



## Agenda for the European School Copenhagen School Board Meeting

Date: Thursday 23 April 2020  
Time: 16:30 – 18:00  
Venue: Via Microsoft Teams  
Members: Jonas Christoffersen, Hans Bruyninckx, Christen Bagger, Rikke Karlsson, Eskil Berg Kappel, Caroline Warner, Suzanne Hampson, Rasmus Hornecker, Tim Ford, Anette Holst, Julie Rørdam Thom, Dwaj Prakash Jethani, Shireen Noor Rasool Elahi Panah  
Guests: Helle Bjerre Degn, Mette Sophie Skærlund, Uri Harlam, Hella Helvig Jensen  
Excuses:  
Minutes: Stine Hvitved Leather

### Agenda:

**1. Approval of the agenda (decision) – 1 min.**

1.1 Annex – Agenda European School Board meeting 23.04.2020

**2. Approval of the minutes from the last meeting (decision) – 1 min.**

2.1 Annex – Minutes from the European School Board meeting 31.03.2020

**3. Accounts 2019 and Budgets 2020 (decision) – 10 mins.**

3.1 Annex – 4072\_Budget oversight 2020\_Inkl. madskole\_EN

3.2 Annex – Budget Upper Secondary 2020

3.3 4072\_R-opfølg\_2019

Comment: The Board must approve and submit the 2019 accounts and 2020 budgets to the Campus Board for final approval.

**4. Update on strategic focus point 2: Evaluation and assessment to ensure academic progression of all students – 30 mins.**

4.1 Annex – EvaluationFocusPoint2Board\_21.04.2020

Comment: Julie Rørdam Thom and Helle Degn will provide an update on focus point 2. The Board is invited to ask questions and give feedback.

**5. Outcome of the meeting with UFM and UVM regarding conversion of the new EB grading scale – 10 mins.**

5.1 Annex – Follow-Up UFM/UVM Meeting 15.04.2020

Comment: Brief update from the meeting with UFM and UVM and suggested next steps, including preparation of a communications strategy (see annex).

- agenda continued p.2 -



**6. Correction to the Holiday Plan 2020/21 (decision) – 5 mins.**

6.1 Annex – School Holiday Calendar 2020-2021\_Correction

Comment: The earlier Board approved school holiday plan for 2020-21 mistakenly had 191 school days. It is therefore proposed that the Pentecost/Pinse holiday is extended by one day (Tuesday 25 May 2021) to get the total number of school days down to 190.

**7. Various information - 15 mins.**

- COVID-19 status update
- Update on the preparations for upper secondary
- Admissions status
- Swimming next school year
- Staff update
- Student update

Comment: Brief information points from the school's management, staff and student representatives.

**8. AOB – 5 mins.**



## Minutes of the European School Copenhagen School Board Meeting

Date: Tuesday 31 March 2020  
Time: 17:00 – 18:00  
Venue: Video call via Microsoft Teams  
Members: Jonas Christoffersen, Hans Bruyninckx, Christen Bagger, Rikke Karlsson, Eskil Berg Kappel, Caroline Warner, Suzanne Hampson, Rasmus Hornecker, Tim Ford, Anette Holst, Julie Rørdam Thom, Dwaj Prakash Jethani, Shireen Noor Rasool Elahi Panah  
Guests: Mette Sophie Skærlund  
Excuses:  
Minutes: Stine Hvitved Leather

### Minutes:

#### 0. Welcome to new deputy director Julie Rørdam Thom – 2 mins.

New deputy director and head of secondary Julie Rørdam Thom (JRT) introduced herself to the Board.

#### 1. Approval of the agenda (decision) – 2 mins.

1.1 Annex – Agenda European School Board meeting 31.03.2020

The agenda was approved.

#### 2. Approval of the minutes from the last meeting (decision) – 1 min.

2.1 Annex – Minutes from the European School Board meeting 07.11.2019

The minutes were approved.

#### 3. Strategic focus point 3: Funding and organisation of lower and upper secondary (discussion) – 40 mins.

3.1 Annex – Strategic focus points 2019-20

3.2 Annex – Up Sec Board Presentation\_26.03.2020

MSS, AH og JRT presented a slide deck on the preparations and planning for upper secondary, which included a status on admissions and the funding and organisation of studies (see Annex 3.2.).

The Board discussed the following:

Admissions: Various members of the Board offered to help enlist applicants for upper secondary via contacts and social media.

