

SECONDARY PARENT HANDBOOK

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Welcome

Dear Parents and Guardians,

It is with great excitement that we welcome you and your child to this important stage in their educational journey. The secondary years are crucial for both personal and academic development, and our programmes are thoughtfully designed to help students become confident, curious, and capable individuals, fully equipped to face the challenges of the future.

At Bright International School, we follow the Cambridge International Lower Secondary and Upper Secondary curricula, each providing a rigorous and globally recognised framework. These curricula not only deepen subject-specific knowledge and skills but also foster critical thinking, problem-solving, independence, and collaborative skills—essential qualities for success in further education and beyond.

Our learning environment is designed to support the holistic development of every student. With cutting-edge facilities, flexible learning spaces, and countless opportunities for hands-on exploration, we strive to inspire academic excellence while nurturing resilience, creativity, and emotional intelligence.

Community is at the heart of life at Bright International School. We celebrate diversity and inclusion, uniting families from various backgrounds to create a supportive and enriching environment. Through shared experiences and intercultural understanding, we help our students grow into compassionate and globally minded individuals.

As Secondary Coordinator, my goal is to ensure that every student feels supported, challenged, and inspired during these formative years. By working closely with you, we aim to nurture each learner's unique talents and aspirations, laying a strong foundation for their future success.

Thank you for choosing Bright International School for your child's secondary education. Together, we will make this journey one of discovery, growth, and achievement.



Nicolas Hildebrandt

Secondary Coordinator

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Vision

To cultivate a vibrant community of empowered, reflective, and resilient learners who are inspired to grow academically, socially, and personally. We aim to instil core values that foster a love of learning and prepare students to thrive in an ever-evolving global society:

Respect: Honouring others, their histories, traditions, and beliefs, while fostering empathy and understanding.

Responsibility: Embracing accountability in personal learning journeys and contributing positively to our shared community.

Autonomy: Developing independence in acquiring, updating, and applying knowledge, nurturing lifelong learners.

Creativity: Encouraging innovation, adaptability, and problem-solving as learners approach new challenges.

Mission

At Bright International School, we are committed to providing a safe, inclusive, and stimulating learning environment that values excellence and growth. Our mission is to inspire each learner to become a confident, compassionate, and active citizen, prepared to contribute thoughtfully to their communities. Through close collaboration with families and the broader educational community, we nurture critical thinkers who are ready to meet challenges with responsibility and curiosity.

Aims

At Bright International School, we strive to:

- Deliver a broad and balanced curriculum that draws on global perspectives and fosters a deep understanding across a wide range of subjects.
- Embrace differentiated teaching to create meaningful learning opportunities, honouring the unique backgrounds, talents, and needs of each student.
- Promote language development and effective communication, enabling students to connect with diverse cultures and perspectives.
- Encourage transdisciplinary learning, equipping students with the skills to make meaningful connections across subjects and ideas.
- Develop inquiry-based learning and critical thinking skills, sparking students' natural curiosity and enthusiasm for discovery.
- Focus on building a solid foundation in analytical thinking, creativity, and adaptability, ensuring students are prepared for the demands of an interconnected world.
- Offer students the chance to engage in both individual and collaborative research and planning, empowering them to take ownership of their learning journey.

Equal Opportunities

At Bright International School, we are dedicated to enabling every student to reach their full potential, regardless of their background, ability, or circumstances. Our diverse community, comprising students of various nationalities, religions, and beliefs, enriches our school environment and fosters a broader understanding of the world.

We strive to create a supportive and inclusive atmosphere where all students feel valued and respected. By promoting acceptance and understanding, we ensure that every individual can excel both academically and personally.

We see diversity as a strength and celebrate each student's unique qualities, empowering them to make meaningful contributions to our school and beyond.

Behaviour Expectations

At Bright International School, we take a positive and inclusive approach to managing behaviour, encouraging good conduct through proactive strategies that promote an environment of respect, kindness, and accountability.

We place high value on students who embody the Cambridge Learner Attributes, demonstrating qualities such as being caring, open-minded, principled, reflective, and balanced. These qualities are central to how we interact with one another and contribute to the wider school community.

In our school, respectful communication—whether through speech, actions, or relationships—is crucial. We aim to nurture a community where everyone takes responsibility for their actions and helps create a positive and supportive learning environment.

For further details on our approach to behaviour, please refer to our Behaviour and Discipline Policy.

Cambridge Pathway

At Bright International School, we follow the Cambridge Pathway, offering students a globally recognised curriculum that supports their development from Early Years to Secondary education.

The Cambridge curriculum is built around five key principles that guide the learning experience:

- **Broad and Balanced Curriculum:** The curriculum is designed to offer a well-rounded education that covers a wide range of subjects, ensuring students are exposed to diverse knowledge and skills.
- **Excellent Progression:** Cambridge provides clear, structured progression through the Cambridge Pathway, helping students build upon their skills in an age-appropriate way, ensuring their educational journey is both challenging and supportive.
- **Coherent and Research-Informed:** The curriculum, pedagogy, and assessment methods are rooted in the latest educational research, ensuring that every element is both effective and evidence-based.
- **Global Learners:** Our aim is to develop students who are not only academically competent but also global citizens. Through the Cambridge Primary curriculum, students learn about their personal and local context, while also gaining an understanding of the world beyond their immediate surroundings.
- **Flexibility and Robustness:** The Cambridge curriculum is designed to be flexible, allowing us to tailor it to the needs of our school community while maintaining a strong framework that ensures academic rigor and a high standard of education.

