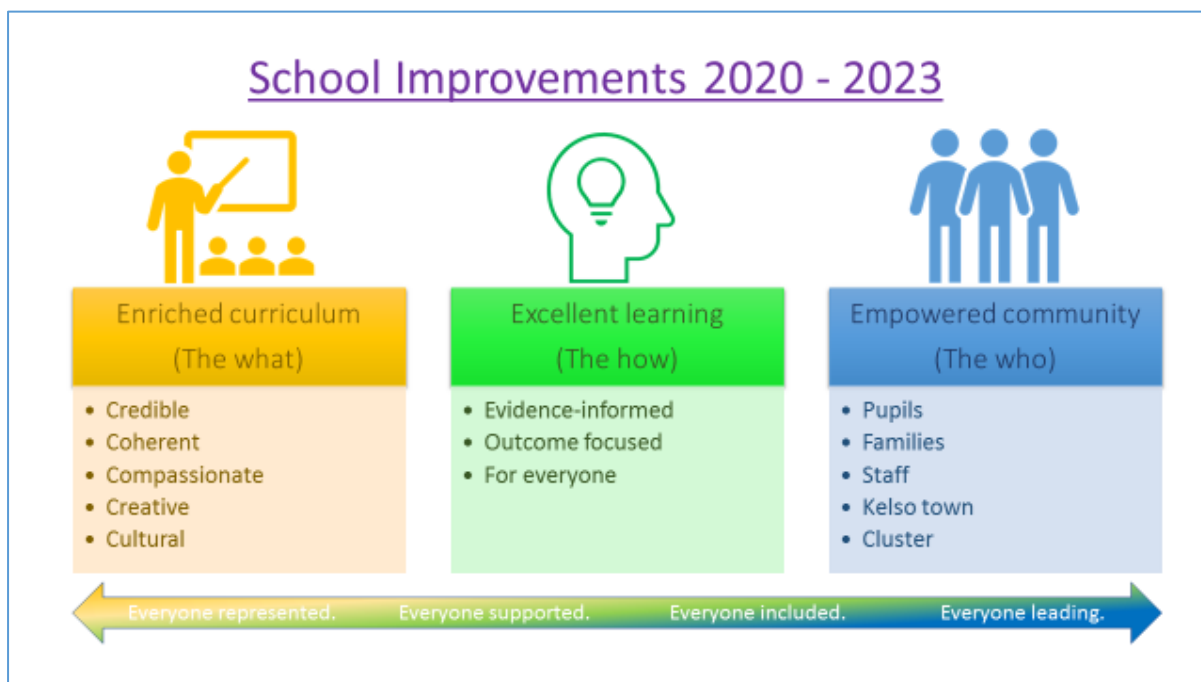


What are our long-term goals?



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 environment 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.

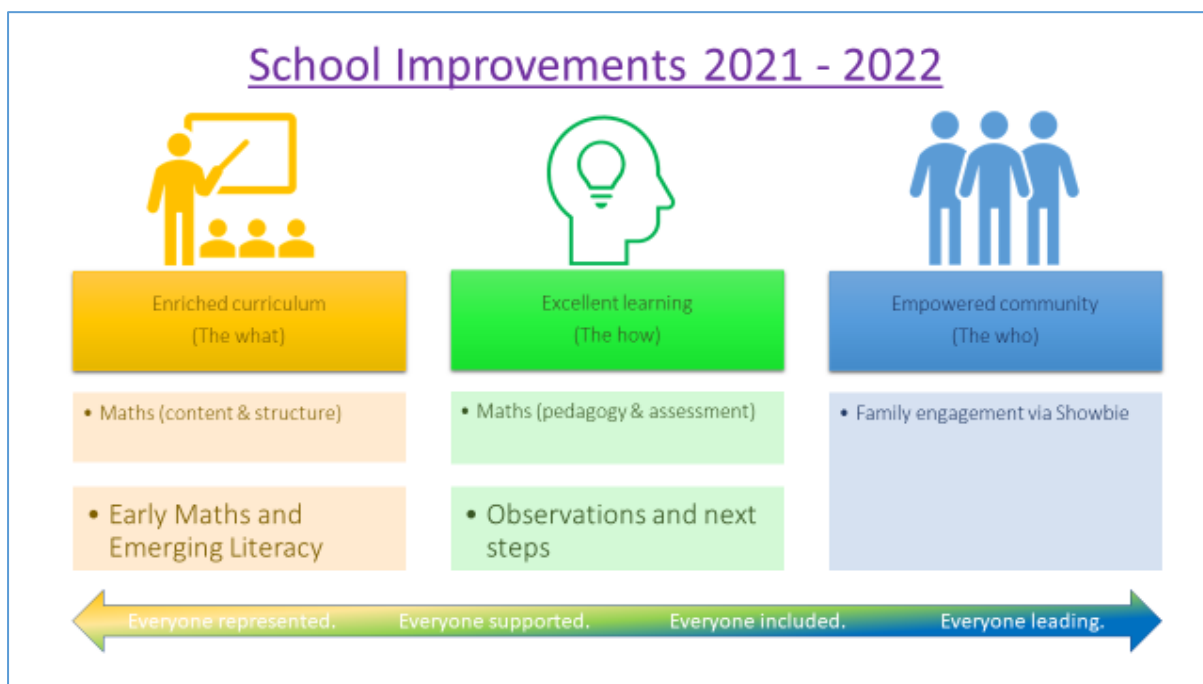
Empowered community

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 as we emerge from the height of the COVID-19 pandemic. We do not know what the year will hold but we do know that we are committed to working hard to enable our pupils and staff to 'be the best they can be'.

What are our priorities for this coming year?



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

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

Enriched curriculum

Maths (content and structure): We will **continue** to develop our new whole-school approach to Mathematics with a specific focus on finalising the significant aspects of learning that make up our maths pathway. This will be led by our Deputy Headteacher and Numeracy Champions.

Emerging Literacy and Early Maths: Across our early level, we will **continue** to develop our understanding and use of the 'emerging literacy' approach. We will also be refining our 'Early Maths' approach. This will be led by our Principal Teacher and 0.1 support teacher, supported by the Depute.

Excellent learning

Maths (pedagogy and assessment): 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 Deputy Headteacher and Numeracy Champions.

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 new online platform, Showbie, that will support us to share learning more readily with families. This will be led by two teachers and overseen by the Headteacher.

Ongoing developments

In a busy school, there is always a lot of important improvement activity. 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 **finalise** 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.

STEM / MAD: We will **enhance** our curriculum offer by introducing a new STEM (Science, Technology, Engineering, Maths) and MAD (Music, Art, Drama) afternoon. This will ensure all children enjoy these wider curricular opportunities in a planned and progressive way.

Writing programme: We will **enhance** our writing programme to ensure the 'tools for writing' are being taught explicitly and progressively. This will include a focus on development of grammar and handwriting.

L1+2: We will **refresh** our delivery of the L1+2 entitlement, ensuring every child has the opportunity to learning French in a planned and progressive way as well as being introduced to an additional language(s) through the year.

Cheviot Toolkit: We will **continue** to use the Cheviot Learning and Teaching toolkit to support our teachers to reflect on their individual and collective practice, helping them to identify strengths and
