



Schola Europaea / Office of the Secretary-General

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Orig.: EN



Audit Report: European School of Copenhagen (DK) – Accreditation Renewal N-S7

Approved by the Board of Governors at its meeting of 10, 11 and 12
April 2024 in Parma (Italy) - Hybrid

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1. Overall conclusions

Short summary of the school

Insert here a short description of the school:

The European School Copenhagen has 904 pupils from P0 (N2) to S7, of whom the Danish section has 476 pupils, the English section 298 pupils and the French section 130 pupils.

The Danish and the English language sections in the school are from P0 to S7 and the French section is from P0 to P5, which will be expanded annually by one grade in secondary, the first S1 class starting in 2024.

However, at this moment, in Secondary there are two Danish classes per year, one of which has all French L1 SWALS. The reason for this is that, due to the insufficient number of French pupils, in 2019 it was decided by the Municipality to open a Danish/French section in Secondary to accommodate the French speaking applicants, who also speak Danish.

The first European Baccalaureate at the European School Copenhagen took place in 2023: all 42 candidates passed their exams successfully.

In the school year 2023-2024 for the first time the school offers Danish as L2 in primary. This option appears to be very popular, with the consequence that the number of pupils choosing FR and DE as L2 has decreased significantly.

As L3 the school offers EN, DK, DE, FR and as L4 DE, ES, FR, from which Spanish is the most popular choice; the number of students for DE and FR were too small this year to organise a course.

The information from the self-evaluation and from the pre-audit made already clear that the school is organised very well and that the school is following the framework for Accredited European Schools.

The audit team also comes to a positive conclusion: the European School Copenhagen is a real European School, with a very professional and engaged management team, dedicated and European minded teachers, a committed non-teaching staff, and pupils who show in their attitude that they truly benefit from being educated in a motivating, tolerant, multi-cultural and multi-lingual European atmosphere.

Section summary

Choose one option for each section:

1. Pedagogical Content and Equivalence: Above expectations
2. Language Conditions: At expectations

3. Quality Assurance: Above expectations

4. Conditions in Art. 7: Above expectations

Strengths

Focusing on the areas of inspection covered in Annex 3 and the section summary above, outline a maximum of 2 strengths from each topic (up to a maximum of 4 strengths).

Section	Strengths (please state sub-section)	Additional Comments
1. Pedagogical Content and Equivalence	1.2	The school has successfully organised the first BAC exams in 2023 and all 42 students passed their exams.
2. Language Conditions	2.1	Danish as HCL is successfully implemented as L2 in Primary and the school examines the consequences for the whole school organisation carefully.
3-Quality Assurance	3.3	The school has a strong focus on the European dimension, which means that the recommendation from the 2020 Audit Report has been adequately followed up.
4. Conditions in Art. 7	4.1	There is a strong focus on pupils' and students' well-being and also in the academic area the school has a very well functioning support system, with explicit attention for differentiation. Much attention is also paid to the transition between the different years and cycles, especially between Primary and Secondary. All this contributes significantly to the quality of the teaching and learning process.

Recommendations

Focusing on the areas of inspection outlined in Annex 3, and the section summary above, outline a maximum of two recommendations for each section (up to a maximum of four recommendations) for future work by the school over the coming years.

Section	Recommendation (please state sub-section)	Additional Comments
1. Pedagogical	1.2	More information at an early stage is needed for students in Secondary about the consequences of their subject choices,

Content and Equivalence		especially with the view on the expectations from Danish universities. Students sometimes feel insecure here.
2. Language Conditions	2.2	It would be advisable for all pupils in the Danish section at secondary level to be taught DK as L1. Currently, French students in the Danish section, from S1 to S5, study FR as L1 and DK as L3. This recommendation was included in the previous Audit Report (2021). It would also be advisable that the school continues to inform the students and their families that not only ES can be chosen as L4, but also DE and FR.
3. Quality Assurance	3.1.8	In the area of professional development, the process of harmonising teachers' forward planning deserves extra attention, especially with the view on harmonised tests and exams. More harmonisation would lead to greater continuity in teaching for learning scenarios, both within and across sections and subject areas.