Annex 2.1. Minutes European School Board meeting 31.03.2020

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S5 trip: RK asked why the trip is going to Berlin rather than a place with a European School. JRT/AH explained that the trip is mostly about the new students getting to know each other but agreed it would be good to visit a European School, e.g. in S6.

Environment/sustainability projects: HB said that the EEA would be happy to support the teaching with expertise regarding sustainability/ environmental issues. JRT said she would arrange a meeting.

Study guidance for upper secondary: EBK asked how the school would prepare students for their subject choices. Information will be provided to the new S5 students and parents before and at a meeting in May, and MSS will invite students and parents in S3 to a separate meeting regarding subject choices for S4. The most important thing that the new S5 students must decide right now is what level of maths they wish to take. [Eksamenshåndbogen](#) lists the requirements for the different university courses in Denmark. The entry requirements for higher education in other countries will differ.

Decisions:

- *Management will arrange for a representative from Studievalg København to come along to the meeting for the new S5 students and parents in May.*
- *The school will find or educate a person to be able to offer careers/study guidance.*

Subjects taught in the L2: RK said she would have liked for the new ES language policy to have been shared with the Board and enquired what language the creative subjects would be taught in. AH explained that it will depend on the teachers available. They may be taught in English, German or French, but most likely English. The creative subjects and religion are not exam subjects.

L4 options: RK asked why the school had decided to offer Spanish as L4 and CB suggested that the Board should have been informed. AH explained that the dossier, which was part of the application to establish the European School Copenhagen, committed the school to offering French, German, Spanish or Italian, and the school had decided to start off by offering Spanish, French, Danish, German and English as L4. The Board can also decide to offer a non-European language (e.g. Chinese) as L5 if there is enough interest and funding, but the mark in L5 does not count towards the GPA.

Budget: AH explained that because the school may only be able to establish two S5 classes in 2020/21, the Municipality may decide to reduce their funding.



#### **4. Conversion of the new EB grading scale to the Danish scale (decision) - 10 mins.**

- 4.1 Annex - Background on the conversion of the new EB scale to Danish grading scale 10.03.2020
- 4.2 Annex - Email from EEB1 parents 23.01.2020

A meeting has been set up with the Ministry of Higher Education and Science (UFM) and the Ministry of Education (UVM) on 15 April 2020 to discuss conversion of the new EB grade point average to the Danish 7-point grading scale.

Parents from EEB1 in Brussels have written to the Board of the European School Copenhagen as well as the Municipality of Copenhagen because they want to ensure that EB graduates are on the same terms as Danish graduates with similar qualifications when they seek admission to university in Denmark. Some of the parent representatives have also been contacted by parents, who are considering applying for admission to ESCPH, but are concerned about the grade conversion.

The Board discussed which points they should put forward at the meeting in order to secure a fair conversion. The conversion mathematics are complex, but it is a fact that ES students do not get the A bonus, which is awarded to other Danish students. It was also added that the EB students' GPA should be compared with the results of Danish STX graduates rather than the results of all upper secondary students in DK as STX is the upper secondary education most comparable to the EB. The EB also has a higher pass mark.

Decisions:

- *The Board decided to convey all of the above concerns at the meeting and to exert its influence to ensure that the EB conversion is fair and that as a minimum EB students are awarded the A bonus on a par with other Danish students.*
- *It was decided to schedule a pre-meeting between the Board representatives (JC, JRT, MSS, CB and RK) to discuss the key points.*
- *The school's management will determine if the meeting will still go ahead or has been postponed due to COVID-19.*

#### **5. AOB - 5 mins.**

There were no further points discussed. The meeting was concluded.

**4072 Budget Overview**

Anticipated Appropriation (Forv. Bevilling)

|  |                   |
|--|-------------------|
| Appropriation Round 3 (Bevillingrunde 3)                             | 63.344.010        |
| Anticipated additional appropriation for electricity/heating in 2019 | 489.967           |
| Anticipated additional appropriation for new students 5/9-2020       | 1.968.906         |
| BUF Flex DKK 13,000 per month  | 65.000            |
|  | <b>65.867.883</b> |

