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| **School Priority:** To develop a progressive and cohesive framework for Learning for Sustainability |
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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Integrated Children’s Services Plan Outcomes** |
| * Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children and young people’s health and wellbeing.
* Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | 1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships3.1 Improving/ ensuring wellbeing, equality and inclusion*Specific to HGIOS 4*3.2 Raising attainment and achievement3.3 Increasing creativity and employability*Specific to HGIOELC*3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning | * All children reach appropriate development and social milestones through improved support in early years.
* Support for disadvantaged and vulnerable children, young people and families is improved.
* Health and wellbeing outcomes are improved for children and young people.
* Raised attainment for all young people leading to positive destinations.
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| Progress: | * The Sustainability Development Group of key staff undertook professional reading about sustainability to improve their knowledge and understanding of learning for Sustainability.
* The Sustainability Development Group followed up their professional reading by engaging in professional dialogue with all staff.
* Some staff attended CLPL sessions in Stirling.
* The Sustainability Development Group led school self-evaluation and engaged in professional dialogue with other schools who were successfully delivering education for sustainability to ensure that our planning would lead to an appropriate and streamlined approach. The self-evaluation toolkit was used. Early indication was that careful planning would facilitate this, however, further individual evaluations completed by staff highlighted that almost all staff did not feel confident in their knowledge of delivering a comprehensive sustainability program.
* Three areas were chosen as the focus for Learning for sustainability. These were taken from the 17 UN development goals and were agreed as Bio-diversity, Health and Wellbeing and Global Citizenship. Action plans were drawn up by the Sustainability Development Group which included volunteer staff members and parents, for each area chosen. This was then and shared with all staff and children. These plans are also visible on the school Eco-Wall to ensure that visitors and parents could see during our open afternoon what we are doing in terms of learning for sustainability.
* All staff undertook professional discussion about the activities and the related skills and knowledge the children would develop as a result. This was done during a Staff Development Day.
* Staff agreed to keep a scrap book of all lessons and activities linked to sustainability as a means of initial assessment and evaluation. Here are some of the activities:
* All staff agreed, at the INSET days in February, to cook with their class and to make a healthy meal or snack. Classes have been involved in preparation and cooking. Moving forward we hope to use the cooking equipment more regularly so that children are following a progression of skills enabling them to cook for themselves.
* To achieve Green Flag status in 2016-17 in recognition of our achievements from our planned programme of ECO Activities.
* To organise a Healthy Tuck Shop to encourage the uptake of healthy snacks.
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| Impact: | * Self-evaluation highlighted that almost all children lacked understanding of what learning for sustainability is and almost all staff lacked confidence in teaching sustainability. As a result a plan was agreed to develop staff confidence. The plan was focussed on small discrete opportunities initially. This enabled teachers to plan specific opportunities, clearly linked to skills to engage learners in learning for sustainability. This measured approach was welcomed and resulted in increased understanding and improved opportunities for children.
* Almost all children who participated in focus groups with the HT demonstrated an improved understanding of what learning for sustainability is and the associated skills. They were better able to relate this learning to other areas e.g. literacy, numeracy, health and wellbeing.
* As a result of ongoing professional reading and discussion staff have a greater understanding and awareness of how to deliver a comprehensive program of learning for sustainability throughout Strathblane Primary School. This program of activities will be planned annually, involve parents’ staff and children through planning to implementation to ensure consistency and parity of opportunity from nursery to P7.
* Quiet Garden – Connecting our work in Learning for Sustainability, ECO Awareness and our school improvement action plan to improve reading approaches staff and children decided that a quiet Garden should be created where reading for pleasure could be undertaken. Money raised from Healthy tuck shop was used to purchase benches that the children chose. Tree stumps donated by a local community member were painted and positioned by children during outdoor learning to create a reading circle. Toadstools donated to the school were restored (painted and concreted in by children) and also provide extra seating. Children made connections between different aspects of their learning and how one can support and influence the other. Work on ECO and Sustainability has created an area where many children are now observed reading quietly, independently or with a friend. Buddying opportunities have been organised in this space to allow older pupils to support young readers and foster a greater enjoyment of reading for pleasure. Although a small number of boys have used this area by choice during break times we hope to promote it further to see a greater uptake by boys in future.
* Green flag status was achieved in December 2016. This was a great achievement and reflected a successful whole school approach to ECO led by an ECO Team involving parents, children P1-7 and staff. The Team planned a programme to ensure that all aspects of ECO education were being taught in school and children had a broad range of appropriate activities to help them develop ECO awareness and understanding of their role as ECO citizens. The children worked in classes and as groups to lead on key aspects of reduce, reuse and recycle. Within these aspects they planned activities including growing herbs and vegetables, waste management, food waste monitoring, and a whole week of focussed ECO activities including a ‘Trashion Fashion Show’. Almost all children show a good knowledge of ECO responsibilities and can articulate the importance of these responsibilities at home and globally. Almost all children have improved their ECO skills and knowledge. They know and can describe how their behaviours are contributing to climate change in the long term and the steps they can take at a personal level e.g. recycling etc. to make a positive rather than negative impact. – The children had a great sense of success and achievement when their work was recognised by the Green Flag award. This in itself led to the organisation of a whole school celebration which involved an assembly led by children involved in the Eco Team followed by a 6 mile walk holding green flags. Sharing their achievements in the wider local community publicly demonstrated how the children are developing their capacity as responsible citizens, effective contributors, successful learners and confident individuals and highlighted the children’s sense of pride in their achievements.
* P2 and P5 staff and children planned and collaborated to run a healthy tuck shop. They contacted the local CO-OP and invited them to engage in the event as a business partner. Children demonstrated confidence in engaging with the Manager of the business and as a result of their enthusiasm he offered to provide a range of free food to support their event.