Cambridge Lower Secondary Curriculum (Year 7, Year 8 and Year 9)

With a choice of 13 subjects, including core areas such as English, Mathematics, and Science, the Cambridge Lower Secondary Curriculum lays solid foundations for academic achievement. At the same time, it provides ample opportunities to nurture creativity, self-expression, and personal wellbeing, encouraging learners to explore and thrive in diverse ways.

Cambridge International Lower Secondary Subjects	
English	Focuses on developing reading, writing, speaking, and listening skills, fostering communication and literacy through various texts and activities.
Mathematics	Covers number concepts, addition, subtraction, multiplication, division, geometry, measurement, and problem-solving skills.
Science	Introduces basic scientific concepts in biology, chemistry, and physics, encouraging observation, experimentation, and understanding of the natural world.
Art & Design	Allows creative expression through visual arts, exploring techniques in drawing, painting, sculpture, and design while appreciating artists and movements.
Computing	Covers computer basics, including word processing, coding, and using technology effectively and responsibly for learning and communication.
Digital Literacy	Teaches safe and responsible use of digital tools, understanding online communication, and navigating the digital world effectively.
Music	Focuses on music theory, rhythm, melody, and performance, enabling students to develop musical skills and an appreciation for different musical styles.
Physical Education	Promotes physical activity through a variety of sports and games, focusing on physical health, teamwork, and motor skills development.
Portuguese	Teaches reading, writing, and speaking in Portuguese, enhancing language skills through literature, grammar, and communication.
Wellbeing	Addresses emotional, social, and mental health through activities and discussions on self-awareness, relationships, and personal growth.
Humanities	The curriculum is structured into three strands: People, Past, and Places. Its key feature, the Enquiry Approach, guides learners in exploring an 'enquiry question' through research, analysis, presentation, and reflection.
Spanish – Foreign Language	Offers students the chance to connect with a rich cultural heritage and communicate with millions of people worldwide.
French – Foreign Language	French lessons offer students the opportunity to cultivate an appreciation for the global influence of the French language, while simultaneously fostering confidence in their ability to communicate effectively in a multicultural world.

Cambridge International IGCSE Courses (Year 10 and Year 11)

The Cambridge International IGCSE offers a wide range of courses, including core subjects such as English, Mathematics, and Science. These courses provide a robust academic foundation and challenge students to develop critical thinking, creativity, and independent learning skills. The IGCSE courses are designed to prepare students for further education and global opportunities, encouraging them to explore diverse subjects and reach their full potential.

At IGCSE level, all students will follow a course of non-examined curriculum in these subject areas:

- Physical Education
- Wellbeing

In addition, all students will study at least four core subjects and four optional IGCSE subjects from the list below.

Cambridge International IGCSE Subjects	
Optional	Art and Design (0400)
Core	Biology (0610)
Optional	Business (0264)
Core	Chemistry (0620)
Optional	Computer Science (0478)
Optional	Drama (0411)
Core	English - First Language (0500)
Core	English – Literature in English (0475)
Core	English - Second Language (0511)
Optional	French - Foreign Language (0520)
Optional	Geography (0460)
Optional	History (0470)
Core	Mathematics (0580)
Core	Physics (0625)
Optional	Psychology (0266)
Optional	Spanish - Foreign Language (0530)
Core	Portuguese - First Language (0504)
Optional	Travel & Tourism (0471)

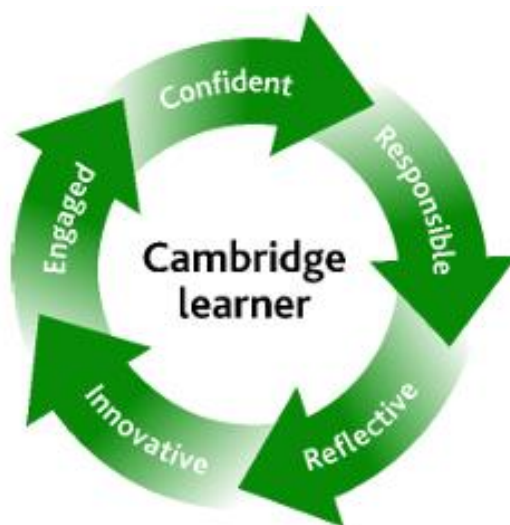
Wellbeing and Sustainability

To promote holistic development, we integrate the Cambridge Wellbeing Curriculum, supporting students in maintaining a healthy balance of academic, social, and emotional growth.

As part of the University of Cambridge, we are committed to sustainable practices. By embedding the principles of sustainability and the [UN Sustainable Development Goals](#) into our curriculum and assessments, we strive to empower learners as agents of positive global change.

