return to school of the student to whom the measure of suspension from school was applied.

Article 27 - Appeal against the Disciplinary Decision

- 1) The final decision of the disciplinary procedure may be appealed to the legally competent entity, to be filed by the parent or, when of legal age, by the student, within 5 working days.

Article 28 - Enforcement of the Disciplinary Measure

The hierarchical appeal does not have suspensive effect, except when filed against a decision to apply the disciplinary measures of school suspension and school transfer.

The order that assesses the hierarchical appeal is sent, within 5 working days, to the school, and the respective pedagogical direction must be notified accordingly.

Article 29 - Intervention of Parents and Guardians

Parents and guardians must, during disciplinary proceedings against their child, contribute to the correct investigation of the facts and, if a disciplinary measure is applied, ensure that it pursues the objectives of strengthening the civic education of the student, with a view to the balanced development of his personality, his ability to relate to others, of their full integration into the educational community, their sense of responsibility and their learning.



Article 30 - Civil and Criminal Liability

- 1) The application of the disciplinary measure provided for in this regulation does not exempt the student and the respective legal representative from the civil liability that, under the general terms of law, may be incurred.
- 2) When the behaviour of a student under the age of sixteen, which is likely to trigger the application of a disciplinary measure, may at the same time constitute a fact qualified as a crime, the school management must communicate this fact to the Commission for the Protection of Children and Young People or to the representative of the Public Prosecutor's Office at the court competent in matters of minors, depending on whether the student is, at the time of the commission of the act, less than twelve or between twelve and sixteen years of age, without prejudice to recourse, for reasons of urgency, to the police authorities.
- 3) When the criminal proceedings for the facts referred to in the previous paragraph depend on a complaint or private accusation, and this right is the responsibility of the pedagogical direction, its exercise must be based on reasons that weigh, in particular, the interest of the educational community in the development of the criminal procedure, against the interests related to the education of the student.

Article 31 - Rules of Coexistence

The school's rules of coexistence define the characteristics of the conducts that must be promoted to achieve:

- a) An integral and balanced growth of the person;
- b) The educational purposes of EITV;
- c) The development of the educational community;
- d) A good educational and relationship environment at EITV;
- e) Respect for the rights of all persons participating in the educational action.



Thus, EITV's rules of coexistence are:

- a) respect for the physical and moral integrity and property of the persons who make up the educational community, as well as other persons or institutions that are related to the school;
- b) tolerance towards diversity and non-discrimination;
- c) correction of social conduct through the use of respectful and courteous language
- d) the responsible performance of one's own functions and tasks;
- e) respect for the work and functions of all members of the educational community;
- f) cooperation in educational and coexistence activities;
- g) reliable attitude in everyday school life;
- h) care for cleanliness and personal image, appropriate to the school context;
- i) the positive acceptance of warnings and corrections;
- j) the appropriate use of the school's buildings, furniture, facilities and materials;
- k) compliance with the duties provided for in the legislation in force and in this regulation.

2. Shift in the Rules of Coexistence

2.1 Value of Coexistence

Adequate coexistence at school is an indispensable condition for the development of students.

2.2 Transgression of the Rules of Coexistence

- a) it is considered that there is a change in the rules of coexistence whenever any member of the educational community, by action or omission, disrespects the rules provided for in this regulation.
- b) any behaviour that disturbs normal school coexistence shall be subject to the educational disciplinary measures established in the legislation in force and in these Regulations.



2.3 Assessment Criteria

In the assessment of disciplinary situations, the following must be considered:

- a) the age and personal and family situation of the student;
- b) educational analysis of the situation created;
- c) the educational and recuperative nature of the intervention;
- d) the proportionality of the measure applied;
- e) the impact of the conduct on the objectives of the educational project and the class work plan.

Article 32 - Violations of the Rules of Coexistence

1. The following are infractions:

- a) conversations, laughter, noises, unreasonable interventions or improper use of mobile phones and other technological equipment;
- b) coarse language, disrespectful gestures, inappropriate behaviour or manifestly careless personal image;
- c) acts that impair the cleanliness, hygiene or conservation of school spaces and materials;
- d) smoking, consuming alcoholic beverages or addictive substances, as well as encouraging others to do so;
- e) intentionally damage materials, equipment, schoolwork or property belonging to any member of the educational community.
- f) disobedience to teachers or non-teaching staff;
- g) lack of respect for any member of the educational community;
- h) incorrect or disrespectful answers;
- i) insults, injuries or offenses to the honour and dignity of people;
- j) public criticism or statements aimed at discrediting or defaming members of the educational community.



- k) physical or psychological aggression against any member of the educational community;
- l) theft or misappropriation of assets;
- m) falsification of school documents or undue retention of documents intended for the guardian;
- n) Leaving the school premises without proper authorization.

Article 33 - Internal Procedures

1. Any infraction committed by a student must be reported to the class director and reported to the respective parent.
2. Whenever there is damage to materials, equipment or facilities of the school, the student will be responsible for its cleaning, repair or replacement, without prejudice to the application of the disciplinary measures provided for by law.
3. In cases of recurrence or special severity, the class council may be convened to assess the situation.
4. Infractions occurring during field trips, sports activities or other activities organized by the school may lead to exclusion from participation in future initiatives.
5. In situations considered necessary for the educational monitoring of the student, a specific behavioural monitoring plan may be implemented, under the coordination of the class director and with the knowledge of the guardian.

