



Climate Action Plan

East Ardsley Primary Academy

1 year plan Autumn 2025 – 2026



Leodis
Academies
Trust

LET'S GO
ZERO
2030



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Your school's carbon baseline: TBC t CO₂e

Calculation: Month Year

Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history	
Last reviewed:	
★ = high carbon reduction actions	
Trust-wide action	

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the Let's Go Zero campaign By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and	Start: Nov 2025 Review:	Sarah Talbot		



that it demands the UK Government help all schools reach this goal by the end of the decade.				
Calculate your school's carbon footprint using Count Your Carbon <p>This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress.</p>	Start: Nov 2025 Review:			Complete
Set up a sustainability working group <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead'. Should include staff and members of the student Eco Team</p>	Start: Nov 2025 Review:	Mel Smith	Sustainability lead has been identified	In Progress
Add sustainability plans, projects and successes to your school website and share through wider communications <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.</p>	Start: Dec 2025 Review:	Sarah Talbot		

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Install a smart meter Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks .	Start: Jan 2026 Review:	Sarah Talbot	Talk to PFI	
★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE .	Start: Jan 2026 Review:	Sarah Talbot	Discuss with Chris Hitchen (PFI)	
Install TRVs on radiators Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.	N/A	Sarah Talbot	Underfloor heating system so no radiators	
Investigate the potential for solar panels Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and	Start: When appropriate.	Katy Stringer	Initial discussions have been held with PFI. To be considered as part of the handover process to fit with possible lifecycle events that would be suited.	

<p>the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: Solar for Schools & Eden Sustainable.</p>	<p>Review:</p>	<p>Model adopted in other Leodis MAT schools to be blueprint for any installation moving forward.</p>	
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ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Incentivise students to address energy usage</p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.</p>	<p>Start: Jan 2026</p> <p>Review:</p>	<p>Mel Smith</p>	<p>Set up Eco Team in school with representatives from each class.</p> <p>Audit use of energy across the school day.</p> <p>Devise strategy for keeping use of energy to a minimum. Saving as much as possible.</p> <p>Devise a way to monitor how much energy is being used/wasted</p>	
<p>Take part in a switch off campaign</p> <p>Take part in a switch off campaign, e.g. Switch Off Fortnight. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start: Jan 2026</p> <p>Review:</p>	<p>Mel Smith</p>	<p>Switch off fortnight usually takes place in November each year but you can run your own at any point.</p> <p>Starting point for Eco Team – advertise and manage energy reduction campaign.</p>	
<p>Monitor energy use on a regular basis through dedicated platforms</p> <p>Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can</p>	<p>Start: Jan 2026</p> <p>Review:</p>	<p>Sarah Talbot</p>	<p>Discuss energy usage and monitoring with PFI.</p> <p>Are they using all the possible strategies needed to manage energy wastage.</p>	

decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.				
Implement a power down strategy for electrical devices and appliances Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	Start: Feb 2026 Review:	Sarah Talbot	Already encourage all staff to switch off over evenings and weekends. Discuss with IT automatic shut down policy for IT equipment in school.	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Arrange a menu consultation through an external organisation e.g. ProVeg Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to ProVeg for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.	Start: Nov 2025 Review:	Helen Crisp	School Council have met with Kitchen Manager (PFI) to discuss menu to ensure as little wastage as possible. Jacket potato option every day. Is a vegetarian day every week.	Complete
Increase the number of planet friendly, meat-free options on offer every day Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!	Start: Nov 2025 Review:	Helen Crisp	School Council have met with Kitchen Manager (PFI) to discuss menu to ensure as little wastage as possible. Jacket potato option every day. Is a vegetarian day every week.	Complete

<p>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</p> <p>Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.</p>	<p>Start: May 2025</p> <p>Review:</p>		<p>Eco Team to work with PFI and kitchen staff to share this information so that it can be shared with the children in school.</p>	
<p>Start or improve composting and food waste facilities on-site</p> <p>Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging students! To get started, ask your school community for unwanted compost bins.</p>	<p>N/A</p>	<p>PFI</p>	<p>Food waste is collected as part of PFI services.</p>	<p>Complete</p>

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>★ Develop your uniform exchange and extend existing reuse practices</p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>	<p>Start: March 2025</p> <p>Review:</p>	<p>Mel Smith</p> <p>Sarah Talbot</p>	<p>Advertise and educate staff, children and parents on this issue using social media.</p> <p>Set up uniform exchange for sustainability.</p> <p>Campaign children to help them understand why it is important.</p> <p>Assemblies to share information and encourage understanding of the impact uniform has on environment.</p>	
<p>Reduce branding on uniform and other school items</p>	<p>Start: Review:</p>	<p>Sarah Talbot</p>	<p>No expectation that children have to wear school logo on uniform.</p>	<p>Complete</p>

Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO ₂ limits on embroidery and personalisation.			School reading book bags with logo on provided by school when children start – carry on using them throughout school. Simplified uniform to minimise change and number of items parents need to buy.	
Follow sustainable practices when choosing products This approach involves purchasing products that were designed and produced ethically and sustainably, are non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of a sustainable procurement policy.	Start: May 2025 Review:	Sarah Talbot	To review with MAT the procedures and any changes that can be made to support changes in school. Plan and implement agreed changes.	
Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.	Start: May 2025 Review:	Sarah Talbot	Campaign to raise awareness with staff. Checking system implemented in office to check items as they are ordered.	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Implement the Trust waste management strategy by segregating different waste streams and making efforts to increase recycling waste and reduce waste for landfill <u>New mandatory waste regulations</u> require all <u>dry recycling</u> and <u>food waste</u> to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Rob Cattrall (LGZ) can provide a bin audit toolkit with label templates.	Start: Jan 2026 Review:	Sarah Talbot	For the non-PFI Academies (Woodkirk, Westerton and Blackgates) Extend food collection from hall and staff room to outdoors and in classrooms for snack time. Recycling bins for paper and cardboard to be reinstated in all classrooms.	In progress

<p>Provide students with education on the importance of reducing, reusing and recycling correctly</p> <p>Teach students about the waste hierarchy: 'Reduce -> Reuse -> Recycle' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p>	<p>Start: Nov 2026</p> <p>Review:</p>	<p>Mel Smith Harriet Ives-Darling</p>	<p>Review curriculum to ensure it covers issues of sustainability and the importance of recycling in every year group where it fits best.</p>	<p>In progress</p>
<p>Run waste/plastic reduction initiatives or campaigns with pupils and staff</p> <p>Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a Plastic Free School with Surfers Against Sewage using their free resources.</p>	<p>Start: May 2026</p> <p>Review:</p>	<p>Mel Smith</p>	<p>Plan campaigns to run throughout the school year with Eco Team.</p>	
<p>Establish procedures for the reuse of school supplies and equipment</p> <p>When having a clear out of supplies and equipment, prioritise reuse over disposal to allow for potential income and/or cost-saving opportunities (e.g. reduced skip hire costs). Use existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; School Resources Exchange; Facebook Marketplace, etc.</p>	<p>Start: Nov 2026</p> <p>Review:</p>	<p>Sarah Talbot</p>	<p>Make links with community groups and local childminders to share any unwanted supplies.</p> <p>Only order what is needed as needed policy across school.</p>	<p>In progress</p>

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Run active travel campaigns Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.	Start: Sept 2026 Review:	Helen Crisp	School Council to set up and run campaign across the school year to encourage children to walk to school whenever possible. Ensure there are opportunities built in across the year to support children in using sustainable transport: Bikeability, Pedestrian training, Scooter training.	In progress
Develop an active travel plan Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). Modeshift Stars Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.	Start: Jan 2025 Review:	Sarah Talbot	Review and update plan.	
Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability . Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).	Start: In place Next booked Sept 2026 Review:	Gaynor Shaw	Currently accessed by Year 6 at the start of the academic year.	Complete
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	Start: Jan 2026 Review:	Sarah Talbot	Meet and discuss with PFI	

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Conduct a climate resilience audit Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: Sept 26 Review:	Sarah Talbot Katy Stringer Pinnacle	To check through Pinnacle.	
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service . Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: Sept 26 Review:	Sarah Talbot	Have a sun cream policy. Incorporate with other heat wave elements into policy.	In progress
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO ₂ levels using devices.	Start: May 25 Review:	Sarah Talbot	Work with pinnacle to reduce heat building across the day.	
Consider measures to increase adaptation to flooding risks Sustainable Drainage Systems (SuDS) can be installed to manage water flow and reduce the risk of flooding,	Start: Sept 26 Review:		Have rainwater storage that provides water for toilet flushing. Look into extending to incorporate other strategies alongside.	In progress

unless clear evidence suggests that this would be inappropriate. Some techniques for implementing SuDS include: greening (e.g. Green roofs); permeable surfaces (e.g. Pavements); water storage (e.g. Rainwater harvesting).				
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WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Check site for leaks using your water meter Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water audit guide to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	Start: Sept 26 Review:	Eco Team Mel Smith	Use audit guide for children to carry out water audit across school. Share outcomes across school. Create action plan to reduce wastage.	
Raise awareness around water consumption and efficiency Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more.	Start: Sept 26 Review:	Eco Team Mel Smith	Research and create a plan to share information and awareness across school. Children to lead campaign in school to reduce water consumption and wastage.	
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	Start: Sept 26 Review:	Eco Team Mel Smith	Audit shelters and downpipes around school to attach water butts to maximise water collection for outdoor play and watering planters.	
Install mechanisms to reduce water wastage At the end of life ensure that taps are replaced by push press mechanisms to reduce water wastage or install low-flow attachments. As and when your existing taps and toilet flushes approach their end of life, ensure that the replacements include flow reduction measures to	Start: Nov 25 Review:	Sarah Talbot	Part of lifecycle process with PFI. Flag any opportunities to introduce more effective systems every time changes are suggested.	In progress