Cambridge Learners Attributes

All Cambridge programmes aim to develop learners who are:



- Confident - Cambridge learners are empowered to express their ideas and engage with new challenges. They demonstrate resilience in the face of adversity and the ability to make informed decisions. Confidence is nurtured through opportunities to present work, participate in discussions, and take risks in a supportive environment.
- Responsible - Responsibility is key for Cambridge learners, who are encouraged to act with integrity and respect for others. They are taught to take ownership of their learning, reflect on their actions, and consider their impact on the local and global community. This includes developing an understanding of environmental sustainability and ethical decision-making.
- Reflective - Cambridge learners are guided to assess their own progress and identify areas for improvement. Reflective practices are embedded in the curriculum through activities like self-assessments, peer feedback, and goal-setting. By reflecting on their learning journey, they develop critical thinking and self-awareness.
- Innovative - Innovation is at the heart of the Cambridge approach, fostering curiosity and creativity. Learners are encouraged to explore new ideas, solve problems, and think critically. This attribute is developed through project-based learning, STEM activities, and opportunities to create original work, promoting adaptability in an ever-changing world.
- Engaged - Cambridge learners are active participants in their education and the wider world. They are motivated to connect with diverse cultures, viewpoints, and global issues. Engagement is cultivated through collaborative learning, community service, and exploring real-world applications of their studies, inspiring them to make meaningful contributions.

Teaching Approaches

At Bright International School, our commitment to the Cambridge Pathway is reflected in our emphasis on active learning—a student-centred approach that prioritises how students learn alongside what they learn. Active learning encourages students to 'think hard,' fostering deeper understanding and critical thinking through engagement and exploration.

Two key pillars of active learning in our classrooms are enquiry-based learning and project-based learning. These approaches empower students to take charge of their education by asking meaningful questions, conducting investigations, and working collaboratively to solve real-world problems. Through these methods, students not only build subject-specific knowledge but also develop essential skills such as creativity, teamwork, and resilience.

Our teachers design lessons that create opportunities for questioning, exploration, and hands-on projects. These activities enable students to construct knowledge, make meaningful connections, and apply their learning in authentic contexts. By focusing on both the process and the content, we aim to nurture lifelong learners who are confident, reflective, and well-prepared for the future.

Aligned with Cambridge exams' emphasis on understanding, evaluation, and synthesis, active learning not only drives academic success but also nurtures essential skills for lifelong learning. Its engaging and interactive nature motivates students, fosters dynamic discussions with teachers, and promotes a deeper and lasting understanding of their studies.

Characteristics of Effective Learning

At Bright International School, we place great importance on identifying and nurturing effective learning behaviours in our students. By observing these behaviours, we gain valuable insights into how each learner thrives, enabling us to provide tailored support and meaningful opportunities for growth. Below are the key characteristics we foster and assess in our secondary students.

Engagement and Curiosity - Our learners demonstrate a keen interest in exploring complex topics, asking insightful questions, and engaging critically with new ideas. They sustain focus in lessons, showing enthusiasm and a desire to delve deeper into subjects that challenge their thinking.

Active Participation - Effective learners actively contribute to their education through independent research, collaborative discussions, and problem-solving activities. They are eager to share ideas, take part in debates, and take responsibility for their academic progress.

Application and Creativity - We encourage students to connect prior knowledge with new concepts, applying their learning in relevant and innovative ways. Whether through projects, presentations, or creative problem-solving, they showcase their understanding and intellectual curiosity.

Collaboration and Social Skills - Successful learners work well with their peers, sharing ideas, listening actively, and contributing meaningfully to group tasks. They build positive relationships, demonstrate empathy, and develop teamwork skills essential for both academic and personal success.

Independence and Resilience - Our students take initiative, manage tasks effectively, and seek solutions when faced with challenges. By persevering through setbacks and adapting to new situations, they build resilience and confidence in their abilities.

Confidence and Risk-Taking - We celebrate learners who step out of their comfort zones to tackle new challenges. Their willingness to share bold ideas and take calculated risks fosters growth and prepares them for future opportunities.

Emotional Engagement - Passion and a sense of achievement are hallmarks of effective learning. We observe this in the enthusiasm, pride, and motivation students display during and after completing their work.

By nurturing these characteristics, we aim to create a dynamic and supportive environment where all learners can achieve their potential and develop a lifelong love of learning.

Assessment for Learning

At Bright International School, our approach to assessment is comprehensive, learner-focused, and designed to support students in reaching their full potential. It ensures that learners are equipped with the skills and knowledge necessary for success in further education and beyond. We use a combination of assessment strategies and assessment tools to monitor progress, celebrate achievements, and provide targeted support.

Assessment Strategies

- **Formative Assessment:** These ongoing assessments help teachers monitor progress and adjust their teaching methods to better support students. They include in-class activities, quizzes, peer and self-assessments, teacher observations, and questioning during lessons. Formative assessments are not graded but offer continuous feedback to guide student learning and development.
- **Baseline Assessments:** At the beginning of each academic year, baseline assessments evaluate each student's starting point. This helps us understand prior knowledge and skills, enabling teachers to personalise teaching strategies and set tailored goals for growth.
- **Summative Assessments:** Conducted at key points during the year, these assessments provide a snapshot of overall student achievement, summarising the learning completed in a specific subject or unit.
- **Formative Feedback and Feedforward:** Constructive feedback is a central part of our approach. Through classroom discussions, peer reviews, teacher observations, and written comments, we provide actionable feedback. This helps students reflect on their learning, identify areas for improvement, and adjust their approach to future tasks.