Chapter VI

Admission, Enrolment and Attendance

Article 34 - Students Admission

1. The school welcomes applications from students whose educational needs and profile can be adequately framed in its educational offer and in the respective Educational Project.
2. Admission decisions are the responsibility of the school and considered, in particular, the admission procedures in force, the availability of vacancies, the school's educational response capacity and the interests of the applicant and the Educational Community.



3. As part of the admission process, the school may request interviews, assessments, reports, or any other elements that it considers relevant for the assessment of the application.
4. Admission is subject to the existence of a vacancy and the school's ability to provide an adequate educational response to the student's needs.

Article 35 - Enrolment and Enrolment Renewal

1. The student's admission only takes effect after the completion of the enrollment process and the fulfillment of the requirements and conditions established by the school.
2. The enrolment is valid for the respective academic year.
3. The enrolment renewal depends on compliance with the procedures and deadlines defined by the school and communicated to parents or guardians.
4. Parents or guardians are responsible for ensuring that all information and documents provided to the school are kept complete, correct and up to date.
5. The school reserves the right not to renew the enrolment whenever there is no longer a positive, collaborative and trusting educational relationship between the school, the student and the respective family, or when circumstances occur that, in a justified manner, are considered incompatible with the Educational Project, these Internal Rules and Regulations or the interests of the Educational Community.
6. The decision not to renew the enrolment will be communicated to the parents or guardians under the terms and deadlines defined by the school, without prejudice to the applicable legal obligations.



Article 36 - Attendance and Punctuality

1. Attendance and punctuality are fundamental elements of the educational process and contribute to the school success and wellbeing of students.
2. Students must regularly attend all mandatory teaching and educational activities and attend them at the scheduled time.
3. Parents or guardians are responsible for ensuring the attendance and punctuality of their children.
4. The school monitors the attendance and punctuality of students and may adopt the measures deemed appropriate whenever there are situations of absenteeism, frequent delays or other factors that may compromise the student's educational path.

Article 37 - Uniform and Personal Presentation

1. The use of the school uniform is an important part of the school's identity, promoting a sense of belonging, equality and the positive representation of the Educational Community.
2. The use of the uniform is mandatory for students up to the 9th grade / Year 9, according to the guidelines defined by the school.
3. Students must report to school and participate in school activities with a complete, clean, careful and appropriate uniform for the school context.
4. Unless expressly authorized by the school, garments that are not part of the school uniform should not be used, with the exception of jackets or outdoor clothing appropriate to the weather conditions.
5. Whenever participating in field trips, external activities, public events or other initiatives on behalf of the school, students must wear the formal uniform.
6. The school may define specific requirements regarding uniform, sports equipment, clothing for special activities or other presentation standards deemed appropriate.



Article 38 - Absences

1. Students' absences must be reported and justified in accordance with the procedures defined by the school and the applicable legislation.
2. The school may request supporting documents whenever it deems necessary for the purpose of justifying the absence.
3. Unjustified absences, as well as situations of repeated or prolonged absenteeism, may determine the adoption of monitoring and intervention measures by the school and, when legally required, the communication to the competent authorities.
4. Failure to comply with the minimum attendance thresholds provided for in the applicable legislation may determine the application of the legally provided measures, including the retention of the student in the respective school year.
5. The justification of absences is more serious if the student misses an Assessment Form, previously included in the student's calendar. Absence from tests, exams or other formal moments of assessment will only be considered justified upon presentation of supporting documentation considered appropriate by the school. The missing of an assessment will only be rescheduled after presentation upon legally admissible justification and adequate supporting documentation within three working days after the day of absence.
6. Whenever the absence from a formal assessment is considered duly justified, the respective test will be held on a date to be defined by the school, as soon as possible and in accordance with criteria of equity, academic rigor and good pedagogical management.
7. The school will seek to promote the continuity of students' learning after terms of absence, within reasonable limits and compatible with the available resources.

Article 39 - Transfer and Enrolment Cancellation

1. Parents or guardians who wish to transfer or cancel a student's enrolment must communicate this intention to the school, in writing, under the applicable terms and deadlines.
2. The school will issue the necessary documentation for the purpose of transfer to another educational establishment, in accordance with the applicable legislation.



3. Outstanding financial or administrative obligations shall not prejudice the student's legally recognised rights of access to their school file or to any documentation that the school is legally required to issue.

Chapter VII

Pedagogical Organization, Teaching-Learning Process

Article 40 - Pedagogical organisation

1. The school organizes the teaching and learning processes in accordance with its Educational Project, the applicable legislation and the educational programs it integrates.
2. Teaching and learning aim to promote academic success, personal and social development, critical thinking, creativity, autonomy, citizenship and lifelong learning.
3. The school may adopt different pedagogical approaches, teaching methodologies and learning experiences appropriate to the age, needs and educational path of the students.