save as much water as possible, e.g. smaller cisterns or install water hippos to reduce water capacity in normal cisterns. Check your water supplier to see if they do free water audits and installations.				
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3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Take part in <u>The Nature Park</u> <u>The Nature Park</u> aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Start: Sept 25 Review:	Harriet Ives-Darling Jodie Edward	Forest School is established and we are in the process of extending and enhancing it as a provision as well as training additional staff to ensure it is used effectively and throughout the year. Planted saplings which are now growing to extend the forest area.	In progress
Establish a gardening/nature club Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	Start: Sept 25 Review:	Harriet Ives-Darling Jodie Edward	All children to access Forest School and to follow an agreed scheme to support them in understanding the importance of nature and how it changes through the seasons. Establish volunteer group to develop and maintain the Forest School area.	In progress
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	Start: Sept 25 Review:	Harriet Ives-Darling Jodie Edward	Pond added 2024-25. Designated areas within Forest School. Increase strategies to sustain wildlife	In progress
Create accessible outdoor spaces that enable students to connect with nature	Start: Sept 25 Review:		Plan to extend and develop Forest School.	In progress

<p>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</p>			<p>Add canopy over log seating. Shed for storage. Hooks in trees for hammocks etc.</p>	
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4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	Start: Jan 26 Review:	Mel Smith	<p>Set up Eco Team and share remit of their work.</p> <p>Draw up a list of priorities and agree strategies to develop projects:</p> <ol style="list-style-type: none"> 1. Uniform 2. Bins and recycling 3. Water wastage 	
All academies to deliver assemblies to students on how our shared value of 'Forging Young Futures' aligns with protecting the environment Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.	Start: Jan 26 Review:	Sarah Talbot	<p>Some lesson/ assembly resources here:</p> <p>Steps to a Greener Carbon Footprint - Earth Cubs</p> <p>Climate change resources for schools WWF</p> <p>Climate change - BBC Teach</p>	
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	Start: Mar 26 Review:	Sarah Talbot	<p>Whole staff CPD in 8.30am sessions.</p> <p>Research and identify suitable training.</p> <p>Feedback sessions for Eco Team, Forest School and other initiatives.</p> <p>In school routines and systems shared and agreed.</p>	

<p>Support your staff to attend local sustainability networks & events</p> <p>Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. You can include the Let's Go Zero webinar schedule in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school.</p>	<p>Start: Mar 26</p> <p>Review:</p>	<p>Mel Smith</p>	<p>Research and join suitable networks and events to support the work in school.</p>	
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CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Complete a curriculum audit</p> <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as Map The Curriculum may be helpful for this.</p>	<p>Start: Sept 25</p> <p>Review:</p>	<p>Subject Leads</p>	<p>Take time to map across curriculum to identify specific content, generalised coverage and gaps in learning.</p> <p>Sustainability and curriculum target in Science, Geography and Forest School Lead performance management.</p> <p>Add content or emphasis in teaching and learning as necessary to ensure there is a strong emphasis on sustainability throughout the curriculum.</p>	In progress
<p>Amend your curriculum to incorporate sustainability</p> <p>Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p>Start: Jan 26</p> <p>Review:</p>	<p>Subject Leads</p>	<p>Research how additional capacity and content can be built into the curriculum to enhance the existing curriculum across school and to change the emphasis on sustainability.</p>	

<p>Survey staff on how they feel about teaching sustainability issues</p> <p>Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a template survey you can use.</p>	<p>Start: May 26</p> <p>Review:</p>	<p>Mel Smith Eco Team</p>	<p>Eco Team to develop survey using template on Forms.</p> <p>Staff given time to complete to get a good response rate.</p> <p>Eco Team to look at outcomes and plan next steps.</p>	
<p>Create an environment where lessons can be taught outside in all subjects</p> <p>Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School Association, Learning Through Landscapes or the National Education Nature Park.</p>	<p>Start: Sept 25</p> <p>Review:</p>	<p>Harriet Ives-Darling</p> <p>Jodie Edward</p>	<p>Time out of class to establish curriculum for Forest School.</p> <p>Training time to build staff confidence and ensure all staff and children access high quality learning opportunities in Forest School.</p>	<p>In progress</p>

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p>	<p>Start: May 26</p> <p>Review:</p>	<p>Sarah Talbot</p>	<p>Develop Assembly scheme to address issues shared within the local area, nationally and globally.</p>	
<p>Include green skills as part of careers guidance</p> <p>Integrate green skills and career pathways in school career fairs</p> <p>Engage with the National Education Nature Park Green Skills framework for careers education and development of green skills across the wider curriculum. Increase</p>	<p>Start: Dec 25</p> <p>Review:</p>	<p>Emma Mullen</p>	<p>Incorporate into careers work planned for children with pupil premium funding to ensure a range of career opportunities shared and explored.</p>	

awareness of vocational options (e.g. Plumbing, construction, electrical).				
<p>Invite inspirational green careers speakers in to speak to pupils</p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.</p>	Start: Sept 26	Review: Sarah Talbot	Incorporate into Assembly scheme, curriculum development and Forest School work.	
<p>Provide opportunity for all pupils to take leadership on sustainability</p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	Start: Sept 26	Review: Mel Smith	Develop roles within the Eco Team and widen out to other aspects of school life.	



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