



School Improvement Plan 2020-21

Edenside Primary School and Nursery



Re-opening our school – August 2020

Based on self-evaluation through virtual dialogue and self-reflection during a time of national uncertainty, the following plan sets out our approach to ensuring a safe, structured and supported return to school for our children and staff.

As a school, our “motto” is ‘be the best you can be’ and this is underpinned by our three “responsibilities” to be ready, respectful and safe at all times. This motto, these shared responsibilities and our three core values (learning, laughter and love) have guided our planning for the return to school. As a result, we identified three clear priorities for focusing our efforts and energies once our children returned.



RELATIONSHIPS



ROUTINES



RECOVERY

Relationships



As a school, we have 3 core values; we value learning, we value laughter and we value love. In welcoming our children back to school, we decided that LOVE needed to be our first priority. Being away from class mates and teachers for over 140 days was going to have an impact on our children. So, we agreed right at the start that reconnecting with our peers and our teachers was the most important thing. We gave time to talk and to play. We needed to feel connected again as we set about introducing new routines.

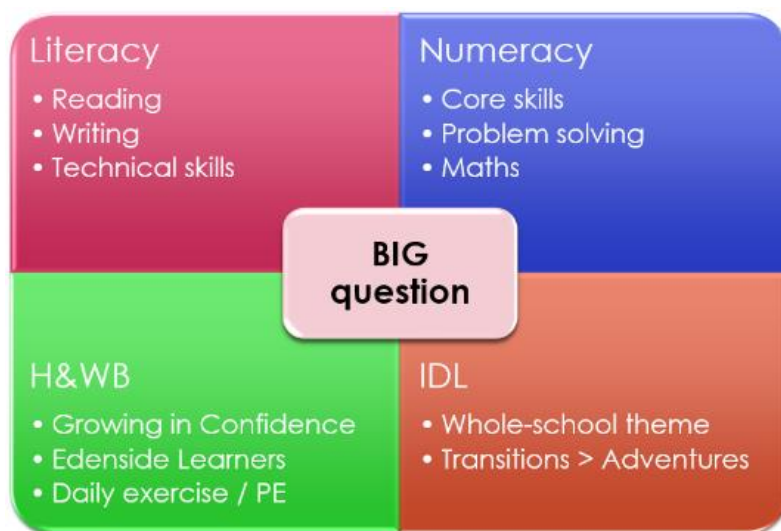
Routines

The numerous safety measures that we introduced needed numerous new routines built around them to make them work. So, within the security and comfort of reconnected relationships, we set about ensuring our children were familiar with and experts in a number of routines. Such routines, once mastered, enabled us all to refocus on our core business – that of learning.



Recovery curriculum

Having the children back to school meant we could now fully support them with their learning once again. Given the long period of absence and the varying levels of engagement with home learning, we designed a bespoke 'recovery curriculum' that ensured every child re-engaged with learning and reconnected with the core concepts and ideas we needed to explore. This bespoke curriculum was designed to cover the first half-term.



The specific elements and features of this curriculum include:

