



Schola Europaea

Office of the Secretary-General

Self-evaluation form

General information

A. Current audit

Aim of audit	Renewal of the Accreditation agreement (Nursery, Primary and Secondary, S1-S5).
Inspectors	Mrs. U. Laczynska, Mrs. M. Zveglic and Mr. G. Mifsud
Dates of audit	December 11th-15th, 2017.

B. General information about the school

Name of the school	European School Copenhagen	Organization (School provider)	Københavns Kommune Børne og Ungdomsforvaltningen
Street address	Blommehaven 10, 2500 Valby	Postal address	Gl. Køge Landevej 3, 5A 2500 Valby
Postal address	Same as street address	Telephone	+ 45 301756508
		Contact person	Kate Obeid
Telephone	+45 61 36 56 19	E-mail	KO2@buf.kk.dk
Contact person	Anette Holst, Director of Sankt Annæ Gymnasium and European School Copenhagen Hanne Schmidt, Head of Primary, European School Copenhagen		
Telephone	+45 2478 2302		
E-mail	hst@escph.kk.dk		

Website	www.escph.dk			
Legal status of the school (independent / public; funding of school etc.)	Public school, funded by the Municipality of Copenhagen for the operational costs for primary and secondary education and by the Danish State for the upper secondary education.			
Reason for the introduction of European schooling	<p>The school was established to provide education for the children of staff members of European agencies and offices, e.g. the European Environment Agency (EEA) in Copenhagen, the European Parliament Information Office (EPIO) and the European Commission Representation in Denmark.</p> <p>The school also meets a demand for more international school places for the children of Copenhagen's growing international workforce and for the children of Danish families returning from overseas, who wish to continue their European/international education in Denmark.</p> <p>Finally, the European School Copenhagen will increase the possibility for Danish children to enrol in the European educational system, thereby enhancing the European and international competences of Denmark's future workforce.</p>			
Language sections	Nursery English Danish (French ¹)	Primary English Danish (French)	Secondary N/A (Secondary is opening in 2018/19 with S1-S2 in the English and Danish section)	Total number of different language sections 2 (3 from 2019/20)
Number of classes	Nursery	Primary	Secondary	Total
	1 English 1 Danish	4 English 4 Danish	-	10 classes

¹ In the school year 2019/20, when the school has moved to its new and permanent school buildings in Carlsberg City district, the school will open its third language section, probably French.

Number of pupils	Nursery	Primary	Secondary	Total
	56	206	N/A	262
Number and (%) of Category 1 pupils	Nursery	Primary	Secondary	Total
	1	5	N/A	6 (2.3%)
Number and (%) of SWALS pupils	Nursery	Primary	Secondary	Total
	-	-	-	-
L1 taught in the school	Nursery	Primary	Secondary	Total number of different L1 taught in school
	English Danish	English Danish	-	2
Subjects taught in L2 in S 3-5	Do not have a secondary section yet			
Subjects taught in L2 in S 6-7	Do not have a secondary section yet			
Tuition in the language of the country (compulsory / optional)	Danish L1 in the Danish section.			
Composition of management and middle management staff	<p>The management consists of:</p> <ul style="list-style-type: none"> - Anette Holst, Director for the European School Copenhagen and Sankt Annæ Gymnasium. - Hanne Schmidt, Head of Primary for the European School Copenhagen - Uri Harlam, Head of After School Care 			
Number of teachers Full time	Nursery / Primary	Secondary	Total	
	14 (of which, 2 are on maternity leave)	-	14 (of which, 2 are on maternity leave)	

Part time	4	-	4
Number and (%) of qualified teachers	Nursery/Primary	Secondary	Total
Full time	14 (100 % qualified)	N/A	14 (100 % qualified)
Part time	4 (music, art, L2 teachers in French and German). Extra support is provided in class by 9 part-time pedagogical staff, who also work in the After School Care.	N/A	4

C. Information about previous audits and accreditations

Dates of first accreditation of the school	10.09.2015
Dates of first accreditation of years 6 and 7	Not relevant
Dates of previous audits	February 23-27, 2015
Recommendations from the last audit	<p>See doc. 2015-06-D-3-fr-2</p> <p>Excerpt from Audit Report, p. 7:</p> <p>The recommendations are partly built upon reflections of the management and the team itself and they are in a process of realising them step by step.</p> <ul style="list-style-type: none"> - A good balance between a European and a Danish spirit and between European Schools and Danish Government demands should be kept.