Children had the opportunity to further develop their organisational and co-operative skills through working together and with others beyond the school to source produces and organise all aspects of the event. The children took responsibility for communication, pricing and management of the event and money on the day. As a result of the Healthy tuck Shop initiative more children chose healthy snacks and almost all children tried a range of healthy options that they had not tried before. Children explored what constituted a healthy snack and compared sugar and salt content of packaged snacks before selecting items to sell. The children undertook market research on healthy snacks and gathered the suggestions of other children across the school before approaching a local business to source the products. They worked with staff at the CO-OP to source a range of pre packed and fresh produce that could be sold in the tuck shop. This further strengthened our relationship with local business and gave the children the opportunity to develop confidence in engaging with adults in a context beyond school. Children also improved their research skills by undertaking research and applying their knowledge to a real context.After a very successful event where children demonstrated knowledge about healthy snacks and used their numeracy skills to manage floats, costs and profits they then discussed how they could use the profits to further develop leaning for sustainability. The children negotiated with each other to reach an agreement and decided to spend the £245 profit to further enhance the school grounds with benches for Quiet Garden, which is another learning for sustainability project that is currently being developed as part of the learning for sustainability plan for our school. Children are developing an increasing awareness of how one project, well managed, can have multiple outcomes and positive impacts.* At the Inset days in February all staff agreed to keep a record of all Sustainability activities in a yellow scrapbook. Teachers were provided with the books and they have been collected several times since and looked at by the Eco Team. Examples of the sustainability learning programme that has been undertaken across the school is as follows.