We expect an appropriation from the City of Copenhagen for the payment of electricity and heating in 2019 of DKK 489,967 (announcement expected in 2020)

|  | Budget<br>2019    | B revised<br>2019 | Accounts<br>2019  | Budget<br>2020    |
|--|-------------------|-------------------|-------------------|-------------------|
| <b>ESCPH</b>   |                   |                   |                   |                   |
| Teaching total (Undervisningens gennemførelse)       | 22.127.755        | 21.515.365        | 22.003.033        | 26.566.026        |
| Salaries teaching (incl. cleaning, tech, kitchen)    |                   |                   |                   |                   |
| Teaching related staff expenses                      | 200.000           | 200.000           | 192.030           | 200.000           |
| Shared educational materials *1 *2                   | 900.000           |                   |                   | 1.960.000         |
| Educational materials Primary                        |                   | 500.000           | 649.655           |                   |
| Educational materials secondary                      |                   | 400.000           | 1.014.953         |                   |
| Culinary school (to cover surplus/deficit)           | 125.000           | 125.000           | -747.725          | 300.000           |
| <b>Teaching - total</b>                              | <b>23.352.755</b> | <b>22.740.365</b> | <b>23.111.946</b> | <b>29.026.026</b> |
| Building costs (Bygningsdrift)                       |                   |                   |                   |                   |
| Building - Fixed (fast, husleje etc.) (Kejd)         |                   | 28.384.000        | 31.175.985        | 30.928.132        |
| Building - energy costs (forsyning, el, varme, etc.) |                   | 685.919           | 1.381.800         | 1.133.804         |
| Building - costs covered by the school (selv)        | 2.022.000         | 1.336.081         | 1.116.999         | 1.160.000         |
| <b>Building - total</b>                              | <b>2.022.000</b>  | <b>30.406.000</b> | <b>33.674.783</b> | <b>33.221.936</b> |
| Management and administration costs                  |                   |                   |                   |                   |
| Salaries (løn) management and admin.                 | 3.283.393         | 3.895.783         | 3.523.307         | 2.866.726         |
| Management and administration                        | 520.000           | 520.000           | 471.465           | 520.000           |
| <b>Management and administration - total</b>         | <b>3.803.393</b>  | <b>4.415.783</b>  | <b>3.994.772</b>  | <b>3.386.726</b>  |
| <b>Total ESCPH</b>                                   | <b>29.178.148</b> | <b>57.562.148</b> | <b>60.781.501</b> | <b>65.634.687</b> |
| Transport costs (befordring)                         |                   |                   |                   |                   |
| Student transport (Elevkørsel)                       | 269.313           | 262.557           | 178.232           |                   |
| <b>Total ESCPH</b>                                   | <b>29.447.461</b> | <b>57.824.705</b> | <b>60.959.734</b> | <b>65.634.687</b> |

233.196

\* 1) DKK 150,000 has been allocated to education meals, which is income for the culinary school

\* 2) Educational materials will subsequently be distributed

Budgetoverblik 2020

|              | Budget<br>2019                          | B revised<br>2019 | Accounts<br>2019 | Budget<br>2020   |
|--------------|---|-------------------|------------------|------------------|
| <b>ESCPH</b> | <b>Culinary School (Madscole)</b>       |                   |                  |                  |
|              | Culinary School - Salaries              | 1.590.000         | 1.714.343        | 2.019.264        |
|              | Culinary School - Other expenses        | 1.428.808         | 1.857.070        | 1.468.226        |
|              | <b>Culinary School - Total expenses</b> | <b>3.018.808</b>  | <b>3.571.413</b> | <b>3.487.490</b> |
|              | Culinary School - Basic grant           | 651.000           | 651.000          | 603.534          |
|              | Culinary School - Other income          | 2.723.616         | 2.754.363        | 2.710.992        |
|              | <b>Culinary School - total income</b>   | <b>3.374.616</b>  | <b>3.405.363</b> | <b>3.314.526</b> |
|              | <b>Culinary School - Total</b>          | <b>355.808</b>    | <b>-166.050</b>  | <b>-172.964</b>  |

**5718 Budget Overview (Overblik)**

Appropriation round 3 (Bevilling runde 3)

Anticipated reimbursement for pedagogue students (stud.pæd)

New students in OFR - 28 x 28.218 kr (5/12)

329.210,00

80.009

8.222.147

**After School Care (KKFO)**

Anticipated appropriation (Forv. Bevilling)

7.928.411

44.535

249.201

|                                  | Budget<br>2019                             | B revised<br>2019 | Accounts<br>2019 | Budget<br>2020   |
|----------------------------------|--|-------------------|------------------|------------------|
| <b>After School Care (KKFO)</b>  |  |                   |                  |                  |
| Activities (beskæftigelse)       | Salaries (løn)                             | 5.034.262         | 5.109.439        | 6.782.363        |
|                                  | Activities (beskæftigelse)                 | 1.200.000         | 911.087          | 600.000          |
|                                  | Food (mad)                                 | 150.000           | 206.224          | 200.000          |
|                                  | Staff expenses (personaleomkostninger)     | 200.000           | 159.875          | 160.000          |
|                                  | Building - costs covered by the ASC (selv) | 250.000           | 258.787          | 340.000          |
|                                  | Administration                             | 100.000           | 117.210          | 115.000          |
| <b>Total - After School Care</b> | <b>6.284.262</b>                           | <b>7.034.262</b>  | <b>6.762.622</b> | <b>8.197.363</b> |
|                                  |  |                   |                  | 24.784           |