	<ul style="list-style-type: none">- All draft-documents must become approved/official documents.- The team has to discuss the future organisation of coordination tasks.- There are no school guidelines for assessment in place yet. Observed good practice could become common practice within and across language sections.- The ES-support-policy is still in a first phase of implementation. School guidelines need to be worked out and implemented and clearly linked to the Danish way of 'interdisciplinary support' and the corresponding 'Resource teams' that offer schools external expertise.- The ES-syllabuses still need to be implemented to their full potential.- The age levels in Denmark differ from what is common in European Schools (later start in Denmark: Nursery children of 5-6 years old, P1 of 7-8 years old). Within the framework of the national demands, this asks for investigation of possible pedagogical-didactical implications regarding the ES-syllabuses. Page 8/18- ESCPH has introduced 'Intra', a software-package for administration and communication. The advantages are recognised by the whole team, but for now it is only available in Danish. Since it is a communication tool for a European School, it should be available in at least one of the vehicular languages.
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I. Pedagogical equivalence

I.1 Organisation of studies and subjects correspond to the European Schools (ES) system until S5

- Time allocation to the different subjects and cycles (nursery, primary, S1–5) corresponds to the ES system.
- Syllabuses used in different subjects (nursery, primary, secondary S1–5) corresponds to the ES system.
- Three vehicular languages as L2 are offered.
- L3 tuition is offered.

Time allocation in the different subjects and cycles corresponds to the ES system in Nursery and Primary and this will also be the case in Secondary.

In Denmark, we have 200 school days per annum whereas the ES school system has 180 days. However, we still run the same number of lessons per year. As we are established in Denmark, we also where possible include “UU lessons”, which is best defined as ‘learning to learn’ lessons or lessons supporting subjects.

The European Schools’ syllabuses are used in all subjects except for religion, which is non-denominational in Denmark. Here we follow the Danish school system and time allocation (see Dossier of Conformity).

In the Nursery classes, we follow the ES Early Education Programme but as the reading process for Danish starts earlier, we introduce reading at an early stage through guided reading. We are focused on the individual child’s readiness and maturity to develop the skills to ensure they are not pushed too early. It is essential to the school that we take a holistic approach to learning and development of social skills to ensure the wellbeing of the child. Most of the children in Denmark, and therefore also in the Danish Section, start school at the age of six.

We offer German, English and French as L2. The plan is to offer these also as L3 as well as Danish and Spanish as L3.

Danish as a second language is offered 2-3 times per week (1.5 hours) for the English section.

1.2. Organisation of studies and subjects correspond to the ES system on S6–7

- The school organises / has an intention to organise the European Baccalaureate.
- Organisation of studies in S6–7 corresponds to the regulations of the European Schools system.
- Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system.
- Teaching in S6–7 is entirely consistent with the European Schools syllabuses.
- Three vehicular languages as L2 are offered.
- The school offers L3 tuition.
- The range of options in S6–7 is conducive to pupils' subsequent admission to the higher education courses.
- All students preparing for the European Baccalaureate have had European schooling in S6–7.

The school will organise the BAC in the future. The school will be opening S1 and S2 in 2018/19, S5 in 2019/20, S6 in 2020/21 and S7 and first BAC will be in 2021/22.

The plan is to follow the regulations of the European Schools system, including time allocation and syllabuses in the different subjects. Religion will still be the only exception (see Dossier of Conformity).

We offer German, English and French as L2. The plan is to offer these also as L3 as well as Danish and Spanish as L3.

The options in S6-S7 will be conducive to admission to higher education, and all students must at the latest start European schooling in S6.

II. Management and Organisation

II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology

- There is a plan for continuous pedagogical development both at school and personal level.
- Records of activities of continuous pedagogical development are kept at school and personal level.

During the school year, Coordinators participate in in-service training offered within the European School system. Staff participate in in-service training and professional courses offered by the Municipality of Copenhagen, including 'Fagligt Center'. Staff also have annual staff development conversations with management (known as MUS), in which they can discuss their individual professional development and goals with management (see template).

Since the opening of the school, staff have participated in study visits to other European Schools: Bruxelles I in 2015 (teachers and management), Helsinki in 2016 (teachers and management), Bruxelles IV in 2016 (management and pedagogues) and Luxembourg II in May 2017 (teachers and management).

Other development courses and seminars include:

- INSET day in October 2017, 'Teachers as Leaders' course, organised by the Danish international School Network.
- Teamwork and Visible Learning Course: Consultants from Fagligt Center supporting staff in establishing team work structure, feedback culture, using visible learning methods and focusing on language acquisition. This 2016/17 and is continuing.
- International School of Hellerup Primary Conference (November 2017)
- European School Conferences (Intermath, Literacy, Educational Support, Wellbeing, etc.)

