

Tilsynserklæring for skoleåret 2025/2026 for Copenhagen International School:

1. Skolens navn og skolekode

Skolekode: 157041	Skolens navn: Copenhagen International School
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1.1 Navn på den eller de tilsynsførende

Linda Jensen

2. Angivelse af datoer for tilsynsbesøg samt i hvilke klasser og fag, tilsynet har overværet undervisningen, på de enkelte datoer.

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

Dato	Klasse	Fag	Fagområde	Tilsynsførende
27-10-2025	PK/børnehave	Creativity and Expression	Praktiske/musiske fag	Linda Jensen
27-10-2025	Grade 1, 0. klasse	Visual arts	Praktiske/musiske fag	Linda Jensen
27-10-2025	4	Reflection Journal	Naturfag	Linda Jensen
27-10-2025	Kindergarden	Homeroom, interdisciplinary	Praktiske/musiske fag	Linda Jensen
27-10-2025	9 (8. klasse)	Music	Praktiske/musiske fag	Linda Jensen
27-10-2025	6 (5. klasse)	Design	Praktiske/musiske fag	Linda Jensen
27-10-2025	6 (5. klasse)	Danish	Humanistiske fag	Linda Jensen
26-01-2026	0	Science	Naturfag	Linda Jensen
26-01-2026	0	Maths	Praktiske/musiske fag	Linda Jensen
26-01-2026	1	Maths	Naturfag	Linda Jensen
26-01-2026	7	Science	Naturfag	Linda Jensen
26-01-2026	9	PE	Praktiske/musiske	Linda Jensen

			fag	
26-01-2026	8	Maths	Naturfag	Linda Jensen
26-01-2026	5	Individuals and Societies	Humanistiske fag	Linda Jensen
26-01-2026	8	Individuals and Societies	Humanistiske fag	Linda Jensen

2.1 Beskrivelse af tilsynsbesøg

Regarding the grades above: I converted the grades to the Danish system in the above overview. Except for Danish for ethnic Danes year 9 = 9. Klasse, the rest of the cis grades equal Danish classes minus one year. Year 8 = 7. Klasse.

As supervisor of the school I'm obliged to observe at least 4 lessons per year. My task is to evaluate the academic level, freedom and democracy, equality between the genders and the procedure for referral of students with special needs.

I have visited the school twice this academic year and have seen a range of lessons that provided me with the necessary findings upon which to base my report. I spent 20 minutes in each class from 8-12 (so some descriptions may not be 100% complete). After lunch I floated around to soak up relevant findings which can be seen under the respective headline.

Prior to carrying out my observations I spoke with the new school director, Chris Andre, Jan Humpleby, Stephen McIlroy, teachers and students, who willingly answered my questions.

CIS is an authorised International Baccalaureate (IB) World School and offers both the Primary Years Programme and Middle Years Programme and Diploma Programme. Further details regarding the programmes can be found on the school's website.

However, let me briefly state that the programme is interdisciplinary until year 10 (MYP) at which point the subjects are divided more into their own subjects. The programme operates quite similarly to the way that it does in Danish state schools but with some differences. One of them is that science is taught from early years.

My report is based on the conversations I had with staff and students, representative from the the students' Council, my observations of classes, the school's official webpage and FB page, student grades, posters and lesson plans. I therefore believe that I have a solid foundation upon which to base my report.

3. Foregår undervisningen udelukkende på dansk i alle fag, sprogfag undtaget?

Nej

Efter lov om friskoler og private grundskoler m.v. § 2, stk. 3 er undervisningssproget i en fri grundskole dansk, dog er undervisningssproget i de tyske mindretalsskoler tysk. § 6 a Skolens lærere skal beherske dansk i skrift og tale,

dette gælder dog ikke lærerne ved de tyske mindretalsskoler eller ved skoler, der har fået godkendt et andet undervisningssprog end dansk.

3.1 Hvis nej: Har skolen fået godkendt et andet undervisningssprog end dansk af undervisningsministeren, jf. lov om friskoler og private grundskoler m.v. § 2 stk. 3

Engelsk

3.1 Uddybning

The school has the permission to teach in English.

4. Står undervisningen inden for det humanistiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

4.1 Uddybning

Regarding humanities: The subjects are described individually.

5. Står undervisningen inden for det naturfaglige fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

5.1 Uddybning

Regarding science:

Reflection journal: The LO is the body, and the teacher had a doctor to help them understand concepts of health and sickness. He explained about food, blood pressure, heart rate, digestion and the brain. During the coming week the students had to examine daily intake of fluids and why the belly makes sound, and on Friday he would

come and meet the students to wrap up this topic.

Primary: This class was designing a marble run in order for the students to learn to make experiments and make mistakes but also to learn something.

Year 1: Introduction to a new unit focusing on pull/push forces. After a thorough instruction each student had to guess various types of forces and label them.

