



Cambridge International Education

CRDL - Handbook



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“Grow here, shine everywhere.”

1. Mission Statement

Our mission is to unlock and nurture the full potential of every student, fostering intellectual curiosity, personal integrity and social responsibility. We are committed to delivering high-quality international education that inspires students to become principled, capable and globally aware learners, equipped to thrive in a rapidly evolving world.

2. Educational Values

Grounded in the EDU principles that guide our group's schools – **Excellence, Development (Holistic), and Unity (Inclusion)**—our international curriculum emphasises:

E – Excellence

We are committed to excellence in everything we do.

This means cultivating high standards, continuous improvement and deep pride in the quality of our teaching, learning and relationships.

Excellence is not perfection; it is the ongoing pursuit of growth, purpose and mastery.

We support each learner in reaching their full potential and becoming a knowledgeable, principled, reflective individual prepared for the challenges of an ever-changing world.

D – Development (Holistic)

We embrace the holistic development of every student – academic, social, emotional, physical and ethical.



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We embrace the holistic development of every student – academic, social, emotional, physical and ethical.

We believe that learners flourish when they feel safe, valued and understood, and when they are given opportunities to explore their identity, voice and agency.

Our practices nurture balanced, open-minded, caring and resilient students who engage critically with the world around them and act thoughtfully in their communities.

U – Unity (and Inclusion)

Unity means belonging.



We cultivate a school culture where all individuals feel welcome, respected and empowered to contribute.

Inclusion is not an add-on; it is a fundamental principle that shapes our environment, our pedagogy and our relationships.

We work collaboratively toward common goals, celebrating diversity and ensuring equitable opportunities for every student to succeed and thrive.

3. The LEONOR Values

The LEONOR Values are the foundation of student character and school culture, forming a bridge between our heritage and our international vision. These values apply equally to learners in the Cambridge pathway.

Based on the official LEONOR Values model:

- **L – Leadership (Responsible Leadership)**

Students act as positive role models, take responsibility, support peers and resolve conflicts fairly

- **E – Empathy (Empathy & Solidarity)**

They show compassion, understand diverse perspectives and help others without expecting reward.

- **O – Open-mindedness (Openness of Spirit)**

They value different opinions, embrace new ideas and engage respectfully in debate.

- **N – Nobility of Character (Integrity)**

They act honestly, report injustice, avoid harmful behaviour and follow rules even when unsupervised.

- **O – Optimism & Resilience**

They maintain a positive attitude, persevere after setbacks and use feedback to improve.

- **R – Respect & Responsibility**



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- **R – Respect & Responsibility**

They care for the school environment, submit work on time, treat others with dignity and uphold community expectations.

4. Educational Pathways Offered

The school offers two coherent educational pathways that work in harmony:

- a) **Cambridge International Curriculum Cambridge Upper Secondary – IGCSE (2 years)**

Years 10-11

2 years course; 130 hours each subject; 6 minimum subjects. Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is recognised by leading universities and employers worldwide.

Subjects available:

Portuguese 1st language

English

PLNM+ TRADITIONS (subject with its own curriculum for Portuguese as a second language – no external exam)

History

Mathematics

Chemistry

Physics

Biology

Business

Spanish

Global Perspectives

Drama

Environmental Management

Art & Design

Physical Education (no external exam)



Cambridge Advanced – AS & A-Levels (2 years)

Years 12-13

Students choose 4 subjects (Year 1 3AL + 1 AS/AL; Year 2 – 3 AL or 4AL + Physical Education).

Mathematics

Biology

Chemistry

Physics

Portuguese 9718

English Language 9093

Psychology 9990

Physical Education

Spanish Language

Business

History

Geography

Global Perspectives

This structure follows the school's Curriculum Policy, which commits to a full international pathway from Grade 9 onwards.

b) Portuguese National Curriculum (parallel pathway)

Although this handbook focuses exclusively on the international Cambridge pathway, both curricula share the same ethos, culture and student expectations.

5. Curriculum Structure (Cambridge)

IGCSE (Years 10-11)

- Two-year programme.
- Balanced subject selection across languages, maths, sciences, humanities, arts and technology.



- Emphasis on inquiry-based learning, bilingual academic proficiency and real-world application.
- Supported by active learning approaches described in the school's Teaching & Learning principles.

AS & A-Levels (Years 12-13)

• Two-year programme with increasing depth, specialisation and academic independence.	
• Designed to prepare students for higher education in Portugal or abroad.	
• Focus on advanced conceptual understanding, research, independent thinking and formal academic writing.	

6. Assessment (Cambridge System)

- Internal formative assessment aligned with Cambridge standards.
- External official examinations for IGCSE, AS and A-Levels.
- Cambridge grading scales:
 - *IGCSE: A-G**
 - *AS & A-Levels: A-E**
- Certificates issued by Cambridge International.

7. Policies Supporting the Cambridge Pathway

The following school policies support the implementation, consistency and safeguarding of the Cambridge curriculum:

- **Curriculum Policy** (structure, progression, learning approaches)
- **Language Policy** (bilingualism, English as instructional language from Grade 9)
- **Health & Safety Policy** (risk prevention, well-being, emergency procedures)
- **Code of Conduct for Students and Teachers** (behaviour, rights & responsibilities)
- **Safeguarding & Child Protection** (inherited from CST framework)
- **Inclusion / SEN Policy**
- **Assessment Policy (Cambridge)**