Article 41 - Principles of Assessment

1. Assessment is an integral component of the teaching and learning process, fulfilling the dual function of supporting student learning and evaluating the knowledge, skills, and competencies acquired and developed by students.
2. The assessment aims to:
 - a) to support the progress and success of students;
 - b) Provide relevant information to students and their families about their learning path;
 - c) identify strengths, areas of development and support needs;
 - d) to guide the planning of teaching and learning;
 - e) to promote self-reflection and the responsibility of students for their learning process.



3. Assessment must be rigorous, transparent, equitable and appropriate to the age, level of development and educational program attended by the student.
4. Students and parents or guardians must be informed of the applicable assessment principles, criteria and procedures.

Article 42 - Methods of assessment and communication of results

1. The school adopts a variety of assessment modalities and tools aimed at assessing different domains of student learning, skills and development.
2. Assessment may include, among other modalities, direct observation, participation in class, individual or group work, interdisciplinary or other projects, practical activities, presentations, portfolios, research work, tests, exams and other forms considered pedagogically appropriate.
3. Assessment tools are selected according to the learning objectives, knowledge, skills and competences to be developed and assessed.
4. The school keeps records of student progress and communicates the results of the assessment through the means deemed appropriate, including reports, meetings, digital platforms and other forms of institutional communication.

Article 43 - Progression and Educational Support

1. Decisions regarding the progression of students are made in accordance with the applicable legislation, the requirements of the respective educational program and the overall development and learning path of the student.
2. The school promotes the success, wellbeing and inclusion of all students through the timely identification of their educational needs and the implementation of the support measures deemed appropriate.
3. The school will make the necessary efforts to provide support measures and educational accommodation compatible with its educational offer, existing resources, its capacity for specialized response and the applicable legal framework.



4. Whenever a student's educational needs require specialized responses or levels of support that exceed those that the school can reasonably provide, the School will seek to collaborate with the student, the family and the professionals involved in identifying the most appropriate solutions for their educational path.
5. Decisions regarding progression, retention or other relevant educational measures will consider, inter alia, the student's academic progress, their level of participation and involvement, their wellbeing, the support measures implemented and any other pedagogically relevant factors.
6. Any decision regarding progression or retention will be made in accordance with the applicable legislation and the requirements of the respective educational path.

Article 44 - Inclusive education

Decree-Law No. 54/2018 establishes the inclusive education regime in Portugal, if all students, regardless of their characteristics, needs or social context, have the right to participate and learn in a common school, under conditions of equity. In this context, EITV promotes an inclusive school that adapts educational responses to the diversity of students, ensuring equal opportunities, full participation and educational success for all.

The central principle of the decree mentioned above is that the school must recognize the diversity of students as an asset and adapt the teaching processes to the individual needs of each one. The focus is on access to the curriculum and learning, ensuring that all students participate fully in school life and develop their potential to the fullest.

To this end, the autonomy of schools and the role of their professionals, special education teachers, are reinforced, who are now actively integrating educational teams in the definition of pedagogical strategies and curriculum diversification.

When a student faces difficulties in participation or learning, the school should identify existing barriers and implement appropriate strategies to overcome them, ensuring access to the curriculum and promoting educational success.

The decree is based on two fundamental methodological principles:

- a) Universal Design for Learning (UDL), which provides for the creation of flexible



learning environments accessible to all;

- b) Multilevel approach, which organizes learning support measures at different levels of intervention, adjusted to the needs of each student.

These interventions should be based on flexible curricular models, continuous monitoring of results, collaboration between teachers and families, and enhancement of the abilities, interests and potential of each student.

Article 45- Institutional Self-Assessment and Continuous Improvement

The school promotes regular processes of institutional self-assessment, as a reflection tool, monitoring and continuous improvement of educational and organizational quality.

1. Self-assessment shall cover the following areas, among others:
 - a) the academic results and educational success of students;
 - b) the quality of the teaching and learning processes;
 - c) the inclusion, wellbeing and participation of students;
 - d) the functioning of pedagogical and organizational structures;
 - e) the satisfaction of the members of the Educational Community;
 - f) the achievement of the objectives defined in the Educational Project.
2. The self-assessment processes promote the participation of the different members of the Educational Community, including students, parents and guardians, staff members and pedagogical direction.
3. The results of the self-assessment will be a reference for the definition, implementation and monitoring of improvement actions, integrating the school's planning and management tools.
4. Institutional self-assessment is developed in conjunction with the external assessment processes and with the legal references applicable to the Portuguese Education System.
5. The school may collect relevant information for institutional self-assessment processes through the application of questionnaires to parents and guardians, as well as through



appropriate listening tools to students, using, whenever appropriate, representative samples of the school population.

Article 46 - Academic Integrity

1. Academic integrity is a fundamental principle of the school's educational activity.
2. All students are expected to carry out their work honestly, responsibly and autonomously, unless collaboration is expressly authorized.
3. Plagiarism, academic fraud, copying, falsification of information, unauthorized use of resources or technologies, including artificial intelligence tools, or any other form of academic dishonesty are not allowed.
4. Situations of suspected violation of academic integrity will be analyzed by the school and may determine pedagogical, disciplinary or academic consequences proportional to the nature and seriousness of the situation.
5. The school may adopt specific policies and guidelines regarding academic integrity, the conduct of assessment tests and the responsible use of technology and artificial intelligence.