2. Final recommendation

- Type A:
- Type B:
- Type C and Type D (without Bacculaureate cycle):
- Type C and Type D (with Bacculaureate cycle): Recommend renewal of Accreditation N-S7 cycles

Insert here any further comments or remarks concerning your recommendation:

Annex 1: General information

A. Current audit

Aim of the current audit: Type D (standard, with Bacc): Renewal of Accreditation Agreements for N-S7

Composition of the audit team¹: ♦ Experts: Richard Galvin, **Rudolph Ensing**
♦ Inspectors: **Mercedes Garzón López**

Date of audit: From 03/10/2023 until 05/10/2023

B. General information about the audited school

Management team:

Role	Name
Director	Julie Rørdam Thom
Bac Coordinator and Deputy Head of Upper Secondary	Hans Bolvinkel
Head of Lower Secondary	Madelaine Kirk (Maternity leave) – Robert van Leeuwen
Head of Primary	Helle Bjerre Degn
Deputy Head of Primary	Rikke Groth Nielsen
Head of After School Care	Vacant
Head of Administration	Hella Helvig Jensen

Legal status of the school: Public (funding received exclusively from the state)

School Provider: Copenhagen Municipality for N-S4 and the Ministry of Education for S5-S7

Existing language sections:

Sections' language	Cycles	Year group(s)	Number of pupils
Danish	Primary Observation Pre-Orientation Orientation	5-20 pupils	476
English	Primary Observation Pre-orientation Orientation	5-20 pupils	298
French	Primary	5-11 pupils	130

¹ The names in bold indicate the audit team members who conducted the audit visit in the school.

L1 taught in the school (state the L1s taught in each section of the school)

Use standard [EU 2-letter language abbreviations](#) (EN, FR, etc...)

Nursery	Primary	S1-S5	S6-S7
DK	DK	DK	DK
EN	EN	EN	EN
FR	FR	HU	PT
	NL	DE	IT
	LV	IT	ES
	PL	FR(*)	(FR)*

Total number of different L1 taught in school: 11

(*) French students in the Danish section learn French as L1

Number of SWALS² per Language:

Language	Number of pupils
French	49
Hungarian	2
Portuguese	1
Italian	4
Spanish	1
German	1
Dutch	3
Polish	2
Latvian	1

Subjects taught in L2 in S3-S5 (if year groups present at the school): Same as European Schools

Tuition in the language of the school's host country: Yes, optional

L2 taught:

Primary: English French German Host country Language (HCL)

Secondary: English French German Host country Language (HCL)

L3 taught:

Danish
English
French
German

² SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.)

Annex 2: Methodology of the audit

Prior to the audit a school self-evaluation form, following the structure of the criteria and indicators for audits, was sent to the school. The self-evaluation form is attached as Annex 4 to this report.

Prior to the audit, the experts analysed the documents provided by the school and wrote the pre-audit report, shared with the audit team as part of the preparation for the audit visit.

The audit activities included:

a. Meetings with the Management team

Meeting 1 Date of meeting: 03/10/2023

Meeting 2 Date of meeting: 05/10/2023

Other meetings:

Date	With whom?	Aim of the meeting
04/10/23	Educational Support Coordinators	To receive information about the organisation of the support in Primary and Secondary, both in the areas of wellbeing and education.
04/10/23	Central Coordinators	To gather information about the organisation of the Bacculaureate, work experience and transition from Lower Secondary to Upper Secondary, the class teacher programme in Upper Secondary, mobility.
04/10/2023	Coordinators for L2, primary, lower secondary, upper secondary	To get information about how the coordination in the different areas is organised in practice.
04/10/2023	Pupils from primary, students from secondary	To get information about how pupils and students perceive their school, the teaching, the support.