Teachers keep documentation of courses and relevant materials and notes.

Besides these courses, our TR (staff union representative) and AMR (working environment representative) also regularly attend training.

II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles

- There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles.
- There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc.
- There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles.

Teachers use the same templates for year planning and semester planning.

Visible learning training and follow-up sessions have been provided for all staff, including new staff this year. All staff use the pedagogical procedures introduced in these sessions.

All staff members have participated in workshops to introduce and develop common school values. This process was undertaken to ensure that, as our school grows, we develop a shared ethos and identity across sections and year groups.

Teachers are encouraged to plan together in year group teams across sections. Year groups share planning for different subjects according to where it is relevant for their team. The Religion curriculum has been harmonised across sections.

English Section: Marking and Feedback symbols and policy implemented in all year groups.

Danish Section: Follow the same Reading and Maths assessments throughout all year groups.

English and Danish Sections: Follow the reading policy e.g. all classes use reading journals/logs.

Teachers share professional expertise across different teams. We have meetings in sections, year groups, class teams and subject teams, as well as all staff meetings.

In May 2017, all teachers visited the European School in Luxembourg which was the latest of 3 visits to European Schools (the previous 2 being to Helsinki and Bruxelles). Teachers took the opportunity to meet with their equivalent teacher to discuss resources and strategies as well as to observe teaching.

CONTINUED OVERLEAF

	<p>Other European Schools (from Helsinki, Luxembourg, Bruxelles I and IV) have been visiting us in order to learn about our school development, to mentor our L2 teachers and tutor our Educational Support coordinator.</p> <p>There has been cooperation with the German School, Sankt Petri Schule, to share professional expertise between our German teacher and their staff.</p> <p>We are part of the AES network where a teacher has taken part in meetings at annual conference.</p> <p>Our 4 DK teacher is part of the Reading Network.</p> <p>Theme weeks take place twice a year. Children work in groups which are mixed across sections and year groups.</p> <p>European Hours is planned across the sections and year levels. As we are a very small school with two classes per year level it has been decided to mix all the P3 and P4 in order to promote collaboration.</p> <p>In Teamwork training meetings, teachers have shared classroom management strategies (C3B4ME). Everyone has access to Year and Semester plans through Intra.</p> <p>Transition between teachers and year groups is made easier by sharing the previous year's planning with the new teacher in that year group and through handover meetings.</p>
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II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary

- There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.).

The school finds transition from Nursery to Primary and Primary to Secondary of great importance. There are procedures for transition from Nursery to Primary (see document). Furthermore, the P1 L1 teacher or another Primary teacher also has lessons in Nursery when possible, and Nursery participates in Theme Weeks together with P1 and other annual events with Primary. A transition plan will be developed for P5 to Secondary when teachers are employed, to ensure ownership.

II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section

- There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.).
- The school follows the ES L1 syllabuses.

All children are offered mother tongue tuition by the Municipality of Copenhagen. This tuition takes place outside normal school hours (afternoons and Saturdays).

The school follows the ES L1 syllabuses.

II.5 The school management ensures an effective use of teaching time

- Timetabling ensures an equitable distribution of subject time through the week/half term.
- Measures are taken to make best use of teaching time (including replacements).

The timetables follow the allocation of teaching hours.

ESCPH operates according to the Danish school year with 200 school days.

We follow the curriculum of the European Schools.

Due to the fact that we are a small school and situated at a host school, our lessons are all organised in half hour lessons to make timetabling with the host school easier.

We are obliged to follow the Danish national rules and curriculum concerning Religion. This means that the students have 1 hour of Religion a week.

The Danish School Reform states that all classes should have UU-time (hours used for supporting learning in general). There is not a required number of UU-lessons.

Supply teachers /substitutes are arranged on a daily basis. If absence is planned, substitutes are arranged in advance (e.g. for the Danish "6th vacation week").

III. School Ethos and Climate

III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting

- The European dimension is integrated in subjects' syllabuses, teachers planning and lessons.

The European dimension is integrated across the subjects and teachers' planning and European Hours is organised according to the ES curriculum.

CONTINUED OVERLEAF

- A rich provision of European language courses and high standards in them is ensured (L3, L4).
- Pupils work together across language sections.
- There is evidence of celebration of national festivals and reference to national current affairs.
- School organises communal events which bring together pupils and teachers (and parents) from different language sections.

As we are a new school with only two sections (DA and EN) and only up to P4 for now, we don't teach L3 and L4 yet. We teach French, German and English as L2. We also teach Danish as a foreign language for our students in the English classes. L3 will start in our school from the summer of 2018 when we will expand with P5, S1 and S2.