Year 8, LO: Genetics. First task was to discuss the biological background for the colour of your eyes. Second focus point was "traits" in various organisms. Furthermore, similarities and differences between twins were analyzed. Furthermore, based on videos and websites the students had to fill out a worksheet regarding phenotype and genotype.

6. Står undervisningen inden for det praktisk-musiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

6.1 Uddybning

Regarding music and practical subjects:

PK Creativity and Expression. The class was divided into stations each working with their own thing such as drawing, creating autumn things, making play dough in autumn colours and looking at different materials. Today the focus was on wood, and one of the stations was a wood station with exhibition, internet, and a lab-lamp.

Grade 1, visual arts: The learning objective was to apply lines on a clay fish. First, theory on clay was introduced, secondly, the teacher formed an example of a fish, and on the screen other fish were shown. Subsequently, the students had to create their own fish.

Year 9 (8. klasse), music: LO was to compose music for a video game character. Before I entered the room the students had heard instructions, and during my visit they were in the process of composing by means of any instrument or a programme within the guidelines given.

Design: Year 6 (5. klasse): Final improvements to their woodworking project based on the feedback and evaluation they received in the previous lesson. <This is the final stage of the unit called Scapi, a product design unit that tests students' ability to be creative by developing a custom-made product for a client of their choice.

Primary, PE: Warm up tag game games followed by another game involving a ball, a soft racket and movement. I did not see the full class but I saw a prepared teacher and very energetic students moving a lot and having fun at the same time.

PE, grade 10: LO: Improvement of a self chosen skill. Prior to practising each student had filmed him/herself, followed by training and consequently filming again to see the progress.

I confirm that the level of creative and practical subjects is in line with the standard in the Danish state schools.

7. Står elevernes standpunkt i dansk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

7.1 Uddybning

Danish acquisition and literature: On all international schools there is a growing challenge with Danish because there are fewer and fewer Danes in the classes, meaning that Danish is spoken and heard less and less as the instruction language in the other classes is English. Besides, in PYP there are fewer Danish lessons than in Danish state schools meaning that the teachers focus on language skills and leave the literature to Literature classes. The team of Danish teachers have set up some ways of maximising the outcome. Non-native speakers learn Danish as a second language.

Danish, grade 6(5. klasse)

The students were introduced to the novel "Drengen, der samlede på ord2 (The boy Who Collected Words), with a particular focus on World War II as seen from the perspective of a Danish child. This session aimed to familiarise the students with the novel while emphasising vocabulary development through word collection activities. Additionally, the unit used Universal Design for Learning (UDL)

8. Står elevernes standpunkt i matematik mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

8.1 Uddybning

Regarding maths:

Year 3: The students worked in stations. Part of the time a group was doing a time assessment while others were doing maths related games. I saw multiplication and addition.

Year 9: LO: To solve equations graphically and algebraically. Subsequently, the students had to figure out which way is the best + pros/cons.

I have thus observed three math lessons starting in grade two, three, and finishing in grade year 9. I confirm that the content of each lesson is relevant and that there is a clear progression from early to late years.

9. Står elevernes standpunkt i engelsk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

9.1 Uddybning

English: This is parallel to the way Danish is taught in state schools, as English is the instructional language of the school and the mother tongue of many of the students, and consequently the level of English is high.

Already in Kindergarten the students are getting a feel for reading books. Their teachers read stories to them and they learn the letters. In the library stories are also read to them, and they get to choose their own books.

The instruction language of the school is English, and consequently the level is higher than in the Danish state schools.

I observed kindergarten drawing halloween items which was relating to how to make a story. The students had chosen to make a ghost house and were going to make stop motion presentation. I saw a presentation and heard them write and tell their weekend story.

10. Fører skolen til prøve i historie?

Nej

10.1 Årsag

Skolen afholder ikke prøve i historie jf. §8a, stk. 5

10.2 Står elevernes standpunkt i historie mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

10.3 Uddybning

History is not an individual subject but part of Individuals and Societies.

I observed year 6 (5. klasse) which started on a new unit called Ethical Consumerism. The LO of this first lesson was to focus on what responsibilities consumers have. During my visit history was mentioned in the way that consumers have power to choose things which can effect companies and the economy of various countries.

Individuals and Societies year 9 (8. klasse): LO: European history with focus on WW1. At the beginning of the lesson the students were asked to reflect on why countries fight wars. Next assignment was to compare a contemporary map with a map from WW1.

The teacher told me that the unit focuses more on causes and consequences of war whereas the descriptions of the actual events are less described.

Although history is not an individual subject I think that history is learned.

11. Står skolens samlede undervisningstilbud ud fra en helhedsvurdering mål med, hvad der almindeligvis kræves i folkeskolen

Ja

11.1 Uddybning

The overall assessment of the academic of CIS:

During my visits I have seen high level teachers in well equipped class rooms. Usually, the structure of a lesson starts with an introduction/ repetition, description of the learning objective (LO) theory presented in multiple ways: (teachers, books, videos, slides), class activity (books, exercises, group work etc.), and finally the students will do a reflection and the teacher will make a evaluation of the results.