- b. Lesson observations in all the language sections and across different subject areas. Provide details below and more rows if necessary:

Cycle	Year group	Subject	Language of instruction	Language sections of the students present in the lesson
Primary	P1-P5	(*)	DK-EN-FR-DE	DK-EN-FR
Secondary	S6	History	FR	DK-EN
Secondary	S7	L2	DE	DK-EN
Secondary	S5	L2	EN	DK
Secondary	S1	L1	FR	DK (**)
Secondary	S5	Chemistry	EN	DK
Secondary	S6	L2	DE	DK-EN
Secondary	S2	Art	EN	DK-DE
Secondary	S1	L1	EN	EN
Secondary	S1	HSC	EN	DK/FR
Secondary	S3	Mathematics	EN	EN
Secondary	S4	Geography	DE	EN
Secondary	S5	Geography	DE	DK-EN
Secondary	S7	Biology	EN	DK
Secondary	S7	Biology	DK	EN
Secondary	S6	Mathematics	DK	DK
Secondary	S1-S7	Sustainability Week projects (*)	DK-EN-DE-FR	DK-EN

(*) During the visit, the school was celebrating sustainability week and, for this reason, there were no classes in Primary. The Audit Team visited all the projects that were being carried out from Nursery to P5, where pupils from different sections were mixed. It was observed as examples of effective coordination and collaboration across sections. In Secondary a sustainability project was organised on the last day of the audit; students of all year groups and sections were mixed; the Audit Team visited several projects and also witnessed parts of the final presentation by the students. The members of the Audit Team observed lessons and projects separately, but also combined.

(**) French students in the Danish section learn French as L1

- c. Analysis of relevant documents:

- pre-audit report
- teaching and language qualifications
- other documents as outlined in the pre-audit report

If you did not tick one or more of the options above, please insert here the reason why you did not analyse the document(s):

- d. During the feedback meeting with the management, the visiting audit team:

- discussed the initial findings

double-checked that the findings are accurate

stated any concerns, if necessary

Notes on the feedback meeting, if necessary:

Annex 3: Specific findings

Note: The following tags indicate to **which type of audit** the question is **applicable**

A B C+D bac C+D no bac

1. Pedagogical Content & Equivalence

1.1 Is the curriculum in compliance with the European Schools?

A C+D no bac C+D bac

Nursery Yes No N.A | Comments:

Primary Yes No N.A | Comments:

Secondary Yes No N.A | Comments: Tarac is taught class-wise and according to the Danish curriculum, which is compulsory in Denmark; this is the only exception.

1.2 Is the Baccalaureate offered in accordance with the regulations?

B C+D bac

Yes No N.A | Comments: As mentioned, all candidates for the first BAC in 2023 passed their exams successfully. The students who are in Upper Secondary now would welcome more information about the consequences of their subject choices, especially with the view on the expectations from Danish universities. At the system's level the school would welcome more clarity about the relation between the curricula and the marking criteria.

2. Language Conditions

2.2.0: Are the pupils who enrol in N, P1 and P2 tested for their dominant language?

A C+D no bac C+D bac

Yes No | Comments:

2.1 Are the language sections in compliance with the Regulations on Accredited European Schools?

A B C+D bac C+D no bac (applies to all sections below until otherwise indicated)

Yes No | Comments: The school has DK, EN and FR language sections in Nursery/Primary and DK and EN sections in Secondary. A French section in Secondary will start in 2024.

Specify exemptions, if any:

2.2 Is the Language Policy in compliance with the European Schools?

Yes No | Comments: Physics in S7 is only taught in EN, because the number of students for physics in another language was not sufficient. This is according to the DoC for S6 and S7.

2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?

Yes No | Comments: SWALS are in the DK, EN and FR section. In secondary there are bilingual FR/DK pupils, coming from the French school, as SWALS: they have FR as L1, but are placed upon request from their parents in the DK section, with mostly EN as L2. Consequently, they have DK as L3, which necessarily is offered at two different levels: standard and advanced. The school plans to create a French section also in secondary, starting with the first S1 in 2024.

The teaching of PT as L1 is partly online.

Specify exemptions, if any:

3. Quality Assurance

3.1.1 Are teachers qualified for the subject and level that they teach?

Yes No | 19% of qualifications checked

Comments: In Denmark a teacher is allowed to teach in Upper Secondary with an academic degree only, but the school's policy is to appoint teachers with a pedagogical qualification too, which currently is the case with all teachers.