Chapter VIII ***School Life and Activities***

Article 47 - Experiential Learning and Outdoor Education

1. The school recognizes the pedagogical value of experiential learning and outdoor education as important components of students' all-round development.
2. Whenever appropriate to the age of the students, the curricular objectives and the applicable safety conditions, the school will promote learning opportunities that allow for the expansion of educational experiences beyond the classroom.
3. These experiences may include, among others, nature-based activities, environmental projects, fieldwork, experimental activities, citizenship initiatives, project-based learning and other approaches that favor the active participation of students in their learning process.



4. Empirical learning and outdoor education are an integral part of the school's educational offer and aim to promote autonomy, responsibility, collaboration, creativity, problem-solving, wellbeing and connection to the surrounding environment.
5. The performance of these activities observes the safeguarding, supervision, safety and risk management procedures defined by the school.

Article 48 – Recognition of Merit, Commitment and Evolution

1. The school recognizes and values merit, effort, individual progress, active participation in school life and the demonstration of the values of the Educational Community.
2. The recognition of students may consider not only academic results, but also personal development, citizenship, cooperation, leadership, creativity, resilience and positive contribution to the life of the school.
3. The promotion of a culture of recognition aims to encourage the commitment, integral development and responsible participation of all students in school life.
4. Students from the 2nd and 3rd cycles of basic education, secondary education and the Cambridge curriculum, namely from the Primary and Lower Secondary programs (Years 6–9), who meet the following requirements, will be distinguished with integration in the Achievement Honour Roll:
 - a) In the 2nd and 3rd cycles of basic education, obtain level 4 or 5 grades in all subjects;
 - b) Obtain an average equal to or greater than 4.5 and, cumulatively, a level 4 or 5 assessment in the subjects of Portuguese, Mathematics and English;
 - c) In secondary education, obtain an average equal to or greater than 17 marks;
 - d) In the Cambridge curriculum, obtain an overall average equal to or greater than 85% (or equivalent level of performance), and cannot register a classification lower than 70% in any subject.
5. Students selected by the Class Council, according to the defined criteria, will be distinguished with a Honour Roll of Attitudes and Values.

For integration into this framework, the Class Councils recognize students who, regardless



of their academic performance, have stood out throughout the school year for the defense and experience of citizenship values, in the personal, social and school domains, thus contributing to the appreciation and dignity of the school.

The following criteria will be considered:

- a) Participation and initiative;
- b) Application and commitment;
- c) Curiosity, reflection and innovation;
- d) Integrity and accountability.

Article 49 - Wellbeing, Safety, Inclusion and Sense of Belonging

1. The school seeks to provide an environment in which all students feel safe, valued, respected and supported in their academic, personal and social development.
2. Safety at school includes not only physical safety, but also emotional and psychological safety. All students should feel confident to participate, express their ideas, develop new friendships, take on challenges and learn from their mistakes without fear of humiliation, exclusion, intimidation or ridicule.
3. The school promotes a culture of belonging in which each student is recognized, valued and respected in their individuality, regardless of their identity, origin, nationality, language, culture, beliefs, personal characteristics or life path.
4. As a national and international educational community, the school values diversity, intercultural understanding, responsible citizenship and respect for different perspectives, promoting relationships based on empathy, inclusion and human dignity.
5. Education at the School seeks to foster the all-round development of students, addressing not only the acquisition of knowledge and academic skills, but also the formation of character, personal responsibility, integrity, respectful coexistence, consideration for others, compassion, and active citizenship, enabling students to contribute positively to society and the community.



6. All members of the Educational Community share the responsibility to contribute to a safe, welcoming, respectful and conducive environment for learning, wellbeing and development for all.
7. The promotion of wellbeing, a sense of belonging and positive relationships is a shared responsibility between students, families and staff members, and is considered an essential element for the educational and personal success of students
8. All members of the Educational Community have the right to learn and work in an environment characterized by respect, dignity, safety, inclusion and mutual consideration.
9. Students are expected to show respect for themselves, others and the school through their words, actions and attitudes, both in person and in digital environments.
10. Respect implies treating colleagues, teachers, staff members, visitors and all members of the Educational Community with courtesy, kindness, honesty and consideration.
11. Students must respect the legitimate guidelines and instructions given by the school's staff members in the exercise of their duties, contributing positively to the functioning of teaching activities and school life.
12. Discriminatory, racist, xenophobic, sexist, homophobic or any other type of comment, attitude or behaviour that violates the dignity of another person are incompatible with the values of the school and will not be tolerated.
13. The allegation that a comment or behaviour constituted a joke, a joke or was not intended to offend does not exclude responsibility for its consequences. In assessing any situation, the school will consider not only the intention but also the impact it has on others.
14. All students are expected to contribute positively to the life of the school and to building a community in which every person feels valued, respected, and able to thrive.