Assessment Tools

We use a variety of tasks to assess students' understanding, including:

- **Projects and Coursework:** These include extended research, problem-solving tasks, and practical applications of knowledge. Projects and coursework allow students to demonstrate understanding and develop key skills, such as time management, research abilities, and independent thinking.

- Essays: Written assignments that assess students' ability to synthesise information, present clear arguments, and demonstrate critical thinking. These tasks encourage deeper exploration of topics and support the development of analytical skills.
- Presentations: Students have the opportunity to present their understanding of topics in oral form. This helps assess their ability to communicate ideas clearly, use supporting materials, and engage an audience effectively.
- Collaborative Work: Group projects and activities assess teamwork, communication, and problem-solving abilities, helping students develop skills for working in diverse, collaborative environments.
- Portfolios: Students maintain a collection of their work over time, providing a holistic view of their learning journey. Portfolios encourage reflection, self-assessment, and the ability to track progress.
- End-of-Unit Tests: At the end of each unit, we assess students' understanding of the content covered. These assessments identify strengths and areas that may need reinforcement, guiding teachers in planning the next steps for learning.
- End-of-Term Tests: At the conclusion of each term, we conduct summative assessments that evaluate students' understanding of all content covered during that term. These assessments measure academic achievements and ensure students are ready for the next phase of their learning journey.
- Mid-Year Tests: Conducted between January and March, mid-year assessments cover content from both the first and second terms. These provide a comprehensive view of student progress and help identify any learning gaps, allowing teachers to adapt their teaching strategies to support student development.
- Cambridge International Progression Tests: For Lower Secondary students, Cambridge International Progression Tests assess knowledge and skills across all subjects. Taken at the end of the summer term, these tests provide insights into both individual and group performance. Teachers use this data to track academic progress over time and offer targeted support where necessary.
- Laboratory Practical Work: In Science subjects, practical lab work plays an essential role in assessing students' ability to apply theoretical knowledge in real-world experiments. These assessments evaluate students' hands-on skills, accuracy in performing experiments, and ability to connect theory to practice, fostering a deeper understanding of scientific concepts.
- Cambridge IGCSE Examinations: In Year 11, students sit for Cambridge IGCSE examinations in various subjects. These externally marked exams provide a formal measure of academic achievement and help prepare students for higher education and career pathways. The Cambridge IGCSE qualifications are globally recognised, offering students valuable credentials for their future educational and professional pursuits.

Reporting

Assessment reports are sent home at the end of each term.

These reports provide parents with a comprehensive overview of their child's progress and performance. Each report includes effort grades, subject grades, and detailed teacher comments. Effort grades reflect the student's dedication and participation in their learning, while subject grades indicate their academic achievement. Teacher comments offer valuable insights into strengths, areas for improvement, and personalised recommendations to support the learner's ongoing development.

Parent-teacher Meetings

For Lower Secondary, parent-teacher meetings are held in January and April to discuss pupils' progress and address any concerns. Additional meetings may be arranged by teachers or parents if further discussion or clarification is needed.

For Upper Secondary, parent-teacher meetings take place in November (after the Autumn half-term break), February, and April. Exact dates will be shared with parents via the ClassDojo calendar.

Additional meetings can be arranged by either teachers or parents if further discussion or clarification is needed.

To arrange a meeting with their child's subject teacher and/or Form Tutor, parents can book directly through ClassDojo or email the school at office@bright-is.com.

Responsible Use of Artificial Intelligence (AI) in Learning

At Bright International School, we understand that artificial intelligence (AI) is becoming an increasingly valuable tool in education. When used appropriately, AI can enhance learning by supporting research, planning, and creativity. However, it is essential that students use these tools responsibly, ensuring that their work reflects their own effort and understanding.

Our Principles for AI Use:

- **Transparency and Honesty:** Students must clearly state when they have used AI tools in their work. This includes describing how the tool was used, the specific prompts entered, and the version of the tool accessed. All AI contributions should be acknowledged and properly referenced.
- **Support, Not Substitute:** AI should assist in learning rather than replace independent thinking. For example, it may help students gather ideas, structure their work, or generate initial research, but the final product must demonstrate the student's personal input and critical engagement.
- **Upholding Academic Integrity:** Using AI in a way that misrepresents work as entirely original or unaided is unacceptable. Such behaviour constitutes academic dishonesty and may result in consequences aligned with the school's policies on integrity and malpractice.
- **Critical Evaluation:** Students are encouraged to think critically about any material generated by AI. This includes verifying the reliability and accuracy of information, identifying potential biases, and integrating AI contributions into their work in a meaningful way.
- **Fairness in Assessment:** The use of AI will not provide students with an unfair advantage. Credit is awarded based on the quality of their own analysis, creativity, and understanding, not the capabilities of AI tools.

Guidelines for Using AI in Coursework

- **Initial Research:** AI tools can be used to explore a topic or generate ideas, similar to consulting articles or books. Students should review and verify all information obtained through AI tools, as these may occasionally produce inaccurate or fabricated results.
- **Referencing AI:** Any use of AI in creating content or generating ideas must be cited appropriately. This includes quoting brief sections of AI-generated text, which should be critically analysed and contextualised within the student's work.
- **Authenticity:** Teachers will monitor student progress and assess the authenticity of their submissions. Sudden improvements in writing style or unexplained changes in content will be investigated to ensure compliance with these guidelines.