3.1.2 Are teachers qualified to teach in the language in which they give their lessons?

Yes No | 19% of qualifications checked

Comments: In case a teacher wouldn't have the right qualification for teaching in a second language, the school requires that this qualification will be obtained on the shortest notice possible.

3.1.3 Is teacher training provided regularly?

Yes No | Comments: The school considers professional development of major importance and values participation in courses organised within the system of the European Schools. The local authorities also organise teacher training on a regular basis, in which all teachers who master the Danish language can participate, as they do. Finding training offered in other languages is not always easy, but the school is in the process of further developing the internal training possibilities, e.g. via cross section activities and co-teaching. The school has coordinators in various areas, including the so-called educational ambassadors, which is a function as in other schools in Denmark. Teachers also participate in courses offered by the Danish Ministry of Education and professional exchange with another European School is also stimulated by the management.

3.1.4 Is teacher training provided by appropriate groups/authorities?

Yes No | Comments:

3.1.5 Are teachers regularly appraised?

Yes No | Comments:

3.1.6 Are teacher appraisals carried out by appropriate groups/authorities?

Yes No | Comments:

3.1.7 Do teachers follow European Schools marking system?

Yes No | Comments:

3.1.8 Do teachers plan appropriately over an annual period?

Yes No | Comments: Teachers use the same format for the annual planning, which includes the 8 key competences. To what extent this global planning is elaborated in a more detailed forward planning, is left to the teachers' autonomy. There are very good examples of such planning documents, both in Primary and in Secondary, e.g. a curriculum planner for L2, with the aim to foster 'love in learning' and with clear attainment descriptors. In Lower Secondary the focus this year is on making more structured lesson plans, which are also visible for the students. In Upper Secondary teachers use the tool Lectio, which is used in all Upper Secondary schools in Denmark.

3.2.1 Do parents/pupils receive regular reports on pupil progress?

Yes No | Comments:

3.2.2 Is pupil attendance reliably monitored?

Yes No | Comments:

3.3 Is the European Specificity present throughout the school?

Yes No | Comments: In the audit week, both in Nursery/Primary and in Secondary projects took place with a European dimension, and also during lesson observations it was clear that the school gave a positive follow-up to the recommendation in the 2020 Audit Report to focus more on developing the European specificity throughout the school. Many activities have a cross section approach, with more focus on similarities than on differences between the European countries and cultures.

4. Conditions in Article 7

4.1 Is there a support system in place?

Yes No | Comments: The school pays extra attention to formative assessment, in order to organise the support as efficient as possible. Most of the support is provided inside the classroom, in Primary up to 90%. To facilitate the transition between Primary and Secondary,

teachers of both grades harmonise the support provided, also via co-teaching. The after-school programme and the cooperation with part time pedagogues contributes to the wellbeing of the pupils and strengthens the support they need. Some students receive special support from an external pedagogue, financed by the Municipality. The Municipality supports the school in the area of the pupils' and students' wellbeing, on which the school has a special focus. Dyslectic pupils have access to an online library. Given the fact that in the Danish Secondary school system there is a split between S4 and S5, many pupils in S5 are new in the European school. These students are closely observed and supported, if necessary. In general, special attention is given to students with ADHC and Asperger. The school wants to develop the provision of inclusive support, also for the academically more gifted pupils, further. Both in the teaching and in the area of support the eight key competences for lifelong learning are taken into account. The students of Secondary underline that their well-being is in the focus of the school and that the atmosphere is open and tolerant, without discrimination. At the same time they ask for continuous attention for the six school values and in some cases for more support at the individual level.

4.2 Is TARAC provided at every level and in keeping with the Dossier of Conformity?

Yes No | Comments: Following the practice in Denmark, Tarac is not provided in S5, but this is compensated in S6 and S7 with extra hours Tarac, in Danish and English, which is in line with the DoC.

4.3 Does the timetabling allow for the general and specific rules regarding teaching time to be met?

Yes No | Comments: The School offers 40 weeks of education instead of 38, which is agreed as a compromise to align with the Danish system which has 40 teaching weeks and 200 days of teaching.