Article 50 - Unacceptable behaviour

1. All learners have the right to learn in a safe, respectful, inclusive and conducive to learning environment. No student has the right to engage in behaviours that significantly interfere with the learning, wellbeing, safety, or rights of others. Behaviours incompatible with the values, principles and expectations of the school are:

- a) *bullying, cyberbullying*, intimidation, harassment or any form of physical, verbal, psychological or emotional violence, including exclusionary behaviours, humiliation or social isolation;
- b) discriminatory, prejudiced, offensive, non-inclusive or any other type of comment, attitude or behaviour that undermines the dignity, rights, wellbeing or sense of belonging of another person, including racist, xenophobic, sexist, homophobic or personal, cultural, social, physical or individual behaviour;
- c) threats, aggressions, provocations or behaviour likely to endanger the safety, health, wellbeing or dignity of any member of the Educational Community;
- d) behaviours that disrupt or impair learning, the participation of other students or the normal functioning of school activities, including interruptions, distractions, lack of cooperation, persistent inattentive behaviour or disregard for classroom expectations, whether occurring in isolation or repeatedly;
- e) serious or repeated disrespect for teachers, staff or other members of the Educational Community, including refusal to comply with legitimate guidelines or instructions issued in the exercise of their duties;
- f) unjustified absences, repeated absenteeism, abandonment of classes, permanence in unauthorized places or leaving school without authorization;
- g) possession, consumption, distribution, sharing, or facilitating access to prohibited, dangerous, or illegal substances, materials, or objects;
- h) possession or use of objects that may compromise the safety or physical integrity of any person;
- i) practice, attempt to practice or involvement in illegal behaviour or behaviour contrary to the applicable legislation, either on the school's premises or within the scope



of activities promoted or supervised by the school;

j) inappropriate use of technological means, digital platforms or social networks in a way that could compromise the security, privacy, reputation, wellbeing or rights of third parties;

k) unauthorized recording, capture, sharing or dissemination of images, videos, audio or information relating to members of the Educational Community;

l) dishonest, fraudulent or deceptive behaviour that compromises the trust, integrity or functioning of the Educational Community;

m) any behaviour that seriously compromises the safety, wellbeing, learning, rights of members of the Educational Community, the sense of belonging to the school community or the legitimate interests of the school.

2. The school may intervene in relation to behaviours that occur outside its premises or school hours whenever they have a direct and significant impact on the safety, wellbeing, rights of members of the Educational Community, the educational environment of the school or the sense of belonging and inclusion of its members.

Article 51 - Exceptional Measures and Protection of the Educational Community

1. The protection of the safety, wellbeing and rights of students, staff members and other members of the Educational Community is a fundamental priority of the school.
2. In situations of seriousness, the school may adopt the immediate measures it deems necessary to protect the members of the Educational Community, ensure a safe and conducive environment for learning and guarantee the continuity of educational activities.
3. Whenever the facts may constitute the practice of a legal infraction, a situation of risk, a matter of protection of minors or any other circumstance that justifies external intervention, the school reserves the right to communicate the situation and collaborate with the competent authorities or entities.
4. The school may collaborate with the National Republican Guard, the Commission for the Protection of Children and Young People, the health services, the social action services or any



other competent entities whenever this is considered necessary for the protection of students or the Educational Community.

5. In exceptional circumstances, when the permanence of a student is considered incompatible with the safety, wellbeing or normal functioning of the school, when a situation of particular seriousness has occurred or when there is a serious and irreparable breach of the relationship of trust necessary for the development of the educational partnership between the School, the student and the family, the Entitled Entity may determine exceptional measures, including the termination of attendance at the school, under the terms of the applicable legislation, these Internal Rules and Regulations and the contractual applicable conditions.
6. The provisions of the preceding paragraph shall not prejudice the school's right to refuse the renewal of enrolment or registration under the terms set out in these Internal Rules and Regulations and the applicable contractual conditions.
7. Decisions taken under this article shall be assessed on a case-by-case basis and guided by the principles of proportionality, reasonableness, equity and the best interests of the child and young person.

Article 52 - Protection and Safeguarding of Children and Young People

1. The school is committed to the protection, safeguarding and promotion of the wellbeing, safety, rights and integral development of all students.
2. The safety and wellbeing of children and young people are fundamental priorities of the school and are at the basis of all areas of school life.
3. The school seeks to provide a safe, welcoming, inclusive and positive environment, where students feel happy, valued, respected, listened to and supported, promoting their academic, personal, social and emotional development.
4. The school recognises the importance of students' opinions and seeks to ensure that everyone has trusted adults to whom they can turn for support, guidance or to report concerns related to themselves or others.



5. Parents and guardians are encouraged to report any concerns related to the safety, wellbeing or safety of students, through the appropriate channels of the school and in a spirit of collaboration and trust.
6. As a member of an international educational community, the school maintains high standards of protection and safeguarding, expecting all members of the Educational Community to contribute to a culture of vigilance, responsibility, respect and mutual care.
7. The school has Safeguarding Officers and specialized support in the area of psychology and special needs, ensuring that any concerns related to the protection and wellbeing of students can be communicated, evaluated and followed up appropriately.
8. All school staff members must remain alert to signs of abuse, neglect, mistreatment, exploitation, risk or any other situation likely to compromise the safety, wellbeing or development of a child or young person, and must act in accordance with the safeguard procedures in force.
9. The school will seek to work closely with students, families and competent entities to promote the wellbeing, protection and integral development of children and young people.
10. Whenever necessary for the protection of a student, the school may liaise with the Commission for the Protection of Children and Young People (CPCJ), competent authorities, health services, social action services, security forces or other relevant entities, under the terms of the applicable legislation.
11. All concerns related to the protection and safeguarding of children and young people will be treated with the utmost seriousness, sensitivity and appropriate confidentiality, in accordance with applicable legislation and the principle of the best interests of the child.
12. The protection of children and young people is a responsibility shared by all members of the Educational Community.