Includes recruitment of three new pedagogues (Der er medtaget ansættelse af 3 nye pædagoger)

Increase in the cost of afternoon food/snack (Forhøjelse af betaling for eftermiddagsmad)

## Budget for European School Upper Secondary 2020

| Upper   | Budget<br>2020                                       |
|---|--|
| Grant   |  |
|   | Grant from UVM                                       |
|   | EB Basic subsidy                                     |
|   | Grants from the Municipality                         |
| Grant   | Revenue from the municipality and the state mm.      |
|   | 984.500  |
|   | 400.000  |
|   | 2.500.000  |
|   | 3.884.500  |
| Teaching costs<br>(undervisningens gennemførelse) |  |
|   | Salaries teaching (incl. cleaning, tech)             |
|   | Teaching related staff expenses                      |
|   | Teaching materials (6xxx + 68xx)                     |
|   | Student Activities (67xx)                            |
|   | Study trip (Studieture)                              |
|   | Projects   |
| Teaching costs total                              | Teaching costs total                                 |
|   | 1.540.000  |
|   | 150.000  |
|   | 800.000  |
|   | 100.000  |
|   | 100.000  |
|   | 25.000   |
|   | 2.715.000  |
| Building costs<br>(bygningssdrift)                |  |
|   | Building - energy costs (forsyning, el, varme, etc.) |
|   | Building - school's costs (selv) (3xxx)              |
| Building total                                    | Building total                                       |
|   | 150.000  |
|   | 200.000  |
|   | 350.000  |
| Management and admin. costs                       |  |
|   | Salaries (løn) management and admin.                 |
|   | Management and administration                        |
| Management and adm. total                         | Management and adm. total                            |
|   | 389.200  |
|   | 250.000  |
|   | 639.200  |
| Total   | Total  |
|   | 3.704.200  |
| Resultat  |  |
|   | 180.300  |