Annex 4: The school self-evaluation report



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Self-evaluation form

(to be filled by the school)

School: European School of Copenhagen

Date of audit: 03/10/2023 until 05/10/2023

Type of audit: Type D with BAC (Renewal N-S7)

A. Current audit

The information previously indicated in this section (type and date of the Audit, Experts and Inspectors involved in the Audit) is now indicated on the final Audit Report.

B. General information about the school

Management team:

Role	Name
Director	Julie Rørdam Thom
Bac Coordinator and Deputy Head of Upper Secondary	Hans Bolvinkel
Head of Lower Secondary	Madelaine Kirk (Maternity leave) – Robert van Leeuwen
Head of Primary	Helle Bjerre Degn
Deputy Head of Primary	Rikke Groth Nielsen
Head of After School Care	Vacant
Head of Administration	Hella Helvig Jensen

Legal status of the school: Public (funding received exclusively from the state)

School provider (E.g government department, school foundation, etc.): Copenhagen Municipality for N-S4 and the Ministry of Education (state funding) for S5-S7.

Existing language sections

Sections' language	Cycles	Year group(s)	Number of pupils
Danish	Primary Observation Pre-Orientation Orientation	5-20	476
English	Primary Observation Pre-Orientation Orientation	5-20	298
French	Primary	5-11	130

L1 taught in the school: state the L1s taught in each section of the school

Please use standard [EU 2-letter language abbreviations](#) (EN, FR, etc...)

Nursery	Primary	S1-S5	S6-S7
DK	DK	DK	DK
EN	EN	EN	EN
FR	FR	FR	PT
	NL	HU	IT
	LV	DE	ES

	PL	IT	
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Total number of different L1 taught in school: 11

Number of SWALS³ per language:

Language	Number of pupils
French	49
Hungarian	2
Portuguese	1
Italian	4
Spanish	1
German	1
Dutch	3
Polish	2
Latvian	1

Subjects taught in L2 in S3-S5 (if year groups present at the school):

- Same as European Schools
 Other (explain) :

Tuition in the language of the country: Yes, compulsory Yes, optional No

L2 taught:

Primary: English French German Host Country Language (HCL)
 Secondary: English French German Host Country Language (HCL)

L3 taught:

Danish
English
French
German

³ SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.

C. Self-evaluation⁴

Please note:

- The following tags indicate to **which type of audit** the question is **applicable**:

 A B C+D bac C+D no bac

- Comments are **not** compulsory

1. Pedagogical content and equivalence

 A C+D no bac C+D bac

(applies to all sections below until otherwise indicated)

1.1 Is the curriculum in compliance with the European Schools?

1.1.1 Is the curriculum organised according to the organisation of studies in the European Schools?⁵ **Partly**

Comment: Please note the exception of Religion in accordance with the Dossier of Conformity N-S5. This is also referred to in Dossier of Conformity S6-S7

Evidence: Please see document 000a DoC N-S5 EN and document 000b DoC S6-S7 EN

1.1.2 ES Curriculum in Nursery

1.1.2.1: Are language awareness activities organised? **Yes**

Comment: All three Nursery classes in the English, Danish, and French language section organise language awareness activities according to the results of the language assessments carried out in the autumn/winter.

Evidence: Danish language assessments at www.uvm.dk/folkeskolen/fag-timetal-og-overgange/skolestart-og-boernehaveklassen. French language assessment in documents 000n and 000p. English language assessments in documents 000p and 000q.

1.1.3 ES Curriculum in the Primary school

1.1.3.1: Does the school provide L2 courses from Primary 1 onwards? **Yes**

Comment:

Evidence: See documents 012a - 2023 L2 Information Evening and 012b – L2 Choice for future P1 students. See students' timetables 024b – P1EN, 024c – P2FR, 024d – P3DA, 024e – P4EN, 024f – P5FR and teacher timetable 014r – Primary L2EN

1.1.4 ES Curriculum in the Secondary school

1.1.4.1: Does the school provide L3 courses from Secondary 1 onwards? **Yes**

Comment: Danish, English, French, and German

Evidence: See teacher timetables 014g – Lower Secondary L3D, 014h – Lower Secondary L3E, 014i – Lower Secondary L3F, 014j – Lower Secondary L3G, 014l – S5-S7 L3DA, 014m – S5-S7 L3DE, 014n – S5-S7 L3FR

1.1.4.2: Does the school provide L4 courses from Secondary 4 onwards? **Yes**

Comment: French, German and Spanish are offered. Based on students' subject choices, only Spanish classes were established from S4 onwards.