In Primary, the students work on projects in cross curriculum as well as cross section activities.

In Years 3 and 4, European Hours is taught across sections for 1.5 hours per week.

Children in both sections go on trips together: Music trip to Sankt Annæ, DR Koncerthuset, Year 3 Discovery of the World trip, etc.

We celebrate a wide range of national days and festivals, including: Halloween, European Day of Languages, Europe Day, Santa Lucia, Danish Constitution Day, different religious holidays, St. Martin's Day, Fastelavn, etc. Information and pictures are shared with the parents on Intra. All activities are mentioned in our Annual School Plan and communicated on Intra.

Parents are involved in many activities throughout the school year. We organise Summer and Christmas parties; Lucia; Coffee Mornings; and Save the Children have come in to give a talk about anti-bullying to the Parents' Council.

We come together as a whole school for communal events such as "Skolernes motions-dag" (Sports Day), "Syng Dansk Dag" (Sing in Danish Day), "Bag for en sag" (a charity bake sale), football tournaments in the local area, chess competition for schools in Denmark, collecting clothes for refugees in Denmark. We also work together with Save the Children Denmark on a number of activities, including Children's Rights Day and this year's Sports Day.

III.2 The physical environment reflects the purpose of teaching and learning

- There are an adequate number of rooms of appropriate size.
- Classrooms and public areas are clean, safe, and tidy and are in good repair.
- There are displays of work and other materials in corridors and classrooms related to the European dimension.

We have an adequate number of rooms which adhere to the size regulations of the Municipality.

There are Music and Sport facilities available. We have no separate Art room but we are able to borrow the Art room of the host school for special events.

All class rooms are equipped with interactive boards. All classes have access to laptops or iPads.

As we are in temporary buildings we are challenged when it comes to storage – this affects the tidiness in classrooms and public areas as space is very limited. We are, however, resourceful and creative with the temporary situation concerning rooms and cupboards.

Areas are cleaned daily, but our temporary playground situation is a significant challenge.

Teachers and children espouse the value of responsibility and have introduced classroom systems to ensure that the learning environment remains a clean and positive one.

There are European Day of Languages posters displayed in the Blue Corridor and Building 10 has a European Union display.

In the hallway in the Administration building, there are information sheets about the countries in the EU.

III.3 The social climate promotes successful learning and fosters tolerance and mutual respect

- There is evidence of mutually respectful relations between members of the school community, in particular across language sections.
- Pupils' behaviour and attendance is monitored.

It is very important to us that all students, teachers and parents act in accordance with the school's values, including our value of *Respect*. The school's new values were communicated to all parents at a school meeting in September 2017 and are also discussed with the children in the classes. The values were also a focus for Theme Week at the beginning of November.

The school's behaviour policy is currently being revised to incorporate the new values, and the school has an anti-bullying policy.

There is very good dialogue with the parents through the Parents Council, class contact parents and Parents Association.

The school has participated in well-being surveys for students and staff (national survey for Danish students in 2015; Municipality survey for staff in 2017) and is performing well in most areas. P4 has completed its own student wellbeing survey.

There is a lot of focus on wellbeing generally, with school wellbeing coordinators, wellbeing day, Playground Friends, Save the Children 'free of bullying' initiative and anti-bullying workshops.

We have just started up a Students Council and an Environmental/Sustainability Council to include the children in the decisions that affect them and educate them to be responsible citizens.

Attendance is monitored daily and logged in School Intra. Class teachers are required to indicate worrying trends in absence in accordance with Municipality rules.

Last year, we had Pink Slips for students arriving late, which helped bring attention to the problems associated with arriving late to class.

III.4 Communication is rapid and appropriate

- There are formal and informal communication channels within the school community.
- There are formal and informal communication channels with stakeholders outside the school.

We use School Intra for communication within the school as well as for communication with the parents and Resource Centre (speech therapist, school nurse, school psychologist, etc.).

There are regular staff meetings and 'all staff/pedagogical' meetings. Staff also meet regularly in class teams and year teams.

There is a notice board on School Intra, which is used for updates, information and events. Intra also includes other features to help parents and staff share and access information, including a calendar, photo albums, key documents, timetables, etc.

Parents receive newsletters from management approximately every month and parents letters from Class teachers. Some teachers send out week plans for parents.

There are parents meetings twice a year and parent-teacher conferences twice a year. There is also an annual school meeting for all parents and staff hosted by the Board.

Additional parents meetings with teachers and/or pedagogues are organised when needed.

All the pupils receive official European School reports twice a year.

The school has an official school website, linked to Sankt Annæ Gymnasium's website.