Article 53 - Health, Safety and Risk Management

1. The school is committed to maintaining a safe, healthy and properly organized environment that promotes the learning, wellbeing and development of all members of the Educational Community.
2. The school will implement appropriate health and safety measures, facility protection, supervision, risk management and emergency preparedness, in accordance with applicable legislation and recognised good practice.
3. Access to the School's premises may be subject to identification, registration or authorisation procedures set by the school, applicable to visitors, service providers, suppliers and other persons authorised to access the campus.
4. The school may carry out risk assessments regarding its facilities, equipment, teaching activities, sports activities, study visits, outdoor learning activities and other situations it deems appropriate.
5. All members of the Educational Community must comply with the health and safety regulations in force and respect the guidelines issued by the school regarding safety, security and risk prevention.
6. The school will maintain adequate procedures for emergency response, evacuation and management of crisis situations, carrying out drills, exercises or other preparedness actions whenever deemed appropriate.
7. The school's facilities, equipment, infrastructures and services may be subject to inspection, monitoring, maintenance, certification, audit or technical verification by qualified staff members or competent third party entities.
8. The school will seek to promote a culture of prevention, responsibility, continuous improvement and a shared commitment to health, safety and risk management.



Article 54 - Responsible Use of Technology and Digital Citizenship

1. The school promotes a healthy and balanced relationship with technology, seeking that students are fully involved in learning, develop positive interpersonal relationships, actively participate in school life and acquire responsible digital habits.
2. Decree-Law No. 95/2025, of 14 August, **regulates Law No. 51/2012, of 5 September, which approves the Student Statute and School Ethics**, restricts the use of electronic mobile communication devices with Internet access in the school space by students in the 1st and 2nd cycles of basic education².

Pursuant to Article 198(1)(a) of the Constitution, the Government hereby decrees the following:

- a) During the opening hours of the educational establishment, including non-school terms, and throughout the school space, the student may not use equipment or any other electronic mobile communication devices with Internet access, namely mobile phones or *tablets*.
- b) The provisions of the previous paragraph do not apply in the following situations, provided that they are previously authorized by the teacher in charge or by the person responsible for the work or activity:
 - I. When it is a student with a very low command of the Portuguese language, for whom the use of electronic equipment or device with Internet access is necessary for translation purposes;
 - II. When it is a student who, for duly proven health reasons, lacks the functionalities of the equipment or electronic device with Internet access; or
 - III. When the use of the equipment or electronic device with Internet access takes place within the scope of pedagogical or assessment activities, in the classroom or outside it, including study visits.
- c) In the situations provided for in the previous paragraph, if there is a need for

² On July 30, 2026, the Minister of Education decreed that 3rd cycle students will also be included in this ban. However, schools will have the first term of classes to adapt and transition to this new measure that will come into force on January 1, 2027. Source: Lusa



permanent or continuous use, the director of the public establishment or the pedagogical director of the private establishment, as the case may be, may grant authorization for this purpose, setting the respective duration, which may be renewed if the respective assumptions are maintained.

d) The violation by the student of the provisions of paragraph 1 constitutes a disciplinary infraction, which is subject to the application of a corrective measure or a disciplinary sanctioning measure, under the terms provided for in Law no. 51/2012, of 5 September, which approves the Student Statute and School Ethics.

e) In the event of a violation of the provisions of paragraph 2, it is incumbent upon the teachers and staff members of educational establishments to adopt the measures that are necessary, appropriate and proportionate to the cessation of the unlawful conduct.

3. The school's policy on mobile phones and personal electronic devices is based on educational, wellbeing and safeguarding principles, promoting the reduction of screen time during the school day, the protection of students' privacy and the prevention of inappropriate use of social networks or the unauthorized capture and dissemination of images, videos or information.
4. Students over the age of 12 who bring mobile phones to school must ensure that they are switched off before entering the campus through the access barriers and remain switched off throughout the school term and can only be switched back on after leaving the campus at the end of the day.
5. Students are responsible for ensuring that their mobile phones remain turned off and properly stored in lockers or other authorized places.
6. The school assumes no responsibility for loss, theft or damage to personal devices brought onto the school grounds.
7. In recognition of their age, maturity and preparation for higher education or adulthood, Year 13 and Year 12 students will be able to use mobile phones during breaks and lunch terms exclusively in their classrooms or in other areas specifically designated by the school for this purpose.