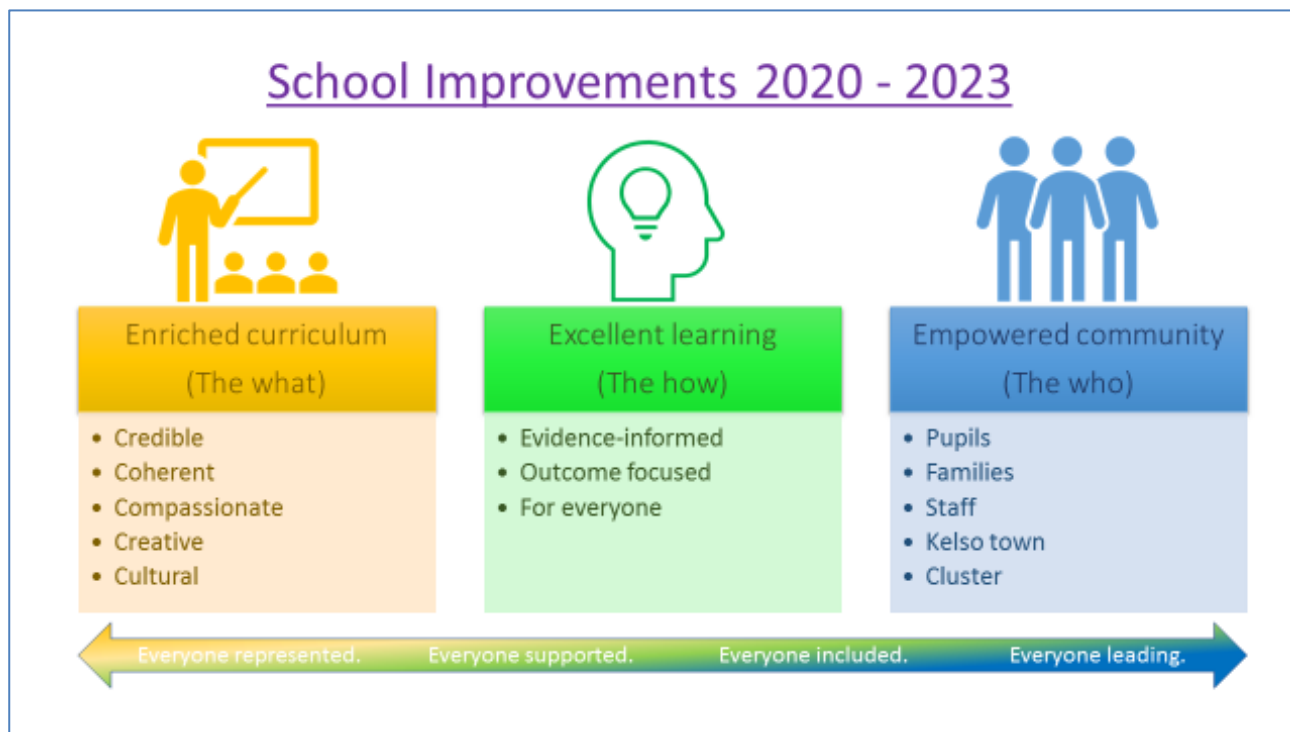
- In Literacy, reading a number of specially selected whole-class texts that will support our children to re-engage with our Active Literacy methodology whilst at the same time providing a context to explore our responses to the current national pandemic.
- In Numeracy, revisiting some core Numeracy concepts through the 'Stages of Early Arithmetical Learning' approach (P1-4) and the 'Complete Maths' platform (P5-7).
- In Health and Wellbeing, revisiting the 'Growing in Confidence' resilience toolkit to ensure our children know about the important self-help strategies that can support them during times of challenge. Also to develop Health and Wellbeing, we identified the need to ensure lots of physical activity, both because being outdoors is a safer environment at this time and because physical activity enhances our wellbeing.
- In Interdisciplinary learning, starting the term with two weeks of a 'transition' theme, enabling children to re-engage with our three responsibilities (to be ready, respectful and safe) before moving on to a whole-school theme of 'explorers', answering the question 'What's out there?'.

What will success look like?

- ✓ Our children will feel reconnected to their peers and the adults that support them.
- ✓ Our children will be 'experts' in the various safety routines and procedures.
- ✓ Our children will be engaged in their learning and making individually appropriate progress.

Going forward – planning for success

What are our long-term goals?



Based on our own self-evaluation, the ongoing developments already in progress and the priorities of SBC, our school have identified a number of exciting and important improvement foci. These all fit under 3 long-term strategic goals; to provide an enriched curriculum, ensure excellent learning and empower our school community. These long-term goals won't change but 'the detail' underneath can be flexible and responsive to our needs.