| 4072 Accounts Overview                         |  | Status 31.12.2019                          |   |  |                   |   |
|--|--|--|---|--|-------------------|---|
|  |  | Declared appropriation (udmeldt bevilling) | Anticipated appropriation (forv. Bevilling) |  |                   |   |
|  | <b>Round (runde) 15</b>                              | <b>60.671.004</b>                          |   |  |                   |   |
|  |  |  | -833.804                                    | Appropriation electr./heating (Bevilling El/Varme) |                   |   |
|  |  |  | 1.323.771                                   | Expenses electr./heating (Forbrug El/Varme)        |                   |   |
|  | <b>Anticipated appropriation electr./heating</b>     |  | <b>489.967</b>                              |  |                   |   |
|  |  |  | <b>61.160.971</b>                           |  |                   |   |
|  |  | Total expenses/ forbrug                    | Budget                                      | Revised Budget                                     | Total expenses    | Expenses to date v. anticipated total expenses (forbrug ifht. forventet forbrug) in % |
| ESCPH  |  | 2018                                       | 2019  | 2019   | Status 31.12.2019 |   |
|  | Establishment account (etableringskonto)             | 166.452                                    | 1.873.548                                   | 1.873.548  | 1.861.232         | 99%   |
| Teaching costs (undervisningens gennemførelse) | Salaries teaching (incl. cleaning, tech, kitchen)    | 12.012.872                                 | 22.127.755                                  | 21.515.365   | 22.003.033        | 102%  |
|  | Teaching related staff expenses                      | 172.787                                    | 200.000                                     | 200.000  | 192.030           | 96%   |
|  | Teaching materials Primary                           | 2.204.461                                  | 900.000                                     | 500.000  | 649.655           | 130%  |
|  | Teaching materials Secondary                         |  |   | 400.000  | 1.014.953         | 254%  |
|  | Culinary school (Madskole)                           | -47.236                                    | 125.000                                     | 125.000  | -747.725          | -598%   |
| <b>Teaching total</b>                          | <b>Teaching costs total</b>                          | <b>14.342.884</b>                          | <b>23.352.755</b>                           | <b>22.740.365</b>                                  | <b>23.111.946</b> | <b>102%</b>   |
| Building costs (bygningssdrift)                | Building - Fixed (fast, husleje etc.) (Kejd)         | 12.899.620                                 | 28.384.000                                  | 28.384.000   | 31.175.985        | 110%  |
|  | Building - energy costs (forsyning, el, varme, etc.) |  | 685.919                                     | 685.919  | 1.381.800         | 201%  |
|  | Building - school costs (selv)                       | 2.039.964                                  | 1.336.081                                   | 1.336.081  | 1.116.999         | 84%   |
| <b>Building total</b>                          | <b>Building costs total</b>                          | <b>14.939.584</b>                          | <b>30.406.000</b>                           | <b>30.406.000</b>                                  | <b>33.674.783</b> | <b>111%</b>   |
| Management and admin. costs                    | Salaries (løn) management and admin.                 | 3.355.172                                  | 3.283.393                                   | 3.895.783  | 3.523.307         | 90%   |
|  | Management and administration                        | 578.864                                    | 520.000                                     | 520.000  | 471.465           | 91%   |
| <b>Management and adm. total</b>               | <b>Management and administration total</b>           | <b>3.934.036</b>                           | <b>3.803.393</b>                            | <b>4.415.783</b>                                   | <b>3.994.772</b>  | <b>90%</b>  |
| <b>Total</b>                                   | <b>Total excl. transport</b>                         | <b>33.216.503</b>                          | <b>57.562.148</b>                           | <b>57.562.148</b>                                  | <b>60.781.501</b> | <b>106%</b>   |
| Transport costs (befordring)                   | Student transport (elevkørsel)                       | 269.313                                    | 262.557                                     | 262.557  | 178.232           | 68%   |
| <b>Total</b>                                   | <b>Total</b>   | <b>33.485.817</b>                          | <b>57.824.705</b>                           | <b>57.824.705</b>                                  | <b>60.959.734</b> | <b>105%</b>   |
|  |  |  |   |  | 60.959.734        |   |
|  |  |  |   |  | 60.671.004        |   |
|  |  |  |   |  | 489.967           |   |
|  |  |  |   |  | 61.160.971        |   |
|  |  |  |   | <b>Result 2019</b>                                 | <b>201.237</b>    | 0,33%   |
|  |  |  |   |  |                   |   |
|  |  | <b>KKFO/ASC</b>                            | <b>KKFO/ASC</b>                             |  |                   |   |
|  |  | Declared appropriation (udmeldt bevilling) | Anticipated appropriation (forv. Bevilling) |  |                   |   |
|  | <b>Round 15</b>                                      | <b>7.114.067</b>                           | <b>7.114.067</b>                            |  |                   |   |
|  |  | Total expenses/ forbrug                    | Budget                                      | Revised Budget                                     | Total expenses    | Expenses to date v. anticipated total expenses i %                                    |
| AFTER SCHOOL CARE (ASC)                        |  | 2018                                       | 2019  | 2019   | Status 31.12.2019 |   |
| Activities (beskæftigelse)                     | Salaries (løn)                                       | 4.854.796                                  | 4.934.262                                   | 5.034.262  | 5.109.439         | 101%  |
|  | Activities (beskæftigelse)                           | 572.001                                    | 650.000                                     | 1.200.000  | 911.087           | 76%   |
|  | Food (mad)   | 90.201                                     | 150.000                                     | 150.000  | 206.224           | 137%  |
|  | Staff expenses (personaleomkostninger)               | 115.773                                    | 150.000                                     | 150.000  | 159.875           | 107%  |
|  | Building - school costs (selv)                       | 23.287                                     | 250.000                                     | 350.000  | 258.787           | 74%   |
|  | Administration                                       | 61.442                                     | 100.000                                     | 150.000  | 117.210           | 78%   |
| <b>Total</b>                                   | <b>Total</b>   | <b>5.717.500</b>                           | <b>6.234.262</b>                            | <b>7.034.262</b>                                   | <b>6.762.622</b>  | <b>96%</b>  |
|  |  |  |   |  | 6.762.622         |   |
|  |  |  |   |  | 7.114.067         |   |
|  |  |  |   | <b>Result 2019</b>                                 | <b>351.445</b>    | 4,94%   |