Besides the information available on the school's website regarding the school's curriculum, admissions process, etc., the school also organises an Orientation evening for prospective parents and participates in international school fairs, e.g. at International House.

III.5 Co-operation with the society

There is evidence of co-operation with

- local community,
- local schools,
- trade and industry,
- schools abroad (including European Schools, international co-operation).

As part of teaching, the school cooperates with various stakeholders, including Dansk Døvesamfund, and ESCPH is also an Ambassador School for "Save the Children". We therefore celebrate Children's Rights Day, Wellbeing Day and other events in collaboration with "Save the Children".

We have a very good relationship with our host school, Kirsebærhavens Skole, with whom we share facilities, including school yards. When the school was temporarily located at Skolen i Sydhavn, the school shared After-School Care/ KKFO and organised joint Sports Day and swimming course.

As a part of Sankt Annæ Gymnasium, we share Management and some administrative staff. Our choir is conducted by music teachers from Sankt Annæ Gymnasium and we participate in Sankt Annæ's singing event with other local schools.

We participate in the local football tournament with the other local schools and in the National School Chess Competition and Danmark Rundt.

We are a part of DISN (Danish International Schools' Network) and participate actively in this network for teachers and management, e.g. through INSET Day.

The school has good cooperation with the various stakeholders involved in the construction of the school's new school building in Carlsberg Byen and recently took part in the Topping-out ceremony for the new school building.

IV. Curriculum and Planning

IV.1 There is a long term and short-term planning based on the curriculum

- Teachers have their short term and long-term planning based on the curriculum.
- The planning of the curriculum is regularly reviewed and revised.
- Teachers hand over their planning to the management.

Teachers make a year plan and semester plans in each subject based on the curriculum of the European School. These are written in common templates to ensure harmonisation.

The plans are uploaded on School Intra in the relevant class folders and are saved in hard copy in the Pedagogical Learning Center (PLC) where they are accessible to all. The planning is monitored by management and is regularly revised and reviewed.

During the planning process and in preparation for the next semester, the year plans are re-evaluated and updated accordingly.

Some classes work with their parallel class, in the other language section, to plan similar topics.

IV.2 There is continuity and progression from year to year

- There is evidence of transfer of planning documents from teacher to teacher.
- Planning is easily accessible to the substitute teachers.

At the end of the year, we have a transition procedure which includes discussion and transfer of planning and ensures a smooth handover to the next teacher.

There are hand-over meetings between the involved teachers and sharing of planning. Folders with the year plans and semester plans for the classes and subjects are available in the PLC (hard copy) and School Intra (soft copy).

Class Councils are organised at the end of each year, where the future teachers are present.

In cases of known absence, a full timetable is planned for the substitute so that the class can continue with the curriculum. In cases of unexpected absence, all teachers have provided a substitute pack to be used in class.

IV.3 The planning within and across the sections is harmonised

- The school has guidelines for short and long-term planning which are followed by the teachers.
- The school has planning templates which are used by the teachers.

The school has guidelines for short and long-term planning by teachers.

We have harmonised the templates for year and semester plans across the language and year groups (see templates).

IV.4 Individual needs of pupils are respected in planning

- Differentiation is taken into account in planning.

The school emphasises differentiation in the planning.

Furthermore, we have UU lessons where a pedagogue is assisting the teacher in some of the lessons. This helps enforce the possibilities of differentiation.

An educational support policy is being revised and developed. As the school has grown to become bigger we have had a need to revise the original policy.

The planning format has a separate section for differentiation and this is used in the yearly and semester plans. In the teacher's weekly planning they will also focus on this for each lesson.

Children are challenged within their zone of proximal development and various tools and strategies are implemented such as: learning partners, mixed groups, support groups and differentiated tasks within a main task.

We are working with guided reading and writing in the English section and up to year 1 in the Danish Section. Next year this will progress up into Grade 2.

Differentiation is also applied 'on the spot,' and where needed during the lesson and where there is need.

V. Resources

V.1 Human resources are managed efficiently

- Teachers are appropriately qualified.
- Subject teachers (art, music, PE, science subjects, mathematics, L2–L4, history, geography, etc.) have the required language skills according to the ES system.
- L1 teachers are native speakers of the language they teach.
- Authorities of the country in which teachers are qualified to teach, are consulted in recruitment.

All teachers are qualified teachers. The school is working together with the Danish authorities in this regard, and all foreign teachers are approved by the Ministry of Higher Education and Science.

All subject teachers have the required language qualification. L2 teachers are native speakers.

All L1 teachers are native speakers.

The Danish authorities are in charge of validating all the foreign teachers' qualifications.

