

Eco-Schools Topic/s:

Date Range of this Plan: June 22 to June 24

Climate Action
Food and the Environment
Biodiversity

Aim(s) What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i>	Actions How are we going to achieve our aims? What actions will we do? <u>Minimum 3 actions per topic.</u>	Who? / When? Who is responsible for the action? Who else will help?/ When will it happen?	Measuring: What, how and when will we measure to monitor any changes?	Evaluation/Development: What did we learn from our monitoring? How far did our actions go towards achieving our aims? Could we have done anything differently?
Climate Action				
Climate Action Reduce carbon emissions.	Action 1: Sustainable travel on school trips using public transport. Action 2: P6 to meet with Councillor Scott Arthur to discuss sustainable transport.	Class teachers Throughout the school year. P6 class and teacher	Engage with the carbon footprint model and calculate differences. Observations and feedback	Action 1: We have reduced our carbon footprint through, changing the way we travel on school trips. Almost all school trips used public transport, bus or tram this session. All pupils are encouraged to use their Young Scot Card for free bus travel. The librarian from Balgreen Library supported families to register for free bus travel. Next Step: Consider carbon footprint for camp at Lagganlia and calculate differences. Action 2: P6 wrote letters, and engaged in a debate with Councillor Scott Arthur who shared how impressed he was by the children strong views articulated so well. Next Step: Continue to promote, raise awareness in HT SWAY, at assemblies, and in

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	<p>Action 3:</p> <p>Engage in the Climate Action Baton Relay</p> <p>Action 4:</p> <p>Raise of awareness of the negative impact of littering and participate in school and community litter picking.</p> <p>Action 5:</p> <p>Engage in Climate Ready Classroom workshops</p>	<p>Class teacher JRSO lead P4-6 volunteer cyclists.</p> <p>ECO Warriors</p> <p>Throughout the school year.</p> <p>HT SWAY, assemblies</p> <p>Sustainability Lead Teacher/ class teachers</p> <p>P6/7, p6 & p7 classes March 24</p>	<p>Observations and self-evaluation feedback from local community</p> <p>Quantitative & qualitative methods, including data collection, analysis, and school community engagement</p> <p>Feedback, self-evaluation – review impact</p>	<p>class</p> <p>Action 3: ECO Warriors engaged in the Climate Action Baton Relay; passing the baton to classmates and then cycling with the baton along route.</p> <p>Action 4: ECO Warriors and P5 carried out a litter pick after Taylor Swift Concert. Before and after photos taken. Litter was sorted, counted and recorded in a bar chart. Litter was weighed.</p> <p>Daily litter picks by pupils via class rota. Very little litter dropped due to wasteless packed lunches, and take it home key message, but paper, and crisp packets blown in from street.</p> <p>Next Step: Posters for notice board. Litter Picks after Murrayfield events.</p> <p>Action 5: Upper school classes engaged in Climate Ready Classrooms workshops and activities. Learners gained a deeper understanding of the climate emergency and biodiversity crisis and discussed ways to take action to address issues. This increased teacher knowledge and confidence, enabling our whole school approach to Learning for Sustainability to be developed to include Climate Action.</p>

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<p>Reduce air and noise pollution and promote biodiversity.</p>	<p>Action 6: Green screens to be installed in street facing playgrounds.</p>	<p>Playground team (which includes parents and a teacher)</p>	<p>Observations, feedback by children, staff and parents in playground.</p>	<p>Action 6: Green Screens are installed in front playground. Parents & Playground Team helped to fill planters with compost. ECO Warriors support weekly watering of ivy Green Screens. Green Screens featured in Royal Botanic Gardens Plant Kind Website.</p>
<p>Educate pupils about the environmental impacts of plastic pollution.</p>	<p>Action 7: P5 to participate in The Big Plastic Count 2024.</p>	<p>P5 and class teacher</p>	<p>Submit results to calculate plastic footprint.</p>	<p>Action 7: Primary 5 recorded how much plastic waste they throw away in a week, resulting in improved knowledge and understanding of how to dispose of different types of plastic, particularly which parts could and couldn't be recycled. Pupils independently logged their results to calculate our class plastic footprint. Approximately 350,000 pupils took part in this year's Big Plastic Count. Following the count, pupils from other schools visited the Parliament to urge MPs to pledge support to cut plastic production. Our results contributed to this! Next Steps-continue to participate in the Big Plastic Count, and perhaps look for other national surveys that we can participate in to support positive change.</p>

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Food and the Environment				
Food and the Environment To reduce food waste in the dining hall.	Action 1: Promoting wasteless packed lunches. Action 2: Redistribute raw fruit, vegetables and bread left over from school lunches to the nursery for snack.	HT and Eco Warriors share key messages with children and parents at assembly and in weekly SWAY. House Captains, ECO Warriors Dining hall staff	Identify a focus week for observations of food waste. Self-evaluation with kitchen staff. Feedback from nursery team.	Action 1: No waste packed lunches promoted and monitored ensuring all leftovers & litter is taken home. Ongoing monitoring by P7 dining hall helpers identified no more than two or three items of litter or food are placed in our recycling bins daily. Almost all children follow the guidance. The landfill bin was consistently full at lunchtimes with a mixture of food waste, and litter. Recent observations at lunch time by p7 dining room helpers have indicated there is only lunch waste, and landfill from school lunches in the bins. This has reduced waste and plastic in packed lunches. Action 2: Nursery benefiting from redistribution of leftover raw vegetables, fruit, and at times bread and rolls. Kitchen staff offering a half baked potato has ensured less waste on plates but still leftovers uneaten. Next Steps: Need to follow up with catering and check numbers of baked potatoes being ordered. Discuss option of large tub of

