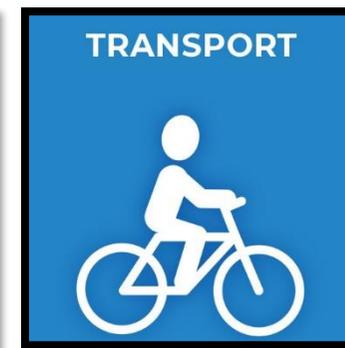


# St Andrew's Fox Covert Eco-Schools Action Plan

Eco-Schools Topic 1: TRANSPORT

Date Range of this Plan: January 2021- October 2021

Your school's Sustainable Development Goal: **Sustainable Cities and Communities**



**How will our actions contribute towards our chosen SDG?**

- our community will have access to safe, affordable and sustainable transport
- by travelling sustainably we will protect our common home
- we will ensure pupils can access safe, green public spaces within the school day weekly

<b>Aim(s)</b> What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i>	<b>Actions</b> How are we going to achieve our aims? What actions will we do? <i>Minimum 3 actions per topic.</i>	<b>Who? / When?</b> Who is responsible for the action? Who else will help?/ When will it happen?	<b>Measuring:</b> What, how and when will we measure to monitor any changes?	<b>Evaluation/Development:</b> What did we learn from our monitoring? How far did our actions go towards achieving our aims? Could we have done anything differently?
Create an active travel plan to promote and enable sustainable and healthy travel	<ul style="list-style-type: none"> <li>• Get support from all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• P7 House Captains</li> <li>• Parent Rep</li> <li>• HT</li> <li>• CEC Travel Team</li> </ul>	All stakeholders recognise that the travel plan is a current development priority (Jan 21)	
	<ul style="list-style-type: none"> <li>• Gather information about how we travel to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• P7 House Captains questionnaire</li> <li>• HT focus groups</li> </ul>	Travel Survey (Feb 21) Sustrans Survey (Feb 21)	
	<ul style="list-style-type: none"> <li>• Take action and write the draft plan</li> </ul>	<ul style="list-style-type: none"> <li>• Sustrans Travel Plan Toolkit</li> <li>• Parent Rep</li> <li>• P7 House Captains</li> <li>•</li> </ul>	Complete draft travel plan template using data gathered and seek feedback (March 21)	
	<ul style="list-style-type: none"> <li>• Agree the final travel plan and agree with school community</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Council</li> <li>• Pupil Council</li> </ul>	Use feedback to create final plan and share and celebrate across the community	

## Eco-Schools Topic 2: HEALTH AND WELLBEING

Date Range of this Plan: January 2021- December 2021

### Your school's Sustainable Development Goal: Sustainable Cities and Communities

How will our actions contribute towards our chosen SDG?

- ensure everyone can access safe, green public spaces on a daily/weekly basis within the school day
- our green spaces are respected and protected



<b>Aim(s)</b> What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i>	<b>Actions</b> How are we going to achieve our aims? What actions will we do? <i>Minimum 3 actions per topic.</i>	<b>Who? / When?</b> Who is responsible for the action? Who else will help?/ When will it happen?	<b>Measuring:</b> What, how and when will we measure to monitor any changes?	<b>Evaluation/Development:</b> What did we learn from our monitoring? How far did our actions go towards achieving our aims? Could we have done anything differently?
<ul style="list-style-type: none"> <li>- all children participate <b>daily</b> in outdoor learning experiences (throughout the year and in variable weather) which are embedded in our curriculum and raise attainment and achievement</li> <li>- accessing wild green public spaces is a normal part of the St Andrew's learning, teaching and assessment experience (we provide waterproofs and wellies as appropriate)</li> <li>- learning beyond the classroom connects our staff and pupils with their spaces and stories, with each other, with the natural world, with our built heritage and shared Catholic values; this can happen within our grounds, our local area and at indoor and outdoor venues across our city</li> </ul>	<ul style="list-style-type: none"> <li>- we have a stated commitment to providing and developing learning outside the classroom experiences for all students</li> <li>- we plan learning experiences beyond the classroom effectively</li> <li>- we make good use of all available resources in designing and delivering learning beyond the classroom</li> <li>- we effectively monitor and evaluate the impact of learning beyond the classroom</li> <li>- we manage risk and the perception of risk effectively</li> </ul>	Green House Group Head Teacher  See our Planner below		