8. The use of mobile phones by the students referred to in the previous number is not allowed in common spaces frequented by younger students or in other areas not authorized by the school.
9. Any inappropriate use of this privilege may result in its suspension or withdrawal from the student concerned.
10. Failure to comply with the provisions of this article may result in the application of educational, corrective or disciplinary measures, including warnings, temporary seizure of the device, communication to parents or guardians, collection of the device by parents or other measures deemed appropriate by the school.
11. Repeated recurrence or repeated non-compliance with the rules regarding the use of mobile phones and electronic devices may determine the application of progressively more severe disciplinary measures, under the terms of these Internal Rules and Regulations.
12. The unauthorized capture, recording, photography, filming, sharing or dissemination of images, videos, audio recordings or information relating to students, staff members or other members of the Educational Community is prohibited, except with the express authorization of the school.
13. The school may define specific rules and procedures regarding the use, storage, monitoring and management of personal electronic devices and other digital technologies on the school grounds and within the scope of school activities.

Article 55 - Students' Health, Administration of Medicines and School Accidents

1. The school is committed to promoting the health, wellbeing and safety of all students by maintaining appropriate procedures to respond to illness, accident, injury or medical emergency.
2. Parents or guardians are responsible for providing complete, accurate and up-to-date information on the health status of their children, including relevant medical conditions, allergies, medication needs, emergency contacts and any other elements necessary to safeguard the wellbeing and safety of the student.



3. Parents or guardians must inform the school as soon as possible of any significant change related to the student's health, medical needs or emergency contacts.
4. Whenever a student shows signs of illness or indisposition during the school term, the school may evaluate it by a designated employee and, when deemed necessary, contact the parents or guardians to arrange for its collection.
5. The administration of medications by the school may occur in accordance with the internal procedures in force and will be subject, whenever applicable to the presentation of authorizations, medical prescriptions or other information deemed necessary by the school.
6. Students who need prescription medication, emergency medication or regular medical follow-up may benefit from specific procedures agreed between the school and their parents or guardians.
7. In the event of an accident, injury or situation that raises concern regarding the health of a student, the school may provide appropriate first aid and adopt the measures it deems necessary to safeguard the student's wellbeing.
8. Whenever a situation requires urgent medical intervention and it is not possible to contact parents or guardians in a timely manner, the school may request medical assistance, promote clinical assessment or authorize emergency treatment considered necessary, acting in the student's best interest.
9. The school may keep records relating to accidents, injuries, medical incidents and other relevant information for the purposes of protection, health, safety, monitoring and compliance with applicable legal obligations.
10. All members of the Educational Community must contribute to the promotion of a healthy, safe, inclusive environment that is conducive to the wellbeing of students and staff members.



Article 56 – Field Trips, External Activities and Learning Outside the Classroom

1. The school recognises that learning takes place in multiple contexts and that experiences beyond the classroom are an important component of students' academic, personal, social and emotional development.
2. Field Trips, outdoor learning activities, cultural experiences, sports activities, community engagement projects and other educational opportunities held outside the School are intended to enrich the curriculum, develop skills, promote active citizenship and strengthen students' understanding of the world around them.
3. The school particularly values experiential learning, contact with nature, community engagement and the development of local, national and global perspectives.
4. Learning beyond the classroom is an important extension of the educational programme and may be part of the curriculum, enrichment programmes or other educational experiences promoted by the school.
5. Participation in study visits and external activities is subject to the authorization of parents or guardians, the completion of the necessary documentation and compliance with the conditions established by the school.
6. Parents or guardians will be provided with adequate information about study visits and external activities, including their objectives, organization, supervision, safety aspects and, where applicable, associated costs.
7. Certain field trips, residential experiences, international programs or specialized activities may imply additional costs to be borne by parents or guardians. Where reasonably practicable, such costs shall be communicated in advance.
8. Students who participate in field trips, external activities or other events promoted by the school remain subject to the provisions of these Internal Rules and Regulations and must represent the school responsibly and in accordance with its values and expectations.
9. Students must comply with the guidelines of the school's staff and the adults responsible for the activity, respect the applicable safety rules and contribute positively to the success and wellbeing of all participants.



10. The school may restrict or withdraw a student's participation in a particular visit or activity where there are reasonable concerns related to safety, behaviour, wellbeing, or other circumstances that may affect the student himself/herself, other participants, or the proper functioning of the activity.
11. Field Trips and external activities will be properly planned and supervised, considering the educational objectives, the needs of the students, the health and safety requirements and the applicable risk assessments.
12. The activities covered by this article are an integral part of the school's commitment to a broad, meaningful and engaging education, linked to real experiences and learning opportunities beyond the classroom.

Article 57 - Organisation and Functioning of Discovery Club Activities

- 1- The activities that are part of the Discovery Clubs program are a set of non-curricular activities that are predominantly developed beyond the students' teaching time and that are optional, on days and hours of the week to be defined annually (from 4:30 pm).
2. The activities of the Discovery Clubs are: the Academy of Music, Dance, Theatre, Table Tennis, English Explorers, Martial Arts, and The Inventors Club.
- 3- The activities of the Discovery Clubs to be offered by the school will be characterised by:
 - a) Be oriented towards cultural, civic, artistic, physical or sports enrichment, as well as towards the insertion of students in the community, aiming to contribute to the development of the personality, character formation and citizenship of each student;
 - b) To be space-times in which children can socialize, play sports, learn to practice others, enrich their personal, social and cultural experiences, develop their creativity, and above all, feel happy;
 - c) Discovery Clubs operate as an autonomous program, managed by a coordinator, who ensures the necessary relationship with other school programs;



d) Discovery Clubs have activities appropriate to the age of the students and will be defined according to demand, such as table tennis, dance and movement, drama, music, improvement of foreign languages, etc.

e) Discovery Clubs are a voluntary program whose costs are not included in the tuition fees and operate between 4:30 pm and 6:30 pm.

