

# **Objectives and Content Description for Korsvejen District's After-school Centre (SFO)**

## **Educational goal**

Based on Tårnby Municipality's 'Sammenhængende børnepolitik' (Cohesive Children's Policy), Korsvejen's SFO wants our children to develop into vital, inquisitive people who have the courage to face life and the urge to learn.

The overall purpose of practice at Korsvejen School is to create 'learning for life': learning that prepares children for education so they can freely choose their upper secondary education.

The work of the SFO is based on the common goals of the preschool class and the ministerial order, regulations and objectives of the Ministry of Education for after-school centres in schools.

In the 2019/20 academic year there will particular focus on achieving the following skills: 'language' and 'engagement and community'.

## **Educational practice**

The Korsvejen District's SFO is divided into age groups

SFO Korsvejen 0 - 1st form

SFO Allégården 2nd - 3rd form

This autumn we will admit full-day children at SFO Korsvejen.

The educational objectives of the daily activities are: social intercourse, development of social skills and work on specific learning targets.

Generally speaking, the time spent at the SFO is coloured by the children's free choice. We provide adult-organised activities, activities in which the children have a say and activities in which children can play freely.

Children are supported in their participation in play or activities.

As part of supporting children's understanding of community participation, we deploy conflict mediation.

There are smaller rooms available for children if, for example, they want to do homework.

Weekly timetables are sent to parents before the upcoming week commences.

## **Cooperation between school and home**

Together with the teachers, the SFO staff are part of a year-group team and are involved in the teaching of these classes and providing supportive teaching ('UUV'). The SFO staff also participate in team meetings, school-home conversations and discussions with parents about various needs.

### **Health, body and movement**

As part of the daily activities, there are activities for health, body and movement. During their time at the SFO, children are offered active outdoor and indoor play and an educational meal at 2.00 pm.

During the lunch break (12-UUV), in collaboration with the school teachers, the SFO organises movement and play activities, and various workshops.

The goal is for all children to have the opportunity to find an activity/game or a playmate, where they always feel welcome and can practice their community participation.

### **Day children**

The SFO works with transitions in the context of Tårnby Municipality's handover plan. When we admit the new full-day children in the spring, our goal is for children and parents to receive a secure start with us at Korsvejen School. The everyday activities reflect the common goals of the preschool class.

The day for full-day children is divided between 'teaching time' and after-school activities. 'Teaching time' is used to train the children for the future structure of a school day and for the requirement to participate.

We alternate between mandatory activities, voluntary activities and free play. Every week, teachers from form 0 participate in selected activities to create the best possible transition from full-day child to school pupil.

In the SFO, full-day children are included in the ordinary SFO day together with the children from the preschool class.

Every week, we issue weekly timetables and newsletters specifically for parents of full-day children.

### **Children in socially vulnerable positions**

As part of the inclusion in the municipality of Tårnby, the SFO also admits children in socially vulnerable positions. This can pose a challenge for the educational framework. In our encounter with children and parents, we work on the basis of the Low Arousal and Neuroaffective educational models.

We provide the option of help with homework for children who, for various reasons, find it difficult to get help with homework at home. This is agreed between teachers, social educators and parents with a particular focus on language development.