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				<i>ice cream to be scooped onto tray rather than the single use plastic tub and lid.</i>
To ensure we dispose of waste appropriately.	Action 3: Label classroom bins. Eco members to teach classes which bin to use and promote correct use with house points. Action 4: Ensure FM team are aware of arrangements for waste disposal and follow this.	Eco Warriors to share key messages with class. HT and Eco Warriors share key messages with children and parents at assembly and in weekly SWAY. FM Manager	Weekly checks of classroom bins by Eco Warriors. Identify a focus week for observations of bin use.	Action 3: <i>Monitoring of reduce, reuse and recycling routines at lunches by ECO Warriors, identified almost all children were able to follow this.</i> <i>In class almost all children were able to follow the recycling bins in the identified class area.</i> <i>Next Step: Create a checklist for supply cleaning operatives</i> Action 4: <i>HT discussed additional recycling training for cleaning operatives. This is in process.</i>
To learn about the importance of soil health when growing food.	Action 5: P5 to learn about effect of fertilisers on the soil and share learning with school.	P5 and class teacher	Experiment to measure impact of fertilisers on growth.	Action 5: <i>Pupils learned to plan and carry out a fair investigation to identify the impact of different fertilisers on the growth of living things. From their experiment, they identified that manure was both good for the environment and had the biggest impact on growth. The pupils displayed their predictions and results on bar charts. They created posters to share their learning with the school.</i>

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				<i>Next Step apply learning to inform what we should add to our soil when growing things in school.</i>
Biodiversity				
To incorporate nature-based learning experiences across the school.	Action 1: Whole school engagement with weekly outdoor learning. Action 2: P1, P2 and P5 to engage in outdoor learning sessions led by The Green Team and/or Edinburgh OL Development Officer.	Class teachers Throughout the school year. Strengthen whole school OL Overview with links to curricular areas.	Pupil feedback during weekly bonus ball sessions. Staff self-evaluation and Feedback/data gathering from Eco Warriors at Eco meetings.	<i>Action 1: All class teachers have engaged in additional professional learning to support outdoor learning and loose parts play. Feedback from learners during Bonus Ball sessions has supported this. Almost learners have shared they have enjoyed and benefited from the sessions.</i> <i>P5 have completed their John Muir Award.</i> <i>Next Steps:</i> <i>Continue to develop whole school approach to Learning for Sustainability, and the outdoor learning themes.</i> <i>Action 2: Almost all classes have had opportunities to learn outdoors with The Green Team & Margon, and Kirsten Mack the Development Officer for Outdoor Learning. School progression plans have been developed to include learning outdoors and ECO as part of our whole school approach to Learning for Sustainability.</i>

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	Action 3: P6 to participate in EPIC day.			Continue to engage with the Green Team Action 3: All p6 learners were able to participate in the EPIC day at Bonaly, which provided a range of safe, effective and exciting outdoor learning experiences designed to complement schools' onsite and local outdoor learning and support progression for experiences further afield. Additional funding was used from our Equity Fund to enable three learners to attend. Feedback shared by staff and learners described the positive impact this had, supporting transition, team building, increasing confidence and self-esteem and connecting staff and pupils. All learners were more positive about the p7 camp experience at Lagganlia after their EPIC day. Next Step Continue with EPIC Days for p6 and Camp for p7.
To become advocates for biodiversity in our school grounds and local community.	Action 4: Each class allocated a planter in playground to grow living things of their choice.	Playground Class leadership Team - Parent/Staff leaders Class teachers and classes	Observations of living things in our playground. Continue to participate in RSPB bird watch and compare results	Action 4: Each class has been allocated a planter in playground, and a variety of volunteers and children have filled the planters. Our new garden shed, and garden tools have enabled small groups to work on filling planters throughout The Playground Team have applied for additional funding for plants from Tesco's Blue Token which

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	Action 5: Raise awareness of biodiversity (SDG 15 and Article 31) through Rights Respecting Schools community postcard.	Rights Respecting Class Leadership Team	from previous years. Responses from Local community/ residents in Roseburn Park. Feedback from school community	<i>finishes at the end of June. Each class has still to purchase their plants, then plant and look after.</i> <i>Action 5: The Rights Respecters collaborated with Fox Covert primary school, in a bid to raise awareness of SDG 15, Article 31, and respect for the environment with a focus on biodiversity. The Class Leadership Team shared their vision, and plan with Fox Covert learners, who presented theirs to Roseburn, and facilitated a visit to the Secret Garden at Corstorphine, sharing this knowledge and understanding enabled both schools to progress their ideas, and promote biodiversity. The RR Class Leadership Team visited Roseburn Park and shared their postcards with passersby, and visitors to the park. Feedback was very positive, with almost all sharing they would use the QR code to find out more and were impressed with the children's understanding, and promotion of looking after the environment.</i>



Eco-Schools Action Plan

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