Our improvement priorities are all underpinned by an ethos of inclusion and leadership which aspires to ensure that everyone is represented, everyone is supported, everyone is included and everyone is leading.

Enriched curriculum

We are committed to providing a curriculum that equips our children to 'be the best they can be'. Our curriculum rationale identifies 5 requirements of our curriculum:

- **Credible:** a curriculum that is knowledge-rich and progressive
- **Coherent:** a curriculum that is 'joined up'
- **Compassionate:** a curriculum that prioritises care for self and others
- **Creative:** a curriculum that allows for imagination to explore new ideas
- **Cultural:** a curriculum that reflects our local area and explores others

Excellent learning

We are enthusiastically committed to ensuring everyone in our school community is supported to learn, ensuring our methods and pedagogy are evidence-informed. We believe learning is a process that takes effort but that everyone can learn and move forward in their understanding.

We are committed to developing our teaching practices to best support the learning of our children. We are committed to developing our professional learning model to best support the learning of our teachers. We are committed to developing our opportunities for parents and carers to best support the learning of our families.

Empowered community

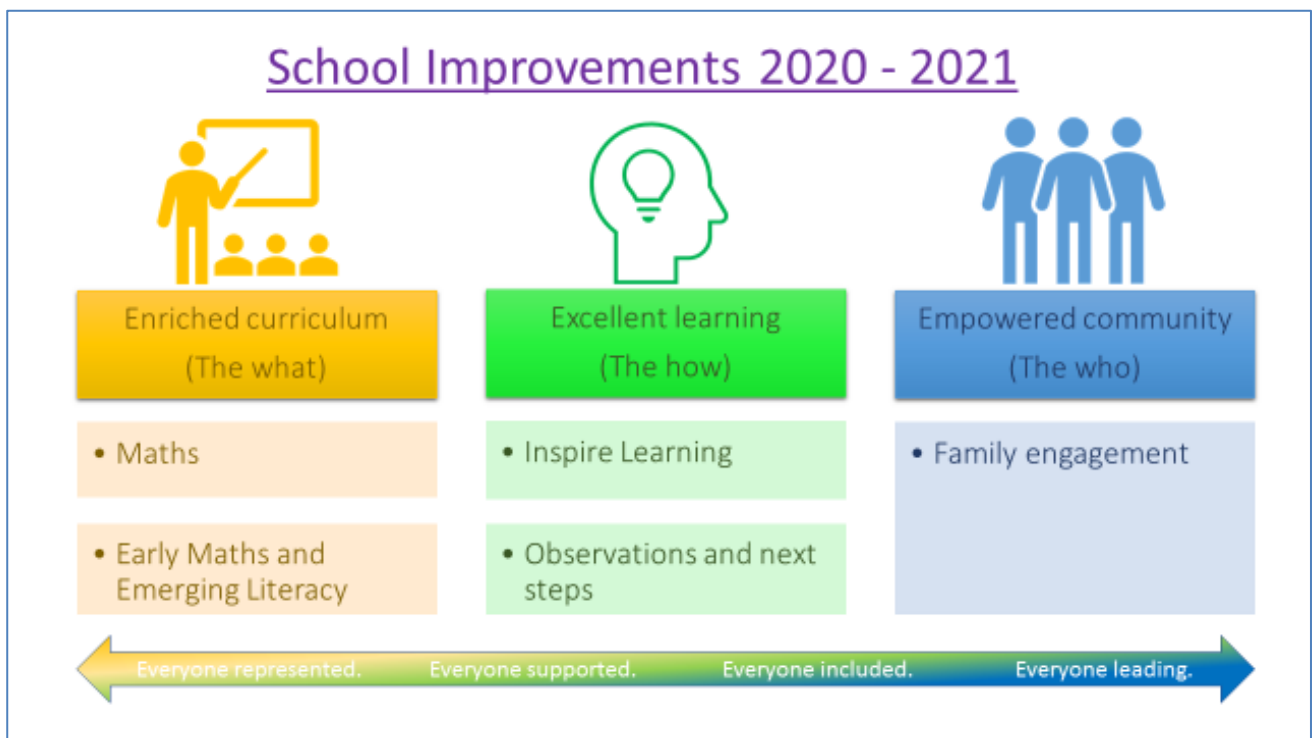
We believe 'it takes a village to raise a child' and we will strive to ensure everyone who can help is invited to do so. We want to give our pupils a 'louder voice' about the issues that matter to them and about their learning. We want to engage with our families so that they have a deeper understanding about their child's learning and feel included in the process. We want to build a staff team where everyone feels valued and responsible for change. We want to build new partnerships within the Kelso community, looking to utilise their experience and insights. We want to strengthen the relationships across our school cluster, building on the solid foundation already present.