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| Class | Learning | Skills  |
| P1 | * Electricity
* Hibernation
* Creating a sustainable Environment
* Farming
* Growing
* Daily mile
 | Learning for sustainability in P1 focussed on improving the children’s knowledge and understanding at early level of sustainability and making links to and within each topic area that was being done over the year. For example * Being able to describe the dangers of electricity
* Exploring and developing an understanding of what a sustainable environment is for example through making connections between farming, growing, food, impact of weather conditions(drought) on growing and the possible outcome i.e. poverty (demonstrated through ‘growing’ activities)
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| P2 | * Daily Mile
* Eco Walk
* Healthy Tuck Shop
* Comparing lives of Children in different countries
* Creating a healthy pizza snack
* Improving our School Grounds
* Importance of River Nile (past and present)
* How the Ancient Egyptians Lived (comparisons)
* Keeping healthy through sport
* Developing the Quiet garden area
* Emotional Health (5 point scale)
 | Keeping Healthy, Improving Fitness, Social and Emotional health and wellbeing, Physical Health, Management skills, Co-operation, Nutrition, Decision Making, Problem Solving, Making Comparisons, Awareness of Other Cultures, customs and poverty, Understanding of Global Issues, Cooking, Using cooking equipment safely, risk assessment, Making Healthy choices, Food Preparation, Personal Hygiene, Planting, Painting, Digging, Responsibility, Respect for school grounds, respect for environment, Survival skills, planning, Managing Stressful Situations  |
| P3 | * Recycling
* Cooking healthy Fajitas
* Daily Mile
* Engineering visits
* Eco walk
* Making homes sustainable
 | * Understanding the importance of recycling and using materials again before throwing in the bin.
* Raising awareness about the impact that healthy eating has on our health, such as providing us with vitamins and minerals to protect our bodies from infections. Also, the importance of growing vegetables so there is enough for everyone.
* Understanding that being active impacts on a healthy lifestyle.
* Understanding how we can generate energy that is good for the environment.
* Looking at ways to make our homes sustainable.
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| P4 | * Mission Statement
* Spotacular & Beat the Goalie
* Engineer visits
* Tennis
* Orienteering with maps & coordinates
* Care Home Visits
 | * Understanding the meaning of values and taking responsibility for their behaviour and attitudes;
* Raising money for charity in an active way;
* Understanding that wind turbines convert wind into electricity;
* Understanding and demonstrating rules and techniques for competitive games of tennis;
* Developing maths skills in a motivating, outdoor context;
* Empathy for vulnerable people, understanding dementia, prosocial interaction,
* Improving skills in listening & talking with confidence
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| P5 | * What is Sustainability?
* Health and Wellbeing study
* Global Citizenship study
* Biodiversity study
* Gardening Project
* Daily Mile
* Regular Outdoor Learning
* Eco Walk
* Using home grown herbs for cooking
* Cooking Burgers, sweet potato fries and coleslaw
* Healthy Tuck Shop
* Learning about local environment (Loch Lomond)
* Trip to Inchailloch
* Importance of the National Park
* Keeping healthy through sport
* Composting
* Developing the Quiet garden area
* Global Citizenship (If the World Were a Village Study)
* Drugs and Alcohol education
 | All children have demonstrated through discussion and project work improved knowledge and skills linked to Health and Wellbeing and cross curricular aspects including* Understanding how to improve personal fitness, health and wellbeing,
* Understanding that physical health and emotional wellbeing is linked to exercise and working outdoors
* Understanding the importance of nutrition and making healthy choices,
* Demonstrating responsibility for personal hygiene,
* Understanding the links between learning and skills for life
* Developing improved Co-operation and team work for effective decision making and problem Solving
* Understanding of Global Issues- Other Cultures, Customs and poverty and the role we can play to support our global partners
* Understanding our shared responsibility for our local and global environment
* Demonstrating respect for school grounds by taking on responsibility for the maintenance and improvement of the grounds
* Managing risk by developing skills in Risk Assessment,
* Improved geography Skills - mapping, grid reference, assessing weather conditions, etc.
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| P6 | * Ardroy outdoor centre for 1 week
* Completion of John Muir Award activities
* Daily Mile
* Ranger visit
* Pond and river dipping
* Exploring the school grounds (biodiversity)
* Finding Wildlife
* Fire Skills
* Building Bug Houses and putting them within the school grounds
* Drugs and Alcohol education
 | As a result all children demonstrate improved knowledge and understanding of* health and safety,
* risk assessment and problem solving,
* survival skills
* making fire
* identifying and protecting wildlife
* respect for school grounds
* planning
* decision making
* correct use of tools
* caring for environment
* waste reduction
* improving fitness
* Discovery, exploration and conservation.
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| P7 | * John Muir Award
* Wildlife research topic and Group Presentations
* Keeping our Bodies Healthy Study
* Discussing Drugs
* Cross Country events and competition
* Global Citizenship activity
* Emotional Health (5 point scale)
* Design a Cereal Challenge
 | * Further developing research and presentation skills
* Improving understanding of health and wellbeing
* Participating in events and competitions
* Improving understanding of local and global issues
* Success in making connections between physical health and mental health and wellbeing
* Developing enterprising skills and team work through the challenge in school and beyond with a business partner assessor.
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* All children and staff planned and prepared a healthy snack using the cooking equipment this year. Teachers were able to give examples of the skills, knowledge and understanding that children developed throughout this process and the impact that this had on their learning.

As a result of the work undertaken this year to raise awareness of learning for sustainability children have had appropriately planned opportunities to develop the skills and knowledge for learning for sustainability. Almost all children across the school have demonstrated an age and stage appropriate understanding of learning for sustainability and can discuss the skills they have developed through the range of activities and opportunities they have been involved in.“sustainability means not wasting what we have because that would waste our world for others” P4“We learned so many skills outdoors on our trip, like building fires, foraging and building a shelter. I think I could survive for a wee while if I was stranded on my own”P5 |
| Cooking |