Evidence: See 012d – Elective Subjects S4, 014k – Lower Secondary L4S, 014q – S6-S7 L4ES

⁴ Refer to documents uploaded on to Teams in the 'evidence' section

⁵ See, *inter alia*, document 2011-01-D-33

A **B** **C+D no bac** **C+D bac** (applies to section 1.1.4.3)

1.1.4.3: Is teaching about religion and civics (TARAC) taught in mixed groups? **No**

Comment: Religion is taught class-wise.

Evidence: See student timetables from 024a to 024j and documents 010a, 010c, 010d, 010e, 010f.

B **C+D bac** (applies to all sections below until otherwise indicated)

1.2. Is the Baccalaureate offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Baccalaureate? (2015-05-D-12)

1.2.1: Is the curriculum offered in S6 and S7 as stated in the Regulations pertaining to the European Baccalaureate? **Yes**

Comment: Please note the exception of Religion where the Danish curriculum is taught. See exception in the Dossier of Conformity for S6 and S7.

Evidence: See document 000b DoC S6-S7 EN

1.2.2: Are students offered a range of options for their subject choices? **Yes**

Comment: It is the intention that all students can combine their individual interests with high level education. This, we intend to meet through the subjects we offer.

Evidence: See 012g – Subject choices S6 and S7 - 2023

1.2.3: Does the school organise the Baccalaureate (marks, exams, orals) in strict adherence to the rules laid down in the Regulations pertaining to the European Baccalaureate? **Yes**

Comment: We are in close collaboration with the Baccalaureate office and we follow the document “Arrangements for Implementing the Regulations for the European Baccalaureate (2024)”

Evidence: See 025a – Bac Planning 2023-24

2. Language conditions

A **B** **C+D bac** **C+D no bac** (applies to all sections below until otherwise indicated)

2.1 Are the language sections in compliance with the Rules on Accredited European Schools?

2.1.1: Does the school offer a minimum of two language sections? **Yes**

Comment: EN, DK, FR. The French language section is currently up to P5.

Evidence: See 017a – Data Provision Sheet (Pupil Population Data)

2.1.2: Is at least one of the language sections in one of the L2 (DE, EN, FR) languages? **Yes**

Comment: EN and FR

Evidence: See 017a – Data Provision Sheet (Pupil Population Data)

2.1.3: Are all the language sections official EU languages? **Yes**

Comment: Two are official EU languages, one is HCL.

Evidence: See 017a – Data Provision Sheet (Pupil Population Data)

A **C+D no bac** **C+D bac** (applies to all sections below until otherwise indicated)

2.2 Is the language policy in compliance with the European Schools?

2.2.0: Are the pupils who enrol in N, P1 and P2 tested for their dominant language? **Yes**

Comment: All students who enrol are screened.

Evidence: See admissions process in 002a – Admissions Criteria and Process

2.2.1: Is there a free choice of L3, from amongst the official ES languages list? **Yes**

Comment: The students can choose Danish, French, German, and English.

Evidence: See 012c – L2 Parents Guide Primary

2.2.2: Is there a free choice of L4, from amongst the official ES languages list? **Yes**

Comment: The students can choose German, French, and Spanish.

Evidence: See 012c – L2 Parents Guide Primary and 012d – Elective Subjects S4

A **B** **C+D no bac** **C+D bac** (applies to section 2.2.3)

2.2.3: Are groups mixed across language sections for subjects that are not taught in L1? **Yes**

Comment: Groups are mixed across language sections in PE, Swimming, European Hours, L2, L3, L4, Human Science, History, ICT, Music, Art, Geography, and Economics.