What are our priorities for this coming year?

With these 3 strategic goals in place, we have identified our development priorities for this coming academic year. The school year 2019-2020 was like no other and the impact of the COVID-19 pandemic is still very much with us in our school. Whilst our 'recovery plan' supported our initial return to school, the effects on day-to-day school life are significant as is the uncertainty of what the next week or month holds. With this in mind, our improvement priorities for this coming year reflect the current educational and societal reality.

Going forward – our priorities for this academic year

What are our priorities for this coming year?



Under each of the 3 strategic goals, we have identified a focus for development for:

- Our P2 – P7 children (First and Second level)
- Our Nursery – P1 children (Early level)

Enriched curriculum

Maths: We will **continue** to develop our new whole-school approach to learning and teaching of Mathematics. All P2-P7 teachers will be supported in their use of SEAL (P2-4) or Complete Maths (P5-7). This will be led by our Depute Headteacher and Numeracy Champions.

Emerging Literacy and Early Maths: Across our early level, we will **continue** to develop our professional knowledge and understanding for staff who could not take part in training last session. We will embed our Emerging Literacy approach. This will be led by our Principal Teacher and 0.1 support teacher, supported by the Depute. We will also be refining our Early Maths approach. This will be led by our Depute Headteacher and two key ELC practitioners.

Excellent learning

Inspire Learning: We are excited to be **launching** *Inspire Learning* here at Edenside. With over half of our pupils soon to have an iPad, we are enthusiastic about the positive impact these devices will have on our learning and teaching. This development will be led by our Inspire Champion, supported by the Headteacher.

Observations and next steps: Across our early level, we will **continue** to develop our approaches to 'observation of learning' and the identification of next steps. This will be led by our Principal Teacher and Early Years Officers, supported by the Depute.

Empowered community

Family engagement: Across the whole-school, we will be **launching** a range of new opportunities to better engage with our families. We want to build on the positive engagement developed during 'lockdown' and ensure we 'continue the conversation' with parents and carers about their child's learning and involve them in school matters. This will be led by the Headteacher and Early Years Officers.

Ongoing developments

In a busy school, there is always a lot of important improvement activity and Edenside is no exception. Whilst our priorities for resource and energy are outlined above, there are a number of ongoing developments continuing.

IDL: We will **continue** to develop our whole-school Interdisciplinary Learning approach, ensuring this 3 year programme aligns with our curriculum rationale as well as the 'big ideas' proposed within Oxfam's Global Citizenship resource. This activity will be led by our Principal Teacher, supported by the Headteacher.

MARGE: We will **continue** to develop our use of the *Cheviot Learning and Teaching Toolkit*, a tool created by all teachers across our partner schools here in Kelso. We will use this Toolkit to underpin our ongoing understanding of the *MARGE* model of learning and teaching in every classroom. This activity will be led by the Headteacher and Depute Headteacher, supported by our Principal Teacher.

Teacher leadership: We will continue to invest in 'growing' our teachers by providing every teacher with a leadership responsibility and the time to develop that priority. Our Headteacher and Depute Headteacher will cover classes to release class teachers on a regular basis.