Article 58 - School Transport

1. The school may provide school transport services on routes and schedules defined by the school.
2. The use of school transport is an extension of school activity, and the provisions of these Internal Rules and Regulations apply to students throughout the term of travel.
3. Students must behave safely, respectfully and responsibly during trips, complying with the guidelines of the school's staff, drivers and other responsible adults.
4. Any behaviour likely to jeopardise the safety, wellbeing or normal functioning of the transport service may give rise to the application of educational, corrective or disciplinary measures.
5. In situations of serious or repeated non-compliance with the rules applicable to school transport, the school may suspend or withdraw the authorization to use the service, temporarily or permanently, without prejudice to the application of other measures deemed appropriate.

Chapter IX

Final Provisions

Article 59 - Data Protection and Confidentiality

1. The school undertakes to process the personal data of students, parents or guardians, staff members and other members of the Educational Community in accordance with the applicable legislation on the protection of personal data.



2. The personal data collected by the school will only be used for legitimate purposes related to the administrative, pedagogical, educational, contractual, financial, security, protection and operation management of the school.
3. The school will adopt appropriate measures to ensure the confidentiality, integrity, security and protection of the personal data under its responsibility.
4. Access to personal data and educational information will be limited to those persons who need to know it in the legitimate exercise of their functions or responsibilities.
5. The school may collect, use, store and share personal information as permitted by applicable law and its internal data protection policies.
6. The school may communicate information to the authorities, public entities or other competent bodies whenever this is required by law, determined by a competent authority or necessary for the protection, safety, wellbeing or safeguarding of students and other members of the Educational Community.
7. All members of the Educational Community must respect the confidentiality of the information to which they have access within the scope of their relationship with the school and refrain from disclosing information of a personal or confidential nature without authorization or legitimate grounds.
8. The processing of personal data carried out by the school is also governed by the respective policies, procedures and privacy rules in force.

Article 60 - Interpretation and Omissions

1. The interpretation of the provisions contained in these Internal Rules and Regulations is the responsibility of the Collegial Pedagogical Direction, in accordance with their respective competences and the nature of the matter in question.
2. Omissions will be assessed and decided by the Entitled Entity, after hearing the Representative of the Entitled Entity, the Collegial Pedagogical Direction and other structures of the school considered relevant to the matter under consideration.



3. In case of doubt as to the interpretation or application of these Internal Rules and Regulations, the solution that best promotes the best interests of the students, the safety and wellbeing of the Educational Community, as well as the pursuit of the school's mission and Educational Project, shall be adopted.
4. Nothing in these Internal Rules and Regulations shall limit the school's ability to take any measures necessary to comply with its legal obligations or to protect the safety, wellbeing, and rights of members of the Educational Community.

Article 61 - Communication, Concerns and Complaints

1. The school values open, constructive and respectful communication between all members of the Educational Community and seeks to resolve concerns, difficulties or conflicts through dialogue, collaboration and the search for appropriate solutions.
2. Parents or guardians who wish to clarify an issue, raise a concern or request support regarding a student's school life should, whenever appropriate, initially contact the class director, class teacher or other employee directly involved in the situation, allowing its consideration and eventual resolution at the level closest to the student.
3. Whenever an issue cannot be resolved through the usual channels of communication, it may be referred to those responsible, coordinators or structures of the school considered appropriate to the nature of the situation.
4. The school provides a physical Complaints Book and an Electronic Complaints Book, under the terms of the applicable legislation. The use of these mechanisms does not affect the possibility of prior resolution of situations through the school's internal channels of communication, dialogue and complaint management.
5. All concerns, complaints or suggestions will be dealt with in an appropriate, professional, impartial and proportionate manner, seeking to promote constructive solutions and strengthen the relationship of trust between the School and the Educational Community.
6. The presentation of concerns, complaints or suggestions must occur in a respectful manner and compatible with the values, principles and rules of coexistence established by the school.



Article 62 - Approval, Entry into Force and Review

1. These Internal Rules and Regulations are approved by the Collegial Pedagogical Direction after consideration by the Pedagogical Council, in accordance with the applicable legislation and the internal organization of the school.
2. These Internal Rules and Regulations enter into force on the date defined by the Pedagogical Direction and apply to all members of the Educational Community.
3. The school reserves the right to revise, amend or update these Internal Rules and Regulations whenever necessary as a result of legislative, regulatory, pedagogical, organizational changes or resulting from the progress of the school's activity.
4. This revision to the Internal Rules and Regulations will be approved by the Pedagogical Council, after consideration by the Collegial Pedagogical Direction, and will subsequently be communicated to the Educational Community by the means deemed appropriate.
5. The most recently approved version of these Rules of Procedure shall prevail over any previous versions.

Approved by the Pedagogical Council on July 28, 2026

The Collegial Pedagogical Direction

Filomena Maria de Sousa Aguiar Martins