

Raynham Primary School Policies



Sustainability and International Schools Policy

January 2023

VISION

We strive to develop children's sense of global and local citizenship through understanding the value and importance of making responsible, informed and more sustainable lifestyle choices that minimise our impact on the environment. We have a creative approach to learning that is rich in making cross-curricular and real life links so that learning is meaningful thus contributing to a lasting and positive behavioural change.



SECTION 1 INTENT

1.1 Aims

This policy outlines the vision and plan for implementing sustainability ethos 'Care for our World' is rooted in our school's values of 'kindness, responsibility and courage'. With sustainability and climate change being a pertinent global issue, we feel we as a school have the responsibility to educate our children to make informed choices and implement behaviours that can impact necessary change in tackling the issues we face locally and globally.

We aim for children to:

- make real life links to a range of subjects across the curriculum, e.g. through gardening and the school's farm
- utilise the local environment and resources to encourage outdoor learning that enables a lasting change to long term memory
- provide opportunities for children to develop their sense of citizenship and responsibility as a local and global citizen that enables them to make positive contributions towards reducing the impact of climate change we have as individual
- develop international partnerships that empower our children to collaboratively develop their sense of global citizenship

For parents to:

- be actively involved in their children's learning both in school and at home
- understand and support the school's sustainability ethos by contributing and encouraging children to make positive sustainability choices outside of the school.

1.2. Approach

Our sustainability ethos is encapsulated in 'Care for our World' designed with our Eco-Ambassadors. Our approach to develop sustainability across the school is built through a wide range of internal and external partnerships whilst actively looking for cross-curricular links aligned with our curriculum.

We are an Eco-School with a dedicated Eco-Committee who work in collaboration with our House Captains and meet half termly. Our environmental review has informed our current focus on school grounds including littering, global citizenship and transport.

Our travel plan is completed through TfL Stars and we are developing an international partnership with Constable Daniel Woodall Primary school in Edmonton, Canada, building on previous partnerships with a New Leera school in Nepal.

SECTION 2 IMPLEMENT

2.1 Planning

Opportunities for activities linked to sustainability will be identified as part of medium term plans and in collaboration with other subject leads. Initially, these will be selected in collaboration with year groups through consultations as well as twilight sessions. Activities will be then incorporated into the lessons through the subject strand in which they have been identified.

Targeted days such as Walk to School week, Climate Change day, World Environment Day, Clean Air, Outdoor Learning Days, Power Down days as well as Cultural day are incorporated into termly maps and into Yearly

Curriculum overviews. These will be updated and reviewed yearly to ensure that sustainability learning opportunities are relevant to each year group and introduced seamlessly as part of learning opportunities for the children.

2.2 Teaching and Learning

We have a cross-curricular approach to teaching and learning sustainability whilst developing children's local and global citizenship understanding. The school farm and outdoor learning spaces, including our edible gardens, fruit orchard, meadow and wellbeing garden in the playground provide numerous focal point learning opportunities across the whole curriculum for our children from EY through to Year 6, enabling them to receive first hand experiences in real life context. Our partnership with Constable Daniel Woodall Primary school in Edmonton, Canada and previously with New Leera school in Nepal, provides the children with understanding their role as a global citizen. Additional after school enrichment opportunities such as sustainability and gardening clubs are available.

2.3 Evidence of Learning

In EY, learning is recorded through targeted observations linked to EY learning goals. In KS1 and KS2, evidence includes recording in books, where sustainability/outdoor learning opportunities are identified and incorporated into lessons. Evidence also includes lessons slides, photographs and videos.

2.4 Equality and Inclusion

Providing equal opportunities for all the children is at the heart of teaching practice at Raynham Primary School. Activities are differentiated, where needed, to ensure all the children, including PP, MABLE+, SEND and low attainers needs are met.

2.4 Use of ICT

It is encouraged to use chrome books and ICT resources as part of teaching and learning, where applicable. For example, chrome books can be used as part of research activities whilst cameras and tablets can be used for outdoor learning to record observations and children's learning.

2.5 Professional Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school, online or from training sessions. Staff are also sent on local and national training. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. Initially, to develop teachers' awareness of sustainability whilst fostering collaboratively Raynham's sustainability vision for the school, a series of twilight sessions will be implemented.

SECTION 3 IMPACT

3.1 Assessment

Children are assessed in accordance with the subject assessment policy in which the cross curricular links were made as a teaching and learning point.

3.2 Monitoring and Evaluation

As sustainable cross-curriculum links are currently evolving, monitoring takes place in accordance with each subject requirements where outdoor learning took place as part of teaching and learning activities. The generic monitoring form that all the subject co-ordinators use when monitoring the children's books include a section for outdoor learning and creative curriculum.

3.3 Quality Assurance and External Accreditations

Our action plan is linked towards achieving the criteria of Eco-Schools Green Flag, TfL Stars Gold Award (Transport for London) and British Council International Schools Award Accreditation.

This policy is updated yearly.

Appendix 1 – Raynham Sustainability Ethos