Bright International School is committed to helping students develop the skills needed to navigate AI responsibly. Through teacher guidance, students will learn how to use AI effectively while maintaining academic integrity. Our aim is to prepare students for a world where AI plays a significant role, fostering a culture of ethical and informed usage.

Transition to Cambridge Upper Secondary

The transition to Cambridge Upper Secondary is a significant milestone in a student's academic journey. At this stage, learners build on the foundational knowledge and skills developed in Cambridge Lower Secondary, preparing for the demands of the Cambridge IGCSE programme.

Our goal is to equip students with the confidence, subject expertise, and study habits necessary for success in this internationally recognised qualification framework. To ensure a smooth transition, we offer tailored guidance and support, focusing on both academic achievement and personal development.

Career orientation begins when learners start Year 9, helping them make informed decisions about the subjects they will take in Year 10. To assist in this process, we provide a comprehensive Subject Options booklet, detailing all available courses. This resource offers valuable information to help students select subjects that align with their interests, strengths, and future goals. Our team is always available for personalised support, ensuring each student makes the right choices for their future.

We also foster open communication between students, parents, and teachers, encouraging collaboration in the decision-making process. This approach empowers students to navigate their academic journey with clarity and purpose. With careful preparation, we ensure learners are not only ready for the challenges of the IGCSE programme but also for the opportunities ahead, whether in further education or their future careers.

School Day

We welcome children from 8.30 am. School activities begin at 9 am.

All students enter the school and are greeted by a member of staff. Parents must say their goodbyes at the door and should not enter the school building.

Lower Secondary students can be collected at 4 pm. Upper Secondary students may need to remain until 5 pm due to the variety of subject options in their timetable.

If you anticipate being late in the morning or are delayed in collecting your child, please contact your child's Form Tutor through ClassDojo, providing as much notice as possible.

If someone other than a parent or guardian will be dropping off or collecting your child, kindly inform the school office via email. Your message should include written permission and a copy of the individual's ID or passport. Failure to notify the school and provide written permission and identification for the designated person will result in your child not being allowed to leave until we have contacted a parent.

Attendance and Punctuality

Consistent attendance enables pupils to build a strong foundation in key subjects, develop good study habits, and benefit from the structured learning environment that school provides.

We expect our pupils to attend school Monday through Friday, from 9 am to 4 pm, and maintain a minimum attendance rate of 90%. An attendance rate below 90% poses challenges that hinder our teachers' ability to complete assessments and issue reports.

We record pupils' attendance and punctuality daily. The morning register is taken at 9 a.m. to ensure that classes start promptly. Pupils arriving after 9 a.m. will be marked as 'Late'. Those arriving after 9.15 a.m. will be marked as 'Absent'.

Absences

Frequent absences can lead to gaps in knowledge and skills, making it harder for pupils to keep up with the curriculum, disrupting the continuity of learning and making it difficult for pupils to re-integrate into the classroom routine.

The school will consider an absence justified if it is due to exceptional or unavoidable circumstances, such as a family emergency, bereavement, significant medical appointment, or illness, provided a doctor's note is submitted by the parents.

Notify us of any absence by 8.30 am. Informing only the Form Tutor is not enough. Report absences by contacting the school office at +351 289 154 800 and provide a detailed reason. Alternatively, you can email the school at office@bright-is.com.

Medical appointments should be scheduled outside of school hours whenever possible. If scheduling during school hours is unavoidable, please provide a doctor's note and notify the school at least 24 hours in advance.

If a pupil misses an assessment due to illness, they will be required to complete it upon their return to school.

School Trips and Excursions

School trips and excursions are invaluable extensions of classroom learning, offering students immersive experiences that bridge theory with real-world application. They are an integral part of the curriculum, and students are encouraged to participate in all such activities.

The school will notify parents about upcoming field trips and excursions. A permission letter will be sent home for parents to sign, granting their child permission to participate.

On scheduled school trips, if a student chooses not to participate, they must remain at home.

Extracurricular Activities

At the start of the school year, parents will be informed about the range of extracurricular activities available. Pupils will have the chance to take part in taster sessions for each activity, enabling them to explore and select their preferred options.

Extracurricular activities for preschool children will be held between 3 pm and 4 pm. For primary and secondary students, these activities will take place between 4 pm and 5 pm. To enrol in any of the extracurricular activities, parents should contact the school office at office@bright-is.com.

Personal Digital Devices

To maintain a focused learning environment and ensure the safety and wellbeing of all students, the use of personal digital devices connected to the internet, including but not limited to iPhones, smartwatches, and tablets, is strictly prohibited on school premises.

We appreciate your cooperation in fostering a distraction-free environment that promotes effective learning and student engagement.

Laptop and Calculator

As part of our commitment to providing the best educational experience for our students, we would like to inform you of two important requirements for all Lower Secondary students for the 2024/2025 academic year.

Each student is required to have their own laptop for academic purposes. This requirement ensures superior compatibility with various file types and offers a wider range of software options that are essential for their studies.

Here are the specifications for the laptops:

- Operating System: Windows is preferred, as it offers better compatibility with Cambridge digital resources and the school's management software. Tablets are not permitted.
- Screen Size: Between 12 to 16 inches
- Memory: Minimum of 8GB RAM
- Storage: Minimum of 500GB

Parents are responsible for purchasing these laptops according to the above specifications.