V.2 A range of adequate equipment is available

- There is an adequate supply of subject-related equipment.
- There is an adequate supply of ICT equipment.
- There is a school library / media centre with adequate range of relevant books and ICT-material.

We have an adequate supply of subject-related equipment and have a good budget, which we haven't spent yet as we do not have sufficient storage for more equipment. In the short life of the school, we have moved three times and are currently in our fourth location. Some educational material is unfortunately still missing after our last move due to problems with the moving company.

The school has a reasonably good supply of ICT equipment across the year groups and sections: Computers, iPads, LEGO-education, coding robots, among other things, but much of it is in storage due to our relocation.

The school is gradually building up a school library, which will be fully developed when we move to our new school building in Carlsberg Byen. As a part of this process, we are looking at different libraries in other international schools for inspiration and gathering information.

In the meantime, when we have a need for specific resources there is the possibility for this to be fulfilled through the public local library located at our host school, the Central Public library in Copenhagen, or through our current resources in class or PLC.

V.3 A range of European dimension resources is used

- European, multicultural and national resources are used appropriately and integrated into the teaching.

We use Intermath in our Math teaching.

In other lessons, the pupils create passports to learn about each other's cultures or make presentations about their countries.

We celebrate national days and religious holidays, including Europe Day and European Languages Day.

Furthermore, we invite parents to join classes and share information about their home countries.

We have flags and maps in the class rooms and displays created by the children.

National resources: This includes visits to The Art school, the Experimentarium (Museum of Science), The National Museum of Art, The National Museum, Theatre and Opera, etc.

VI. Teaching and Learning (based on class-visits)

VI.1 Teachers realise the ES syllabuses

- Teachers show knowledge of the subject and the European School syllabuses.
- Lessons are planned, well-structured and related to the syllabus.
- Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant.
- Cross curricular links are emphasized.

The school makes sure that all teachers have visited or are to visit at least one or two European Schools.

All our teachers are qualified to teach in the subjects they teach.

In the Introduction Week, teachers receive an introduction to the European School System.

All teachers' planning is based on the European School syllabuses – except Religion.

Culture, History and Geography of different countries are integrated in the teaching and learning process in the classes when relevant. This can happen during all lesson and in all subjects.

Each year we have two Theme Weeks in which we mix the classes and language sections.

Cross curricular activities are emphasised in the daily work when it makes sense.

As mentioned above. We use the syllabuses and plan accordingly, using the European curriculum. Weekly plans focus on the objectives from the European Curriculum.

When appropriate, cross curricular links are encouraged and planned for. School trips often take this into consideration for example.

Theme Weeks also support the integration of culture, history and geography as do the assemblies of all classes and teachers.

VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught

- Teachers communicate the objectives and competences to be accomplished to their pupils.
- When possible teaching encourages awareness of broadened context outside the classroom or the particular lesson.
- Teachers use variable methods (work in pairs, groups, teams, individually etc).
- Teachers involve all pupils actively.
- Teachers integrate ICT into their lessons.

Objectives and competences to be accomplished are communicated to the children verbally and recorded on the board and in their books. The older children are often able to construct their own learning objective.

During lessons the children are reminded of the objectives and are able to explain/find examples of how they are meeting these.

Local contexts are used across subjects. They are encouraged to apply their knowledge to real life contexts (such as the Blooms Taxonomy model).

Various learning techniques are used: learning partners, mixed pairs, small groups, whole class and individual work. The aim is to mix it up and provide many different ways in which to work and learn. We aim to vary the methods to strengthen their learning tools using this holistic approach: helping work on the skills necessary where their strengths and weaknesses lie (to make improvements where there are weaknesses and boost where there are strengths).

ICT is used where necessary and according to curriculum needs.

VI.3 Pupils are active learners

- Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.).
- Pupils get feedback in order to improve their learning.
- Pupils are responsible for aspects of their own learning.
- Pupils use ICT in learning.

The focus of our lessons is to involve all children. We have moved away from one or two children answering the questions and instead involve them all by using tools such as whiteboards, discussion in pairs and then small groups. We try to minimise attention being placed on the most eager pupils. One strategy used is ice lolly sticks with names on them. The teacher uses these to choose the contributor.

Teachers mark and feedback is given verbally and written. In the older classes children are given time to read/and or discuss with their teacher/partner the feedback and areas to move on with. In the lower years feedback is given on the learning objective verbally and written.

In the English section, we follow the same marking criteria /symbols which are on the wall and in their literacy books.

Pupils are encouraged to take ownership of their learning (age appropriate) and one way is to evaluate their own progress and objectives. They are encouraged to understand why and how.