We have a stated commitment to providing and developing learning outside the classroom experiences for all pupils	We plan learning effectively	We make good use of all available resources in designing and delivering LoTC	We effectively monitors and evaluate the impact of LoTC	We manages risk and the perception of risk effectively	We are actively engaged in promoting the benefits of LoTC
A 'whole organisation' approach to LoTC is outlined in the organisation's mission statement and in any promotional materials.	LoTC is fully integrated into the organisation improvement / development plan and all curriculum and learning plans.	Full, innovative and imaginative use is made of any grounds.	In addition to evaluating academic progress, the organisation has procedures in place to monitor less tangible outcomes, e.g. behaviour, level of engagement, confidence.	A robust LoTC policy is in place covering activities both on and off site.	A regular update of LoTC activities and the motives behind them is sent to parents, governors and community partners.
A named person/team is responsible for overseeing LoTC delivery and development.	LoTC is fully integrated in all parts of the curriculum.	The surrounding area and community facilities are regularly used to facilitate LoTC.	Records are kept of improvements in all areas and these are communicated both as statistics and case studies.	Standard risk benefit assessments are in place for all types of activity.	Achievements are celebrated throughout the organisation population.
A creative approach to curriculum interpretation is instilled in all teaching staff through induction and ongoing CPD. All new teaching staff (not just NQTs) are given a full LoTC induction with LoTC mentoring available in their first year.	LoTC is designed with specific learning outcomes in mind.	The organisation has strong links with the local community, including parents, families and other organisations and exploits these links to facilitate LoTC.	Each pupil's LoTC development is planned and monitored, records are used in evaluating the success of LoTC activities.	There is a blanket parental consent in place for low-risk off site activities as part of the normal school day.	Staff members participate in LoTC networks to support other organisations in improving their LoTC provision.
Staff are supported to engage with LoTC and regular training and/or mentoring is provided.	A range of different age and ability appropriate activities and experiences are provided.	The organisation has strong links with local businesses and other organisations, and those further afield, in order to widen the LoTC opportunities available.		There is an appointed Educational Visits Coordinator or other nominated teacher to ensure effective risk management on out of school LoTC experiences.	The organisation contributes to wider LoTC CPD & education, e.g. by providing case studies to the LoTC website, LoTC newsletter or other relevant media, joining LoTC as a member school, etc.
Parental engagement is actively sought; parents are kept up to date with LoTC development and activities.	Full use is made of all LoTC activities and experiences through effective preparation and follow up work	The organisation ensures that all pupils have suitable clothing available so that weather is not a barrier to LoTC.		Effective use of preliminary visits is made to support creating good risk management plans	
Inclusive frequent, continuous and progressive LoTC is available to all pupils.	There is a gradual and continual progression in the level of challenge involved, tailored to each pupil and planned across subject areas	The organisation ensures that all staff have access to ongoing CPD opportunities to develop their skills.		Staff undergo regular training and collaborate effectively in writing risk management plans.	
LoTC Policies aim to ensure that no pupil is excluded from any LoTC activity.	Where external providers are used the organisation ensures that the educational quality and risk management level is appropriate; for example by checking for accreditation such as the LoTC Quality Badge.			Staff understand the principle of risk benefit assessment and policies, plans and generic risk assessments reflect this (this includes risk to our environment)	
LoTC is fully integrated into all subject policies.	Good practice in LoTC is informed by external advice and support.				
LoTC guidance documents are available to teachers all activities and subjects.					
LoTC is highlighted at every opportunity as an important part of delivering the curriculum					

## Eco-Schools Topic 3: LITTER AND WASTE

Date Range of this Plan: January 2021- January 2021

### Your school's Sustainable Development Goal: Sustainable Cities and Communities



#### How will our actions contribute towards our chosen SDG?

- Our local urban wild spaces should be clean, safe, accessible for all
- Our local urban wild spaces should be accessed regularly; the link between green spaces and wellbeing is clearly evidenced
- As a school community we should be protecting and promoting our common home both local and global
- We should be supporting a fair wage and conditions for workers across the globe
- We should be enacting the 7 Principles of Leave No Trace

<b>Aim(s)</b> <b>What do we aim to achieve? Why?</b> <i>You can have the same aim for all actions, or different aims for different actions.</i>	<b>Actions</b> <b>How are we going to achieve our aims? What actions will we do?</b> <i>Minimum 3 actions per topic.</i>	<b>Who? / When?</b> <b>Who is responsible for the action?</b> <b>Who else will help?/ When will it happen?</b>	<b>Measuring:</b> <b>What, how and when will we measure to monitor any changes?</b>	<b>Evaluation/Development:</b> <b>What did we learn from our monitoring?</b> <b>How far did our actions go towards achieving our aims?</b> <b>Could we have done anything differently?</b>
Becoming a Plastic Free School	1. Reduce plastic use in our school	Blue House will lead this work	How much plastic have we bought each month?	
Ensure our playground is kept clean	2. Buy/ offer plastic free alternatives	We will get advice from Plastic Free School's Team	How many pupils use single use plastic bottles (reduce the possibility of waste rather than react to generated waste)	
Ensure we look after our local wild space	3. Trash mob in the playground	Trash Mob on playground November 2021	How much litter do we collect at weekly picks and Trash Mobs? Do bins make a difference?	
Become a fully paper free school office	4. Trash mob on the hill	Trash Mob on Hill January 2021	Recording weekly litter pick data	
Become a Fairtrade and Organic use School: because we want to use resources with care and consideration	5. Challenge industry to reduce their single use plastic	All classes weekly litter picking	Amount of paper (per sheet) printed in the office	
Enact the 7 Principles of Leave No Trace	6. Challenge government to support single use plastic reduction	Reposition playground Bins (FM)	Fair trade award comparison questionnaire data	
			Survey the school Lesson Observations across the school to see the 7LNT in action	