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| Class | Activity | Skills  |
| P1 | Making porridgeDecorating Easter BiscuitsFruit Salad | Knowledge and SkillsImportance of Hand washing before preparing foodWorking co-operatively in small groupsSafety when using appliances and cooking equipmentFollowing instructions- pictures and writingMeasuring and mixing ingredients |
| P2 | Wholemeal healthy pita pizzas using herbs from our school garden. | During Cooking lessons Primary 2 improved their knowledge and skills by* Working co-operatively in small groups to design, prepare and eat a healthy wholemeal pita bread pizza.
* Consolidating their knowledge of fractions by using toppings in fraction segments on their pizza,
* Explaining the difference between ‘healthy’ and ‘unhealthy’ topping choices
* Demonstrated understanding of safety by using the cooking equipment in a safe manner.
* Creating a visual recipe card using design skills
* Supporting each other to follow the recipe card and ensure correct selection of ingredients and quantities
* Sourced ingredients grown in the schools herb garden – e.g. chives.

As a result, children have a greater understanding of how to choose healthier options when making their own snack. They are also able to do this in a safe and hygienic way, which will have a positive impact on their Health and Wellbeing. |
| P3 | Healthy vegetarian fajitas using herbs from our school garden. | Almost all children improved their knowledge and could articulate that * Growing vegetables is important to maintaining a healthy lifestyle
* Certain vitamins and minerals can only be found in fruit and vegetables.
* Vitamins and minerals present in fruit and veg prevent illnesses such as the colds, sore throat, whilst also giving us energy.
* Food hygiene is important to stop the spread of germs.

he children also developed their skills by * working in a cooperative team
* Using a knife whilst preparing food.
* Measurement, for example only 5ml of olive oil.
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| P4 | Low fat biscuits and fruit kebabs. | When P4s made low fat biscuits at the care home, they had to demonstrate their skills and knowledge by* Working cooperatively to weigh ingredients, read a recipe and carefully use utensils to flatten and cut the mixture.
* Discussing the health effects of different ingredients, such as using low fat butter and less sugar.

When the P4 and 5s made fruit kebabs during Reading Week, they demonstrated that they could confidently* Accurately follow a sequence of instructions.
* Identify the key features relevant to their task.
* Share healthy eating habits with their peers.
* Articulate their understanding of the importance of hygiene.
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| P5 | Sweet potato fries, Coleslaw and burgers using herbs from our school garden. | Primary 5 cooked handmade burgers, sweet potato fries and coleslaw. Each team * Co-operated successfully to agree their own recipe,
* created a shopping list ensuring the correct quantity and ingredients were sources
* Shopped for the produce in the local co op
* Followed the recipe to prepare and cook the food.
* All children were involved in successfully growing a range of herbs that were then used to enhance their recipes
* All children improved their skills and knowledge through planning, growing, cooking, following instructions, risk awareness and measurement. They demonstrated their skills and articulated their improved knowledge with confidence
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| P6 | Healthy crepes to link in with the P5/P6 French Café | The children in Primary 6 made crepes with fruit for their French cafe. All children developed their skills in * Researching the origin of crepes
* Working cooperatively
* Using knifes and equipment correctly
* Selecting and measuring ingredients accurately.
* Safe use of the oven/hob
* Fire Safety in the event of a fire
* Using their French to plan an event
* Demonstrating their capacity in French while engaging with visitors during the French Café.
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| P7 | Creating their own breakfast cereal | Primary 7 worked in small teams to create their own breakfast cereal. This was a cross curricular topic which developed creativity, organisational skills, leadership and enterprise. All children * Considered a target market and cereal advertising campaign.
* Tested a number of ingredients including dried fruits, raisins, oats, barley, wheat, honey for flavour and texture
* Created a sample range of flavour combinations and created their own cereal. Designed a new cereal box,
* planned a storyboard for a TV advert,
* filmed and edited their advert
* Wrote their own marketing pitch.
* Presented their new cereal to a panel of judges including the manager of the local co-op.
* The co-op manager chose a winning team based on the taste of the cereal, ingredients used, TV advert and pitch.

All children developed an increased awareness of product design and marketing strategy and demonstrated creativity throughout the project. Working with a local business gave them the opportunity to develop confidence and resilience by working with adults from a business background who could support and challenge their ideas. |

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| Next steps: | * Elect a new ECO/Green Team
* Choose three new focus areas for next year.
* Agree action plans linked to the three areas in partnership with parents, staff, community, businesses and children from p1-7
* Develop a simple protocol to record sustainability activities e.g. outdoor learning, pond visit, daily mile etc.
* Monitor to ensure children have parity of opportunity

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