To support our students' academic pursuits, the school will provide access to the following resources:

- An Office 365 account, which includes access to email and all Office applications online such as Word, Excel, PowerPoint, Teams, and more.
- Various online platforms and subscriptions, along with their respective account details for different subjects, which will serve as additional tools for studying and learning.

Pupils are required to bring their laptops to school fully charged. Failure to do so may result in missing out on important learning activities.

Laptops will be strictly allocated for educational purposes, with entertainment usage prohibited during break times.

Throughout school hours, students will have access to a secure Wi-Fi for internet connectivity. However, outside of school hours, parental management will govern internet access.

As part of our school's digital learning programme, students are required to have full access to their laptops in order to install and use the necessary learning applications. To ensure this, your child's laptop must have an account with administrator rights and no restrictions.

One simple way to confirm this is by checking that there is only one account on the laptop. If there is more than one account, please make sure that the one your child uses has administrator privileges.

Please note that if your child does not have full access to their laptop account, they will be unable to connect to the school network and will not be able to install or update the required learning apps.

We kindly ask that you review your child's laptop settings as soon as possible to ensure a smooth start to the learning process.

If you need assistance or have any questions, please do not hesitate to contact our IT Department at f.pereira@bright-is.com

Additionally, while in Mathematics many skills need to be developed without the use of a calculator, there are some areas in which calculator work becomes a necessary skill to tackle certain mathematical concepts. We are therefore requesting each secondary learner to have their own scientific calculator from the 2024/2025 academic year. The recommended model is the **CASIO Fx-991Es Plus 2 Calculator**, which is the same model that will be used by the school.

School Uniform

At Bright International School, all students are required to wear the school uniform during school hours and for any school-organised events outside of regular hours, unless otherwise specified for special occasions.

We believe that effective teaching and learning start with good organisation, and a neat, smart appearance fosters both discipline and pride in our students.

For detailed information on School Uniform, please carefully read the School Uniform Policy.

Snacks and Lunches

The school provides all pupils with nutritious and balanced snacks and lunches to ensure they receive the essential nutrients needed to support their academic and physical activities.

Each day, pupils will have soup as a starter, followed by a choice of fish, meat, or vegetarian main course, accompanied by two sides and a salad bar. Healthy desserts with low salt, fat, and sugar content will also be provided. The school menus will be posted on ClassDojo.

As a nut-free school, our kitchen will operate accordingly. Please inform our team if your child has any food allergies or intolerances.

Snacks will be provided at 10.40 am and 3 pm, during which fresh fruit will be offered to all pupils. Lunch will be served between 12.40 pm and 2.30 pm.

Adherence to the school lunch programme is compulsory for all learners.

Additionally, every student must bring a water bottle to school. While we provide opportunities for students to refill their bottles throughout the day, having a personal water bottle ensures they stay hydrated and healthy.

Please note that we do not wash water bottles; this is the responsibility of the parents.

Personal Items Guidelines

For the safety and wellbeing of all learners, the wearing of jewellery, including rings, earrings, necklaces, and bracelets, is not permitted during school hours.

We also request that students refrain from bringing toys, digital games, electronic devices, or any other valuable personal items to school. The school cannot be held responsible for any loss or damage to personal belongings, including items that may cause distractions, such as playing cards or games.

Student Lockers

At the beginning of the school year, each student will be assigned a locker, along with a key to secure their personal belongings during school hours. Students are responsible for keeping their lockers organised and ensuring that their key is not lost or misplaced.

In the event that a locker key is lost, students will be required to pay for a replacement key. Please inform the school office immediately if a key is lost so that we can issue a new one.

We encourage students to store only necessary items in their lockers and to keep them locked when not in use for security and safety reasons.

Stationery Supplies

All school stationery supplies are provided by the school and will be available in the classrooms. If there is loss or damage to school-provided stationery, parents will be required to purchase the needed items.

Important Information

School Contacts

Telephone: (+351) 282 154 800

Emails: office@bright-is.com

Address: Parque Industrial de Loulé, Zona B, Lote 14. 8100-272 Loulé

Open Apply Registration

To ensure that parents receive all important school information, including details about school trips, events, and other updates, it is essential that parents register on Open Apply. This platform helps us keep parents informed and involved in their child's school activities, providing a seamless communication channel throughout the academic year. Please visit our website, click on "Registration of Interest," and ensure that all fields are filled in accurately.

Contact Details

To ensure Parents do not miss any emails from BIS staff, we encourage Parents to add the school's email addresses, of those relevant to your child, to your email address book. Please regularly check your spam folder for emails sent from the school, and please mark all emails from BIS staff found in your spam/junk folder as "safe sender".