## Focus Point 2: Evaluation and assessment to ensure academic progression of all students

|  |   |   |   |
|--|---|---|---|
| <p><b>Description:</b></p> <p>We need to evaluate and assess student performance to ensure the academic progression of all students.</p> <p>The school needs to develop tools and techniques to assess teaching methods and monitor the students' performance in order to address potential areas for concern.</p> | <p><b>Objective:</b></p> <p>To develop evaluation strategies for assessing the students' learning, performance and progression.</p> <p>To attain and use data to identify potential areas for development and implement the right educational/pedagogical initiatives.</p> <p>To equip teachers and pedagogues with guidelines and tools for giving feedback to the individual students and help them progress.</p> | <p><b>Action plan:</b></p> <p>The school's management will be attending a two-year management course (Oslo-skolen) for school managers in the Municipality of Copenhagen with a focus on "ledelse for øget læring" (leadership for increased learning), including among other things the use of data, to improve the students' learning.</p> <p><b>The school's management has completed the first part of the course.</b></p> <p>The school will develop and pilot harmonised/standardised assessments across the language sections, especially in L1 and Maths (in Secondary, also in Science).</p> <p>Two evaluation-and quality coordinators will work with an IT expert to create harmonised tests for different year levels, e.g: grade 0, P3, P5, S3, S5 and S7. It will involve input from subject teachers and looking at the tests we already use. It is a big task that will continue in the next school year and one primary teacher and one secondary teacher is</p> <p>The role of the evaluation- and quality coordinator is:</p> <ul style="list-style-type: none"> <li>- To ensure horizontal alignment across sections with the subject coordinators.</li> <li>- To develop a system (with relevant teachers) for harmonising standards and learning goals within each cycle, across language sections (S1-3, S4-5 and the transition to S6-S7), and in all subjects. This includes the development of tests with the language section coordinators.</li> <li>- To develop a year plan for subject coordinator meetings and meetings between subject</li> </ul> | <p><b>Evaluation:</b></p> <p>Harmonised/standardised assessments developed and piloted.</p> <p>Assessments have been developed for L1 reading, maths and L2. Results are still kept differently across classes and language sections.</p> <p>Many teachers are working with scores collected and a colour coding system used to identify strengths and weaknesses, which provides a very good base.</p> <p>The tests are there but need to be harmonised.</p> <p>Closer collaboration between management and class teams to assess student performance through data.</p> <p>Management have been observing classes and discussing methods and the students'</p> |
|--|---|---|---|

**Focus Point 2: Evaluation and assessment to ensure academic progression of all students**

|  |  |  |  |
|--|--|--|--|
|  |  | <p>coordinators and evaluation- and quality coordinators.</p> <ul style="list-style-type: none"> <li>- To develop a transition policy with teachers from primary to ensure a good transition (academics and well-being) from primary to secondary.</li> </ul> <p>Meeting time on Tuesdays is at the disposal of the evaluation- and quality coordinators.</p> <p>Implement “Læring der ses” project from the Municipality of Copenhagen (“visible learning” initiative), where a coordinator (didaktisk vejviser) facilitates discussions in the teams regarding learning goals, progression and feedback to students.</p> <p>In January 2020, all the teachers met to discuss how the school should work with ‘visible learning’ and we discovered that visible learning is very well integrated into the teachers’ daily teaching practices. All teachers share learning goals with their students in a variety of ways depending on the age range of the children being taught. Assessment tools are being used to record and track progression for literacy and numeracy, and these tools are being regularly evaluated. Students are also regularly receiving feedback in a variety of ways.</p> <p>Visible learning is constantly practiced and all discussions regarding teaching and learning touches upon the principles of visible learning. Visible learning and differentiation methods are also reflected in the teachers’ year and semester plans.</p> <p>The representative from the Municipality was</p> | <p>performance at class conferences.</p> <p>A decision on how to save and use the data is yet to come.</p> <p>Coordinator (didaktisk vejviser) facilitates “læring der ses” discussions in the section team meetings with a view to develop guidelines.</p> <p>A PowerPoint outlining many examples of visible learning being used by teachers and students at the European School Copenhagen has been created. Teachers agreed that this was an excellent resource to help further equip teachers with guidelines and tools for giving feedback to individual students. It can be used as a catalogue of good practice for working with visible learning. In the coming school year this catalogue will be added to, with further ideas and examples of visible</p> |
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**Focus Point 2: Evaluation and assessment to ensure academic progression of all students**

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|  |  | <p>impressed and was happy to give feedback to the Municipality that the European School Copenhagen is meeting all expectations for visible learning.</p> | <p>learning.<br/>One focus will be on Feedback. How do we do this in our school?<br/>What is the current research suggesting?<br/>What do we use in the different classes? What is working and what could be adapted? It is also important to stay abreast of what is happening in other European Schools.<br/>Visible learning coordinators facilitate discussions as necessary, especially to gather further examples of good practice in teaching and learning. Teachers can share the many ways they work with visible learning which can be used as a tool for all teachers to ensure best practice for visible learning.<br/>Next school year, we plan having teachers observing each other in the classes to inspire</p> |
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**Focus Point 2: Evaluation and assessment to ensure academic progression of all students**

