



CURRICULUM POLICY

School Mission/ Philosophy Statement

Oporto British School aims to be an inspirational institution of thinking and learning, promoting excellence from all our pupils, and developing the compassionate, responsible leaders of the future.

Our mission is to do everything we can to motivate each and every child here, and to work to ensure that they do the best they possibly can in their academic work and other areas of their lives. In doing so, we combine tradition with forward-thinking educational practice, providing a dynamic, high-quality and internationally-minded experience.

Central to the School's purpose is its promotion of Compassion, Curiosity, Creativity, Critical Thinking, Leadership, Knowledge, Open-mindedness and Responsibility.

OBS Curriculum

At the Oporto British School we aim to be a vibrant and challenging school which opens the minds and hearts of our students. Our objective is to guide and encourage our students to develop and progress spiritually, academically and communally, enabling them to take their place in society as responsible citizens.

Every student is encouraged to strive for success whether that is in mathematics, languages, science, sport or the performing and creative arts. Our students begin by following the EYFS, leading into a curriculum which is based on the English National Curriculum from Form 1 to Form 5. Form 6 to 8 follow a curriculum based on learning objectives which prepare students for IGCSE (Forms 9 and 10) and IBDP (Form 11 and 12).

At IGCSE, the curriculum content for each syllabus is designed to meet the syllabus aims and objectives.

At IBDP, our students are prepared for International Baccalaureate examinations.

The Portuguese curriculum for mother tongue speakers follows that of the Portuguese Ministry of Education. Beginners and emerging groups follow a tailored programme to enable improvement and eventual promotion.

See Appendix 1 for details of subjects taught at each Key Stage.

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. Long term planning is shared with parents in the form of Curriculum maps. While there is not a definitive format for long term plans, they are expected to have the following information:

- lesson objectives
- links to the specific curriculum
- assessment opportunities
- Approaches to Learning
- Differentiation
- Internationalism and cross-curricular links
- health and safety

Medium term planning

- Should be based upon specific learning objectives and outcome
- IGCSE and IB learning outcomes should be included on plans for Forms 9&10 and 11&12 respectively



Curriculum transition, organisation, collaboration and vertical articulation

Whole-School curricular organisation is orchestrated through meetings of Primary and Secondary Academic Coordinators with respective Senior Leadership, and Termly Head of Department meetings (Primary and Secondary) allow for vertical articulation, work scrutiny and sharing of good practice.

Whole school initiatives allow for cross-curricular planning with a focus on Internationalism and the Global Goals initiative.

Role and Responsibilities

Teachers

- All teachers use learning objectives from syllabus/curriculum being delivered to meet the individual needs of students
- All teachers are expected to have good subject and curriculum knowledge
- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice
- All teachers liaise with Heads of Departments to ensure equality of delivery of curriculum

Heads of Departments/Subject Co-ordinators

- The Head of Department is responsible for monitoring the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area
- The Head of Department is responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short term planning through lesson objectives
- The Head of Department is responsible for communication to parents regarding curriculum content
- The Head of Department is responsible for vertical articulation in their subject area
- The Head of Department is responsible for teacher (and if appropriate TLA) appraisal and relevant CPD within their subject area.

Academic Co-ordinators

- Co-ordinators liaise with Heads of Department
- Co-ordinators provide intervention and support for staff and students
- Co-ordinators are responsible for tracking student progress across subject areas
- Co-ordinators arrange moderation and standardisation across subjects

Head of Section

- The Head of Section is responsible for ensuring appropriate curriculum coverage for all subjects
- The Head of Section is responsible for the publication of curriculum maps and newsletters
- The Head of Section provides support for Heads of Departments
- The Head of Section provides support for Academic Co-ordinators

Headmaster

- The Headmaster has overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students.



Differentiation

Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual students' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual students' skills, abilities and potential. Teachers should liaise with the Head of Learning Development for assistance with strategies and guidance in curriculum planning.

Intervention is provided where required to meet the needs of students.

EAL intervention is in place for students across both Primary and Secondary in small groups and on individual basis.

Community links

Our community celebrates the cultural interaction between traditional British and international educational values and modern Portuguese life. Our teachers make positive contributions to the local and wider community through involvement in the Arts, sports and cultural activities.

Please see following policies for further information:

- Able, Gifted and Talented
- Departmental policies and handbooks
- English Across the Curriculum

Last Reviewed March 2025



Appendix 1 Curriculum Subjects are

EYFS - Prep and Reception

- Personal, Social and Emotional development
- Communication and Language
- Literacy
- Mathematics
- Understanding the world
- Physical development
- Expressive Arts and Design
- Portuguese

Form 1 – Form 5

- English
- Portuguese
- Mathematics
- Science
- Humanities Topics
- Art /D.T.
- Music
- Drama
- Physical Education
- Computing
- Personal Social and Health Education
- French (from Form 4)
- Portuguese Studies (from Form 4)

SECONDARY Forms 6 – 8

- English
- Portuguese
- Mathematics
- Science (from Form 8 Biology, Chemistry, Physics)
- French
- Geography
- History
- Portuguese History
- Art
- Drama
- Music
- Physical Education/Games
- Computing



Forms 9 & 10 (IGCSE Programme)

Compulsory subjects:

- English
- English Literature
- Portuguese/Portuguese Foreign Language
- Mathematics
- Science (Biology, Chemistry, Physics)
- Portuguese History (Form 9 only)
- Tutorial & Careers (Form 10 only)
- Games

Optional subjects (choose three from)

- French
- Spanish
- Geography
- History
- Drama
- Music
- Business Studies
- Art
- Physical Education
- Computer Science
- Drama

Forms 11 and 12 (IB Programme)

- Language & Literature A (English or Portuguese)
- Literature A (English or Portuguese)
- Language B (Portuguese, French, Spanish)
- Language ab initio (Spanish)
- Higher level Mathematics, Mathematical Standard level or Mathematical Studies
- Biology, Chemistry, Physics, Environmental Systems and Societies; Sports, Exercise and Health Science, Computer Science
- Business and Management, Geography, History, Economics, Psychology
- Visual Arts
- ITGS
- Digital Societies
- Music
- Theatre
- Theory of Knowledge
- Extended Essay
- CAS