Evidence: See student timetables in 024. 024o – Examples of mixed classes S6 – S7 and 024p – Examples of mixed classes S1 – S4, and 024q – Examples of mixed classes S1 - S4 - HS-H-G.

A **(B)** **C+D no bac** **C+D bac** (applies to section 2.2.4 and 2.2.5)

2.2.4: Are students taught music in a language that they already study? **Yes**

Comment:

Evidence: See student timetables in 024

2.2.5: Are students taught art in a language that they already study? **Yes**

Comment:

Evidence: See student timetables in 024

A **B** **C+D no bac** **C+D bac** (applies to section 2.2.6 and 2.2.7)

2.2.6: Are students taught sport in a language that they already study? **Yes**

Comment: With the exception of one S7 student with L1 DK and L2 FR, who has sports and political science in EN. The student had L3 EN up until S5.

Evidence: See student timetables in 024 and specifically for the exception: 024v - S7 student with L1 DA, L2 FR, EN sports.

2.2.7: Are maths and science taught in the language of the section? **Yes**

Comment: In S7, Physics is taught in English, see exemption in the Dossier of Conformity for S6 and S7.

Evidence: See Doc 000b DoC S6-S7 and student timetables in 024.

A **C+D no bac** **C+D bac** (applies to section 2.2.8)

2.2.8: Are humanities taught in L2 from S3 upwards? **Yes**

Comment:

Evidence: See 024i – S3EN and 024j – S4DA

A **B** **C+D bac** **C+D no bac** (applies to all sections below until otherwise indicated)

2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?

2.3.1: Are L1 courses offered to SWALS, in compliance with the DoC? **Yes**

Comment:

Evidence: See 023 documents

2.3.2: Are SWALS in one of the following language sections: DE, EN, FR, HCL as their main section? **Yes**

Comment: Danish language section (French SWALS) and English language section (Hungarian, Portuguese, Spanish, Dutch, German, Polish, Latvian and Italian SWALS)

Evidence: See 023 documents

2.3.3: Do pupils without their own language section receive support to learn the language of the section that they join? **Yes**

Comment: Offered on an individual basis as needed.

Evidence: See 023 documents

3. Quality assurance

3.1 Teacher qualifications and training

3.1.1: Are teachers qualified for the subject and level they teach? **Yes**

Comment:

Evidence: See Doc 017a Data Provision Sheet

3.1.2: Are teachers qualified to teach in the language in which they give their lessons? **Yes**

Comment:

Evidence: See Doc 017a Data Provision Sheet

3.1.3: Is teaching training provided regularly? **Yes**

Comment: Management and teachers are doing their best to find suitable professional development in all languages.

Evidence: See documents in 015

3.1.4: Is teacher training provided by appropriate groups/authorities? **Yes**

Comment: In Primary and Secondary, we use the relevant training courses offered by the Municipality of Copenhagen and arrange courses with external parties. In Upper Secondary, we send teachers to professional development meetings at other European School regularly and we use courses offered by the Danish Ministry of Education.

Evidence: See documents in 015

3.1.5: Are teachers regularly appraised (evaluated)? **Yes**

Comment: Classroom observations with chosen focus points made by management and colleagues, followed by feedback meetings with the teacher. Class/teacher conferences. Annual employee conversations (MUS) are carried out by management with all teachers.

Evidence: See documents in 019

3.1.6: Are teacher appraisals (evaluations) carried out by appropriate groups/authorities? **Yes**

Comment: Annual employee conversations (MUS) are carried out by management with all teachers.

Evidence: See documents in 019

3.1.7: Do teachers follow the European Schools marking system? **Yes**

Comment:

Evidence: See documents in 021

3.1.8: Do teachers plan appropriately over an annual period? **Yes**

Comment:

Evidence: See documents in 007

3.2 Pupil progress and attendance

3.2.1: Do parents/pupils receive regular reports on pupil progress? **Yes**

Comment: P1-P5: School reports twice a year.

S1-S3: School reports three times a year.

S4-S7: School reports four times a year.

Evidence: See documents in 021

3.2.2: Is pupil attendance reliably monitored? **Yes**

Comment: In Primary, attendance is registered at the beginning of the school day, and in Secondary, attendance is registered at the beginning of every lesson. Follow-up twice a month by class teachers and management.