Contact details	
Principal: Thomas Caston t.caston@bright-is.com	Admissions : Angelique Contreiras a.contreiras@bright-is.com
Pedagogical Director: Sandra R. Schelfhout s.rodrigues@bright-is.com	IT Support : Filipe Pereira f.pereira@bright-is.com
Secondary Coordinator: Nicolas Hildebrandt n.hildebrandt@bright-is.com	School Office General Inquiries: office@bright-is.com Solomiya Tymchuk: s.tymchuk@bright-is.com Rui Cruz: r.cruz@bright-is.com
School Psychologist: Helena Silveira h.silveira@bright-is.com	Pick Up & Drop Off: Maria Rosa m.rosa@bright-is.com
Head of Learning Support: Emma Torcato e.torcato@bright-is.com	

Meet the Team

At BIS there is the Administrative Team and the Pedagogical Leadership Team. The members of each team are as follows:

Administrative Team

- Miguel Ladeira Santos
- Francisco Ladeira Santo

Senior Leadership Team

Tom Caston – Principal

Sandra R. Schelfhout – Pedagogical Director

Patrícia Cardoso - Early Years Programme Coordinator

Sophie Gomes - Primary Programme Coordinator

Nicolas Hildebrandt - Secondary Programme Coordinator

Emma Torcato – Head of Learning Support

The teams encourage open communication with all parents, students and staff. Parents may make an appointment or email any questions, concerns, or suggestions. Positive feedback is, of course, also welcome.

Staff

Please meet our whole team, by visiting our school website <https://bright-is.com/>

All staff have official school email addresses, through which they may be contacted.

Staff emails are created using the first letter of their first name.surname@

E.g.: John Smith: j.smith@bright-is.com

Lines of Communication

Respecting the lines of communication will allow us to work efficiently and consistently, creating mutual and trusted respect.

Communication Channels for Parent Questions and Concerns

If you have any questions or concerns, please follow the communication channels outlined below:

1. Subject Teacher - For questions related to your child's progress, assignments, or any subject-specific concerns, please contact the subject teacher. Appointments may be arranged via ClassDojo or email through the school office.
2. Form Tutor - For matters specific to your child's or year group, please arrange an appointment with the respective tutor. Appointments may be arranged via ClassDojo or email through the school office.
3. Secondary Coordinator - For concerns or questions that cannot be resolved with the Form Tutor, please contact the Secondary Coordinator. Appointments may be arranged via ClassDojo or email through the school office.
4. Principal - If further information is required or if the concern remains unresolved, parents may wish to contact the Principal. Appointments can be arranged through the school office or by direct email.
5. Board of Directors - For policy-related matters that remain unresolved following a meeting with the Principal, the concern may be referred to the Board of Directors. Appointments can be arranged through the school office.

School office contacts: Phone (+351) 282 154 800 / Email office@bright-is.com

Language of Communication

While Bright International School values and encourages the host country's language as well as the diverse mother tongues of our students and families, English is the primary language of instruction and serves as the official language of communication across the entire school community.

ClassDojo

At BIS, we utilise the ClassDojo digital platform as a means of fostering informed and engaged communities among teachers, parents, and students. This platform provides a weekly update on the curriculum and classroom learning through the sharing of photos, messages, and other important information.

At the beginning of the school year, parents will receive an invitation to join ClassDojo. The platform can be easily accessed through a free, user-friendly mobile app available for both iOS and Android devices.

ClassDojo plays a crucial role in facilitating daily communication, allowing parents to inform teachers about various situations such as a forgotten jumper or anticipated lateness due to a scheduled medical appointment. With ClassDojo, parents can also schedule an appointment with their child's class teacher.

Please note that teachers will review and respond to messages in the morning before classes begin and after 3 pm.

School Calendar

*See Appendix 1 – School Calendar 2025/2026

School Policies

At Bright International School, we have a set of core policies that define expectations for behaviour and norms within our school community. These policies guide the day-to-day functioning of the school and ensure it remains a safe and effective environment for learning.

Our core policies include:

- Admissions
- Anti-Bullying

- Assessment
- Attendance
- Behaviour and Discipline
- Complaints
- Data Protection and Privacy
- Equality and Diversity
- Extracurricular Activities
- Food and Nutrition
- Health and Safety
- Homework
- Safeguarding
- SEND (Special Educational Needs and Disabilities)

In addition to these core policies, we have other policies in place to address various aspects of school life.

All policies are reviewed annually and can be provided upon request.

Health and Safety

First Aid and Medical Care

In the event of a minor injury, children will be taken to the First Aid Room, or the designated first aider will be called to provide assistance.

In the case of a major injury, an ambulance will be called, and the learner will be transported to Faro District Hospital, accompanied by a staff member who will remain with the child until the parents arrive.

Parents will be informed immediately.

Regarding child protection issues, the school has a Child Protection Committee that will be activated in case of any suspicion of a child being mistreated. According to Portuguese law, such cases need to be reported to the Portuguese authorities (*please see Lei n.º 147/99 de 1 de Setembro 'Lei de protecção de crianças e jovens em perigo'*).

Common Illnesses

Parents are requested to keep their child at home if they have a fever, cough, or an upset stomach.

If a child displays any of the mentioned symptoms during attendance at Bright International School, the parents will be contacted by telephone and/or via ClassDojo to arrange for the child to be collected promptly.

Infectious diseases

In accordance with Decreto Regulamentar n.º 3/95, of 27 January, and Portaria n.º 1071/98, of 31 December, Bright International School cannot admit children with illnesses considered contagious. These include, but are not limited to:

1. Illnesses accompanied by fever.
2. Digestive system illnesses, such as acute diarrhoea, especially when accompanied by fever, or persistent diarrhoea of unknown cause.
3. Other infectious diseases, such as measles, rubella, chickenpox, mumps, hepatitis, meningitis, scarlet fever, infectious mononucleosis, whooping cough, diphtheria, typhoid fever, and others.
4. Skin and intestinal parasitic infections.