Visible learning is present across the year groups with the focus this year being on using the language of learning such as the learning pit, learning is a process, etc.

VI. 4 Teachers take care of pupils' individual needs in their teaching

- Differentiation is practiced in lessons.

All teachers differentiate in all subjects, by outcome, process, level of support and activity.

To evaluate the needs of the children, teachers, assess formatively through observations of the children and one-on-one conversations.

We use National Tests in the Danish section. The English section is trialling two different assessment options for reading and one for math. These tests are useful in helping to identify any pupils who may be in need of educational support.

Differentiation is stipulated in the planning (yearly and semester).

There are supportive materials provided for children such as number lines, alphabets, manipulatives, etc.

VI.5 Teachers show effective class room management

- Teachers create a stimulating learning environment.
- Teachers use resources effectively.
- Teachers use teaching time effectively.

The teachers are creating a stimulating learning environment to inspire the children. It is important that there is a good atmosphere in the class room in order to create a calm learning environment.

Sometimes the teachers work with external experts (often parents) to help create a stimulating environment – this may involve a film, book or a talk about climate change or how the brain works – and how we learn.

The class rooms show visual evidence of a learning environment: displays, children’s work on walls, posters, etc.

Visible learning is practiced by all teachers. We share objectives with children verbally and visually, and also in their books.

There are supportive materials provided for children such as number lines, alphabets, etc.

We use worksheets and games from the “Matific programme” to inspire and promote excellence in math.

Pedagogues are an integral part of classes, sometimes working with groups and individuals.

Technology is used to support learning in core subjects and other activities.

Teachers use teaching time effectively and time is also spent effectively in case of transitions – e.g. during change of class rooms for L2.

We have plans for further integration of technology in the lessons.

We are also in the process of organising our Pedagogical Learning Centre (PLC) and plan the establishment of a Library in our new school building in Carlsberg Byen.

VII. Assessment and achievements

VII.1 Teachers apply the school guidelines on assessment

- School has guidelines on assessment.
- Teachers apply the school guidelines on assessment.
- Teachers assess pupils' progress (formative and summative) on a regular basis.
- A range of different assessment methods is used to provide a broad picture of pupils' competences (knowledge, skills and attitudes).

Teachers in Primary must complete school reports for all the students twice a year (winter and summer semester). We use the European School report format, which is divided into two parts: The first part describes the pupil as a learner, as a person, and in relation to others. The other part of the assessment focuses on the academic standards and progress of the child and includes all subjects.

We use national tests for the Danish Students. The English section is not able to take part in these, so the teachers in the English section are currently establishing their own assessment system in substitution of the National Tests and are trialling different assessment options for literacy and math. Results will be recorded for pupils and class, and progress tracked for both.

We have a wide range of assessment techniques in use, formative and summative.

The English section has a marking policy.

We have assessment grids for individual pupils (objectives for each year group listed).

We undertake self and peer evaluation and use visible learning to involve each child in their own learning journey. This means that they themselves can assess their own learning through discussion.

VII.2 The European Schools' assessment system is used

- Record of child's development, portfolio in Nursery cycle.
- School report in Primary cycle and S1–5.
- Harmonised tests and exams in S5.
- The European Schools' marking system in S6–7.

In Nursery, a European portfolio is applied for all students. We complete two school reports each year which include comments and targets for future (February and June).

We use the European School reports to evaluate students in P1-P4.

We do not yet have classes in Secondary.

VII.3 Assessment methods are valid, reliable and transparent

- Assessment is clearly related to the learning objectives.
- Information about learning objectives, assessment criteria, and time of assessment is available for pupils.
- Records of pupils' progress are maintained.
- Pupils' results are analysed.
- Pupils' attainments are communicated to their parents regularly.

As mentioned above, the school completes official European School reports twice a year for P1-P4, in all subjects.

There are Class Councils at the end of each school year, where the individual learning goals and social interests of the pupils are the focus.

The Danish section is taking the voluntary and compulsory National tests in Danish and math to see that learning objectives in math and literacy are reached. The students know when they are happening.

National tests are analysed together with municipality and teachers and communicated to parents.

Assessment grids are filled out each semester in the English section. This year, the English section is also trialling tests in math and literacy as well.

The results for the pupils and class are analysed and records are kept to monitor progress.

Teachers meet with students regularly and discuss their progress and self-evaluations.

Parent–teacher conferences are held twice a year where pupils progress is communicated and some individual extra meetings to communicate progress and attainment where needed.

Independent tasks are given to children that match the learning objectives: These tasks are assessed through marking and teacher observation.

Learning objectives are visible.

For the future, visible assessment criteria to be considered.