Evidence: See documents in 022.

3.3 The European specificity

A

C+D no bac

C+D bac

(applies to section 3.3.1)

3.3.1: Are pupils taught in mixed groups for European Hours? **Yes**

Comment:

Evidence:See 024l.

A

B

C+D bac

C+D no bac

(applies to sections below)

3.3.2: Are pupils taught in mixed groups for Human Sciences, History & Geography? **Yes**

Comment:

Evidence:See 024q

3.3.3: Are pupils taught in mixed groups in L2? **Yes**

Comment:

Evidence:See documents 024o and 024p.

3.3.4: Does the school promote their European specificity? **Yes**

Comment:

Evidence:See documents in 008.

3.3.5: Does the European specificity appear in teachers' forward planning? **Yes**

Comment:

Evidence:See documents in 007.

4. Conditions in Art. 7

4.1 The support system

4.1.1: Is there a support system in place? **Yes**

Comment: The school supports students both academically and with regards to their well-being. For P0 – S4, we have coordinators for educational support, inclusion of students and well-being, and collaborate with the Resource Centre in the Municipality of Copenhagen. The school has two teachers who have undergone training to support students with reading/writing difficulties and dyslexia, and we collaborate with the Competence Centres in the Municipality. For S5 – S7, we have study counsellors,

Evidence:See documents in 004, 005 and 030

4.2 TARAC (Teaching about Religion and Civics)

4.2.1 Is TARAC provided at every level of the school? **Yes**

Comment: See Doc 000a DoC N-S5 EN, page 15: "Religion will follow the Danish curriculum which is non-confessional and the Danish amount of hours".

Evidence:Doc 000a DoC N-S5 EN and documents in 010.

4.2.2 Is TARAC provision in keeping with the DoC? **Yes**

Comment:

Evidence:Doc 000a DoC N-S5 EN and documents in 010.

4.3 Teaching time

4.3.1: Does the timetabling allow for the correct number of hours to be spent on each subject? **Yes**

Comment: The number of lessons are adapted to 38 school weeks.

Evidence:See 000a DoC N-S5 EN

4.3.2: Does the timetabling allow for the rules regarding general teaching time to be met? **Yes**

Comment: In Primary, all classes are 30 minutes and in Secondary, all classes are 45 minutes.

Evidence:See structure in document 000m – Bell times

Annex 5: the audit report feedback form

Comments on the draft report (to be completed by the school)	To be completed by the audit team
<p>Section:</p> <p><input type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1</p> <p><input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3</p>	<p><input checked="" type="checkbox"/> Reflected in the final report</p> <p><input type="checkbox"/> Not reflected in the final report</p> <p>Comments?</p>
<p>Specific section:</p> <p>Short summary of the school</p>	<p>The sentence is deleted from the report. In fact, from the next school year on, the school will be considering all aspects of the implementation of DK as L2 in secondary, which, according to the Conformity File, will start in S1 in September 2028.</p>
<p>School comment:</p> <p>“In the next school year, the school will teach DK as L2 in secondary as well, starting in S1.”</p> <p>This should be changed to:</p> <p>“In the next school year, the school is considering teaching DK as L2 in secondary as well, starting in S1.”</p>	
<p>Supporting evidence submitted? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, details:</p>	
<p>Section:</p> <p><input type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1</p> <p><input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3</p>	<p><input checked="" type="checkbox"/> Reflected in the final report</p> <p><input type="checkbox"/> Not reflected in the final report</p> <p>Comments?</p>
<p>Specific section:</p> <p>4. Conditions in Article 7</p> <p>“The School offers 40 weeks of education instead of 38, which is in line with the Danish system.”</p> <p>This should be changes to</p> <p>“The School offers 40 weeks of education instead of 38, which is agreed as a compromise to align with the Danish system which has 40 teaching weeks and 200 days of teaching.”</p>	<p>The audit team agrees with the change the school proposes</p>
<p>School comment:</p>	
<p>Supporting evidence submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, details:</p>	