If a child shows any symptoms outlined above while at school, parents/guardians will be contacted immediately and must arrange for the child to be collected as soon as possible.

The duration of exclusion from school will depend on the specific illness. For conditions listed in points 2, 3, and 4, a medical certificate confirming the absence of risk of contagion is required before the child can return to school.

To help the school take appropriate precautions and protect other students, parents/guardians must inform the school promptly if their child is unwell at home, specifying the illness.

Nut-free Policy and Allergy Guidelines

At the beginning of the school year, parents must submit a comprehensive list of their child's allergies, accompanied by a doctor's report verifying the diagnosed conditions.

To ensure a safe environment for all pupils, we kindly ask parents not to send any food items containing nuts or traces of nuts, including birthday cakes and treats. These items are not permitted at school.

Your cooperation with this policy is crucial for safeguarding the health and safety of every child at our school.

Bright International School acknowledges the importance of being prepared for pupils with allergies, especially those who may require the use of an EpiPen. To ensure the safety and wellbeing of all children, we have established the following guidelines regarding the use of an EpiPen during school hours and at school-sponsored activities.

Parents are required to provide the school with one or two EpiPens. These EpiPens must be stored in the school's medical room and should be presented in their original pharmacy-labelled container. The label must include the following information:

- Child's name
- Medication name and dosage
- Administration route and any other instructions
- Expiry date

If a child shows signs of an allergic reaction requiring adrenaline, the school will immediately contact the National Medical Emergency Service (Instituto Nacional de Emergência Médica - INEM) and follow their instructions.

Parents will be notified promptly in the event of an allergic reaction and will be informed of the instructions provided by INEM.

Birthday Parties

At Bright International School, we love celebrating our students' birthdays. To ensure the safety of all students, all birthday cakes must now be ordered directly from our school caterer, Thomas Franks.

Thomas Franks can accommodate various dietary requirements and ensures that no nuts are included in the cakes. An invoice will be sent directly to you by the school office.

To place an order, please email us at office@bright-is.com with at least one week's notice.

Thank you for your understanding and cooperation in helping us maintain a safe environment for our school community.

Medication

The school does not have an onsite nurse, but a designated first aider is available during the school day to administer medication, provided the medication is accompanied by a doctor's prescription and clear written instructions.

Parents must inform the school if their child has any allergies (such as to food, medication, plants, animals, or insects) or if their child has a life-threatening illness.

Emergency Procedures

At Bright International School, the safety of our staff, students, and visitors is our top priority. We aim to minimise risks to life and ensure everyone is prepared for emergencies.

All staff members receive training in fire safety, first aid, and general emergency response. We conduct three scheduled emergency drills each year, covering fire and earthquake scenarios, as well as three unannounced drills. These drills can occur at any time without prior notice to staff, ensuring readiness and the ability to respond quickly and safely to any emergency.

Smoke-free Campus

Bright International School is a smoke-free campus. Smoking and using all tobacco products are banned for everybody in or on all school facilities and property. It is forbidden to smoke inside the school or outside, near any of the two school buildings.

This includes banning smoking in school buses and vans used to transport faculty and students on field trips or other school events.

Drug- free Campus

Our school has zero tolerance for drugs found on school premises. Students found with substances in their possession will be immediately expelled from school.

Photographs and Videos

Parents will be requested if they consent to the use of their child's image by the school, which may be used for internal communication, such as newsletters and yearbooks, and external communication, such as social media posts.

Parents & School Community

Parents are a key asset to our community and bring valuable input and feedback. We encourage parents to communicate with their child's teachers and immediately inform them of social or academic concerns. Should a parent wish to speak with other staff members or a leadership team member, please follow the information in "Lines of Communication".

Throughout the academic year, there are numerous opportunities for celebration, and we invite our parents to actively engage with and contribute to the school community.

Lost and found

Bright International School is a secure campus and a caring, principled community. Students are expected to take due care of their belongings and not leave valuable items unattended, as this invites the potential for things to go missing. If students misplace an item, they should check at the school office or reception.

Office staff will be happy to assist students and parents in locating missing items. Parents are asked to help by labelling clothing and other items with the child's full name to allow an easy finding of lost items. Please be informed that any unclaimed items will be donated to local charities, typically right before the summer break.

Children are encouraged to hand any found items to their teachers.

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Department for Education (2019). Education Inspection Framework Handbook. Department for Education.

Department for Education (2020). Assessing Without Levels: A Guide for Secondary Schools. Department for Education.

OECD (2019). PISA 2018 Insights and Interpretations. Paris: Organisation for Economic Co-operation and Development.

UNESCO (2015). Incheon Declaration and Framework for Action for Education 2030. Paris: UNESCO.

United Nations (2015). Transforming our World: The 2030 Agenda for Sustainable Development. United Nations. This global framework is aligned with the SDGs, which guide us in promoting education that fosters peace, inclusion, environmental sustainability, and global citizenship.

Appendix 1

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Bright International School - Algarve 2025/2026 Academic Calendar

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