English reading assessment will become known to children when fully established.

VII.4 Pupils develop the ability to assess their own work and that of their peers.

- There is evidence of self-assessment and peer assessment.

Most of the teachers have taken part in training on Visible Learning and use it in the classroom.

In Nursery, a European portfolio is applied for all students.

We use the European School reports to evaluate students in P1-P4.

Teachers support children with self-and peer assessment orally and in groups.

It is further to be developed, how to make visible that the children self-assess and peer assess orally.

Teachers meet with students regularly and discuss their progress and self-evaluations.

VIII. Educational Support

VIII.1 Pupils individual needs are recognised and pupils get educational support

- School has guidelines on educational support.
- There are harmonised procedures to identify pupils individual learning needs.
- Pupils' individual needs are appropriately supported.
- Pupils receive support in learning the language of the section into which they are integrated when needed.
- ILPs (Individual Learning Plans) are compiled, reviewed and updated.
Given support is monitored, progress and results are registered.

The school has guidelines for educational support and will be developing an Educational Support Policy for the school.

All students are screened before entering the school, which is part of the admissions process and ensures that the children have good knowledge of the language of the section they are enrolled in except for Category 1 students. These students are entitled to Language Support in case they are not familiar with the language of the section they are enrolled in. In the Danish Nursery class, there is a national language test.

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We have a resource centre in order to identify students' individual learning needs. They can also observe lessons and give advice to teachers/ students. The resource centre consists of school psychologist, school nurse, speech therapist, inclusion specialist and school social worker.

Educational support is given according to the needs of the students and there is a Support Coordinator. There is time for teachers to meet to discuss the needs of children, for example in the Class Council at the end of the year, when all teachers have the opportunity to express any concerns regarding their pupil's learning needs.

Differentiation takes place within the classroom setting. In case of the need for Intensive support, the adequate documentation from a specialist in our resource centre is made. Special procedures are followed in case of dyslexia.

	<p>Individual Learning Plans (ILPs) are evaluated and reviewed twice a year. Parents are informed about the progress of the students. Written evaluations are made twice a year or after the end of sessions. Educational Support gives priority to children with learning difficulties in their language section (L1).</p> <p>The support given is monitored, and progress and results are registered.</p>
<p>VIII.2 Resources for educational support are in place</p>	
<ul style="list-style-type: none"> • Support materials are available (ICT, national materials etc.) and easy to access. • Time allocation of support is transparent and flexible. • Relevant services for educational support are available. 	<p>ICT equipment is available for all students and teachers.</p> <p>Time allocation for support is in the timetable of the teachers, but it is always possible to move the lessons according to the needs of the students. The “UU- lessons” in the timetable gives the teachers the possibility of supporting a group or individual students if needed.</p> <p>Through the Resource Centre we have contact to a dyslexia and reading specialists.</p>

IX. Quality Assurance and development

IX.1 The school has described its vision and its areas of improvement in the school development plan or related document

<ul style="list-style-type: none">• The school has clearly stated its aims and objectives.• The school development plan is compiled in consultation with the different stakeholders of the school.• The development activities are linked to the objectives and to the short and long-term plans on areas of improvement.	<p>We have Overall Objectives of European School Copenhagen set for 2017-2020 approved by the Parents Council and the School Board.</p> <p>We have Strategic School Focus Points, which are evaluated every year or every second year.</p> <p>The Strategic Focus Points are discussed with all stakeholders: staff, Parents Council and the Board. Vision, Mission and Values have been created in collaboration with students, staff, parents and Board.</p>
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IX.2 There is an integrated system of quality assurance and development

- There is systematic procedure for evaluation of progress and development (self-evaluation; Plan-Do-Check-Act).
- Different stakeholders (staff, pupils, parents) are involved in evaluation.
- The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country).
- Results of evaluations are communicated to the school community and key stakeholders.

Strategic focus points are developed in collaboration with staff and approved each year by the Board with input from the Parents Council. The strategic focus points are based on the school's development plan and overall objectives, and progress is continually evaluated.

Every two years, the school is sent a quality report by the Municipality, which the school must complete. The report includes a review of key data and national and local surveys for schools. As the European School does not follow the Danish national curriculum and only has students up to 4th grade at present, and many of the surveys are conducted in Danish only, some sections of the quality report are less relevant to the European School than other schools in Denmark.

After the Quality Report has been completed, it is followed up by a long quality review meeting between the school's management team and the Municipality's area branch director.

The dialogue that takes place regarding the school's results provides the basis for decisions regarding new initiatives and/or special support.

The quality report is communicated to the Board and Parents Council and published on the school's website and the Municipality's website.