



School-Wide Teaching Evaluation Viking International School

Academic Year 2025/2026

“This evaluation reviews the school’s overall teaching and learning provision in accordance with Lov om Frie Grunnskoler, §1, stk. 3. It ensures ongoing quality development and alignment with the school’s pedagogical goals and curriculum framework. A review of teaching evaluation takes place every 2 years.”

Date created: November 2025

1. Methods Used

Student wellbeing and learning survey
Staff survey
Classroom observations
Review of assessment and academic progress data
Review of SEN and differentiation practices
Review of mapping and planning
Teacher lesson observations
School inspection report

2. Key Findings

At Viking International School we deliver a strong international curriculum based on the British National Curriculum and aligned with the Danish National Curriculum meaning that students learn within an internationally recognised framework while meeting Danish educational requirements. Over the past two years, curriculum alignment and progression across subjects have been a key focus for the school. We have developed new teaching plans which clearly demonstrate the curriculum alignment across all subjects between the Danish and British curriculums. New teaching plans will be published on the website in early 2026.

The curriculum is engaging, interactive, and well-differentiated to meet individual learning needs, including those of SEN students who benefit from targeted support and structured scaffolding. Classroom observations show consistent use of clear learning objectives, varied teaching strategies, and effective assessment. Teachers plan collaboratively, maintain coherent progression across year groups, and integrate inquiry-based learning and critical thinking.

High-quality learning environment with strong differentiation, inclusive practices, and a well-developed international curriculum structure is at the heart of our school.

3.1 Teaching Quality

Teaching quality is consistently strong. Teachers are regularly observed throughout the year and also take part in peer observations, which helps them refine their practice and learn from one another. Staff are highly engaged with their students and follow positive discipline as a framework for interacting with students. A review of teaching plans shows that they are well-structured, aligned with curriculum goals, and appropriately differentiated for all learners, including SEN students.

Lessons show clear objectives, varied strategies, and effective use of formative assessment. Ongoing professional training further supports teachers in maintaining high standards and delivering excellent learning experiences across the school.

To ensure consistent oversight of the curriculum, we are planning to introduce Curriculum Coordinators in the academic year 2027. These roles will support the monitoring and development of each subject, ensuring that curriculum expectations are met across all year groups. Curriculum Coordinators will also be responsible for ensuring that subject areas

within the framework of *Fælles Mål* are fully implemented and aligned with the school's international programme.

3.2 Student Learning & Progress

Teachers employ a combination of formative and summative assessment methods to monitor student learning. Students are regularly assessed to ensure that learning objectives are met and that teachers have an accurate understanding of each child's progress. Overall, student progress across the school remains strong.

Our goal for 2026 is to develop a centralised and uniform assessment system, which will provide more consistent data and support more informed decisions regarding student support, differentiation, and lesson improvement.

3.3 Differentiation & Inclusion

As an inclusive school differentiation is an integral part of everyday teaching. Teachers adapt instruction to meet the needs of SEN students as well as learners with other needs, such as EAL students. The school has dedicated classroom support teachers who join lessons when needed, working with students in smaller groups or providing targeted 1-to-1 support. This approach had worked well and will continue.

Teachers use a range of strategies (including scaffolded tasks, flexible grouping, visual supports, and tiered assignments) to ensure all learners can access the curriculum. Overall, the school demonstrates strong inclusive practice, and students benefit from a supportive environment that promotes both academic progress and personal development.

3.4 Learning Environment & Wellbeing

In 2025 VIS was shortlisted for the TES International School Awards in Student Mental Health and we are awaiting to hear the final result. The dedicated Wellbeing Coordinator supports students daily while helping maintain a positive and nurturing atmosphere.

Student surveys show that learners feel happy and safe at school. VIS has successfully integrated emotional and social support animals to help children with regulation and anxiety, and this work has led to an application to the EU Commission for research sponsorship.

Our collaboration with PPR has strengthened over the years, ensuring timely support and coordinated intervention for students who need additional guidance. Staff receive regular training in safeguarding, inclusive practice, behaviour support, and mental health awareness.

Despite our efforts, we currently lack access to a full sports hall for P.E. lessons, but we will continue working with the municipality to secure appropriate facilities. To further enhance the learning environment, a fully equipped science laboratory will be installed at the end of 2025, significantly improving hands-on learning opportunities in science.

A point to address is playground facilities to create a more engaging and stimulating outdoor space for students.

3.5 Communication & Collaboration with Families

At VIS we use an online learning platform that gives parents full access to their children's learning. For each unit, parents can see the learning objectives, key activities, and end-of-unit assessments. Teachers also post daily updates about classroom activities, giving families a clear picture of students' experiences and progress. Additionally parents are regularly informed about school wide life via monthly management newsletter.

We currently hold three parent meetings per year, one of which is a dedicated student-led conference where children present their achievements and learning from the year; an approach that has proven very successful in strengthening student ownership and parental engagement.

We have also established a parent-teacher association called Friends of VIS, responsible for organising community events that bring families and the school closer together. In addition, each classroom has parent representatives to support communication, strengthen collaboration, and promote positive parental involvement across the school.

3.6 Areas of Strength

1. Student wellbeing
2. Student academic achievement and progress
3. Teaching quality and ongoing teacher training
4. A highly innovative, hands-on, cross-subject curriculum

3.7 Areas to Improve

1. Teaching plans that consistently show alignment between the Danish and British curricula created for all subjects and uploaded to the website
2. Improved playground facilities to enhance outdoor learning and student wellbeing
3. A uniform, centralised assessment system to support consistent tracking of progress
4. Access to appropriate P.E. facilities, including a full sports hall, in collaboration with the municipality

4. Follow-Up Plan

Priority 1: Teaching plans that consistently show alignment between the Danish and British curricula created for all subjects and uploaded to the website

Action: Finalise creating teaching plans (including final and short-term goals) and upload them to the website

Responsible: Head of Lower Primary & Head of Upper Primary and Middle School

Timeline: January 2026

Success Criteria: Plans published on the website

Priority 2: Improved playground facilities to enhance outdoor learning and student wellbeing

Action: Seek quotes and designs for playground installation

Responsible: Business Development Director

Timeline: January 2027

Success Criteria: An agreement on playground provider and design.

Priority 3: A uniform, centralised assessment system to support consistent tracking of progress

Action: Creating of a standardised assessment system and teacher training

Responsible: Head of Lower Primary & Head of Upper Primary and Middle School

Timeline: By end of 2026

Success Criteria: VIS has a centralised assessment system which shows student progress across the school.

A summary of this evaluation will be made publicly available on the school's website.