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|  |  |  | <p>and challenge each other.</p> <p>The management will set up more meetings on sharing best practice with different focus points e.g. collection and use of data and feedback.</p> <p>Should the school assess wellbeing among the students and organise a survey?</p> <p>In February 2020, the students in primary and secondary participated in the UNICEF Rights School Survey. A summary of the findings is currently being prepared. In March, the Student Rights Council selected three areas in the survey that they would like to focus on: 1) raise awareness of the children's rights articles, 2) improve the toilets (the area where they felt most uncomfortable) and 3) initiatives to ensure that all the children feel</p> |
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**Focus Point 2: Evaluation and assessment to ensure academic progression of all students**

that they have an adult they are comfortable talking to.

The Secondary Student Council has also discussed how to improve wellbeing. Based on these discussions, the Student Council has arranged a secondary party.

The Secondary Student Council has also drafted a mobile phone policy in order to balance use of mobile phones during school hours.

The work to improve wellbeing in secondary needs to be further developed and will be a focus point in the coming years. The secondary students would like to focus more on how to use the school space more efficiently during the day and have more after school activities.

**Focus Point 2: Evaluation and assessment to ensure academic progression of all students**

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|  |  |  | <p>In the autumn 2019, a wellbeing survey (børnemiljøvurdering) was also conducted in the After School Care (nursery class to primary 3) and the ASC has subsequently prepared a pedagogical action plan based on the key findings in the survey.</p> |
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## Follow-up from the meeting with UFM/UVM on Wednesday 15.4.2020

### Communications strategy:

1. Update the Municipality of Copenhagen on the outcome of the meeting with UFM/UVM.

The management at ESCPH will request a meeting with the BUF Head of District or other relevant manager in the Municipality to inform them of the outcome of the meeting:

- Students at ESCPH with five and six subjects at A level will not be awarded the A-bonus as this is exclusively for students, who complete the Danish "studentereksamen". We want to make the Municipality aware of this so they can help us share all the positive stories and benefits of the EB and ESCPH, e.g. that we are a high school with high academic standards that qualifies and prepares students for higher education.
- Following agreement with the meeting participants, we have received a report that shows the number of EB students, who have been admitted to higher education institutions in Denmark. We will review this report in detail and include it in our meeting with the Municipality.

Deadline: 01.07.2020

2. Prepare a cover letter for the EB diploma with a short description of the programme and subjects taken at A-level.

The management at ESCPH (Julie Rørdam Thom + Mette-Sophie Skærlund) will prepare a cover letter to the ESCPH EB diploma that the students can share with the universities/higher education institutions that they decide to apply to. The cover letter will show how many A-level subjects the student has taken and will briefly describe the content of the EB program. The cover letter will be handed out at graduation (the first time in 2023).

Deadline: 01.06.2020

3. Write information for the school's website as described under point 2 but more detailed.

Deadline: 01.06.2020

4. Develop a "pixi-guide" with information about the European School system and ESCPH to be shared with universities and other higher

Annex 5.1. Follow-Up UFM/UVM Meeting 15.04.2020





education institutions such as KU, CBS etc. and handed out at the upper secondary information evening in 2021.