Also, I have seen lesson plans, unit plans and year syllabi, books and learning platforms. Posters and exhibitions throughout the school demonstrate that learning is taking place. On the website of the school anyone can see a description of the the IB and on social media anyone can see photos and videos of fun and playful learning activities. There is a clear progression of academics from early years to late years. All classes work well where the teacher has a program than be conducted as planned, but a few times I observed demotivated students, conflicts or other issues but action is taken in a respectful way.

My conclusion is that the academic level of the school measures up to the standards of the Danish state schools.

12. Forbereder skolen efter sit formål og i hele sit virke eleverne til at leve i et samfund som det danske med frihed og folkestyre?

Ja

12.1 Uddybning

Elaboration on freedom and human rights, democracy and human rights.

First of all: In all classes - at all times and in all subjects - there is a constant focus on social behaviour. Obviously, the focus is mostly needed in younger classes where the grounds for good behaviour are laid.

The school's culture and atmosphere demonstrate that this is not just a goal on paper, but something that the school community takes seriously and tries to practice. The description of CIS values (which is clearly mirrored in the school's daily life) includes:

- That students learn to work independently and in collaboration with others
- That the school works with social training and conflict resolution
- That students are included in the creation of community rules of behaviour
- That students are given an ever-increasing level of responsibility throughout their schooling
- That the school is involved in the local society which is being enhanced by competing in sports and social events, visiting companies and having visitors to the school. However, the school tends to be the centre of life in Denmark, although initiatives with community groups, student trips, and local school competitions are attempting

to expand their experiences.

On several of the school's display boards, I saw various lists with votes and proposals of all kinds. One of the signs in all classrooms says: Responsible, caring, respectful.

Guidelines of the anti-bullying policy can be found on the school's website.

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

See above.

14. Udvikler og styrker skolen elevernes kendskab til og respekt for grundlæggende friheds- og menneskerettigheder?

Ja

14.1 Uddybning

See above.

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

Gender divided activities: No, except in changing rooms and certain parts of sexual guidance lessons

16. Arbejder skolen løbende med at sikre kønsligestilling på skolen?

Ja

16.1 Uddybning

Equality between the sexes: Yes, from what I have seen in classes. I also noticed an open invitation to a Gender & Sexuality Alliance club taking place every week. In fact this club is being extended to include to all students who struggle with identity and some times loneliness. There is also an inclusion and belonging club which is similar to the students' council. Both students and teachers support traditionally marginalised groups.

17 Har skolens elever dannet elevråd eller varetager eleverne på anden demokratisk måde deres fælles interesser vedrørende skolen?

Ja

17.1 Uddybning

Student council: Yes, the school has a Student Council and I met with 5 members of them. I have spoken to 5 representatives from Student Council. They told me how they ask their fellow class mates to speak their voice (the method varied), and all the representatives met on a regular schedule. Right now there is a minor thing about ensuring flexible locker rooms relating to PE (idræt) in process. In general, they felt that they were being heard and didn't get a lot of issues to deal with, because the school is well functioning. Instead they were involved with organizing Proms, planning, last day of school etc. The only problem was that it could be difficult to find representatives to join the Council.

19 Har skolen en praksis, der understøtter, at de ansatte efterlever deres skærpede underretningspligt, fx ved at have beskrevne procedurer?

Ja

19.1 Uddybning

Does the school have a safeguarding procedure? Yes, it is described in the school handbook.

20 Sikrer skolen, at de ansatte ved, at den skærpede underretningspligt er personlig?

Ja

20.1 Uddybning

Does the school ensure that referral of a student with special needs to the county is personal? Yes, it is described in the handbook.

21. Donationer

Har skolen i det foregående regnskabsår modtaget en eller flere donationer som tilsammen overstiger 20.000 kr. eksklusive moms fra samme donator?

Ja

21.1 Oplys navn og adresse og beløb i kr. eksklusive moms i forbindelse med donatorer, der har givet en eller flere donationer, der tilsammen overstiger 20.000 kr. eksklusive moms. Donationerne kan være givet som kontantbeløb, varer, tjenesteydelser mv.

Navn	Adresse	Beløb i kroner
Copenhagen International School Parent Teacher Association (PTA)nk	Levantkaj 4-14, 2150 Nordhavn	22500,00
Modtagne donationer fra tidligere år, der ikke er anvendt endnu	Levantkaj 4-14, 2150 Nordhavn	65754,00
Office of overseas schoolsnk	Department of state, Room H-328, Washington D.C. 20522-0103	288675,00

21.2 Angiv den samlede størrelse af alle donationer i kr. eksklusive moms.

449508,00 kr.

22. Tilsynets sammenfatning

Conclusion: I have seen well prepared teachers and relevant materials, a clear structure and a warm, yet respectful bond between staff and students. My own observations correspond to the findings of the documentation. I confirm that the Copenhagen International School measures up to the standard of the Danish state schools.