Deadline: 01.06.2020

/ JRT, 16 April 2020

# European School Copenhagen

## Holiday Plan 20/21 **CORRECTION**

| Jul  | Aug  | Sep  | Okt  | Nov  | Dec         | Jan        | Feb  | Mar  | Apr          | Maj      | Jun            |
|------|------|------|------|------|-------------|------------|------|------|--------------|----------|----------------|
| O 1  | L 1  | T 1  | T 1  | S 1  | T 1         | F 1 Nyårsd | M 1  | M 1  | T 1 Skærtor  | L 1      | T 1            |
| T 2  | S 2  | O 2  | F 2  | M 2  | O 2         | L 2        | T 2  | T 2  | F 2 Langfre  | S 2      | O 2            |
| F 3  | M 3  | T 3  | L 3  | T 3  | T 3         | S 3        | O 3  | O 3  | L 3          | M 3      | T 3            |
| L 4  | T 4  | F 4  | S 4  | O 4  | F 4         | M 4        | T 4  | T 4  | S 4 Påske    | T 4      | F 4            |
| S 5  | O 5  | L 5  | M 5  | T 5  | L 5         | T 5        | F 5  | F 5  | M 5 2. Påske | O 5      | L 5 Grundlovsd |
| M 6  | T 6  | S 6  | T 6  | F 6  | S 6         | O 6        | L 6  | L 6  | T 6          | T 6      | S 6            |
| T 7  | F 7  | M 7  | T 7  | L 7  | M 7         | T 7        | S 7  | S 7  | O 7          | F 7      | M 7            |
| O 8  | L 8  | T 8  | T 8  | S 8  | T 8         | F 8        | M 8  | M 8  | T 8          | L 8      | T 8            |
| T 9  | S 9  | O 9  | F 9  | M 9  | O 9         | L 9        | T 9  | T 9  | F 9          | S 9      | O 9            |
| F 10 | M 10 | T 10 | L 10 | T 10 | T 10        | S 10       | O 10 | O 10 | L 10         | M 10     | T 10           |
| L 11 | T 11 | F 11 | S 11 | O 11 | F 11        | M 11       | T 11 | T 11 | S 11         | T 11     | F 11           |
| S 12 | O 12 | L 12 | M 12 | T 12 | L 12        | T 12       | F 12 | F 12 | M 12         | O 12     | L 12           |
| M 13 | T 13 | S 13 | T 13 | F 13 | S 13        | O 13       | L 13 | L 13 | T 13         | T 13 Kr. | S 13           |
| T 14 | F 14 | M 14 | T 14 | L 14 | M 14        | T 14       | S 14 | S 14 | O 14         | F 14     | M 14           |
| O 15 | L 15 | T 15 | T 15 | S 15 | T 15        | F 15       | M 15 | M 15 | T 15         | L 15     | T 15           |
| T 16 | S 16 | O 16 | F 16 | M 16 | O 16        | L 16       | T 16 | T 16 | F 16         | S 16     | O 16           |
| F 17 | M 17 | T 17 | L 17 | T 17 | T 17        | S 17       | O 17 | O 17 | L 17         | M 17     | T 17           |
| L 18 | T 18 | F 18 | S 18 | O 18 | F 18        | M 18       | T 18 | T 18 | S 18         | T 18     | F 18           |
| S 19 | O 19 | L 19 | M 19 | T 19 | L 19        | T 19       | F 19 | F 19 | M 19         | O 19     | L 19           |
| M 20 | T 20 | S 20 | T 20 | F 20 | S 20        | O 20       | L 20 | L 20 | T 20         | T 20     | S 20           |
| T 21 | F 21 | M 21 | T 21 | L 21 | M 21        | T 21       | S 21 | S 21 | O 21         | F 21     | M 21           |
| O 22 | L 22 | T 22 | T 22 | S 22 | T 22        | F 22       | M 22 | M 22 | L 22         | L 22     | T 22           |
| T 23 | S 23 | O 23 | F 23 | M 23 | O 23        | L 23       | T 23 | T 23 | F 23         | S 23     | O 23           |
| F 24 | M 24 | T 24 | L 24 | T 24 | T 24        | S 24       | O 24 | O 24 | L 24         | M 24 2.  | T 24           |
| L 25 | T 25 | F 25 | S 25 | O 25 | F 25 Juleda | M 25       | T 25 | T 25 | S 25         | T 25     | F 25           |
| S 26 | O 26 | L 26 | M 26 | T 26 | L 26 2.     | T 26       | F 26 | F 26 | M 26         | O 26     | L 26           |
| M 27 | T 27 | S 27 | T 27 | F 27 | S 27        | O 27       | L 27 | L 27 | T 27         | T 27     | S 27           |
| T 28 | F 28 | M 28 | T 28 | L 28 | M 28        | T 28       | S 28 | S 28 | O 28         | F 28     | M 28           |
| O 29 | L 29 | T 29 | T 29 | S 29 | T 29        | F 29       | M 29 | M 29 | T 29         | L 29     | T 29           |
| T 30 | S 30 | O 30 | F 30 | M 30 | O 30        | L 30       | T 30 | T 30 | F 30 Bededa  | S 30     | O 30           |
| F 31 | M 31 |      | L 31 |      | T 31        | S 31       |      | O 31 |              | M 31     |                |

School days:

0 11 22 17 21 14 20 15 20 14 18 19

School days total

191 190

It is proposed that we extend the "Pinse" break with one day, Tuesday 25th May.  
This brings the total number of school days down to 190.

Annex 6.1. School Holiday Calendar 2020-2021\_Correction

Green = holidays  
Yellow = school days