**
North Ayrshire Council Learning for Sustainability Fund Evaluation – May 2022**

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| **Purpose of the fund**The COVID recovery fund will be transformational by supporting the provision of high-quality experiences to compensate for any loss of learning due to COVID-19, as well as supporting and building our young people’s resilience. Whilst vitally contributing to delivering the Scottish Government’s overarching strategic objectives towards ‘creating a more successful country’ - smarter, healthier, safer and stronger, greener, wealthier and fairer – it will provide the opportunity to facilitate schools to adapt to new ways of working. ***‘Deliver biodiversity awareness to schools and young people.’******‘Continue to support the increase in local food production (including allotments, community gardens and schools).*** |

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| * **School and Contact Details**
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| School: Springside PrimaryKey Contact person: Jenni McFadzeanPosition: Principal Teacher and LfS and STEM leadEmail address: gw09mcfadzeanjennife@glow.sch.ukSchool telephone: 01294211651 |

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| **2a. Our initiative – summary**  |
| This project will further support a sustainable food future at Springside Primary and Early Years. Enhancing growing opportunities with hydroponic propagators, to the construction of a pollytunnel to grow, harvest and cook with fresh produce, to using a sub-pod to reduce food waste through composting, our school garden will be fully utilised to embed the 5 elements of food activism. As a whole school community, a 4 season, progressive programme of active, hands-on learning experiences will be implemented to explore social and ecological justice of our food systems from soil to our fork.  |

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| SDG’s | How will I achieve it? | Pupil Outcomes | Measurement | Evaluation |
| SDG2 Zero HungerSDG 3 Good Health & WellbeingSDG12 Responsible Consumption & ProductionSDG13 Climate ActionSDG15 Life on Land | HT and PT will mentor staff, model good practice and promote CLPL opportunities to support, inspire and develop a depth of knowledge and understanding of LfS and build confidence and effectiveness in pedagogical practice.Working in collaboration, all staff will have the opportunity to review current practice and evaluate the impact of our LfS programme on learners. Evaluation of impact will shape next steps in LfS.Pupil views will be sought during focus meetings to inform next steps in teaching and learning.A progressive LfS programme for Early, 1st & 2nd levels will be developed. Real, relevant contexts which ensure breadth, depth, challenge and opportunities for application will mesh pupils’ understanding of global goals, support their development of values and attitudes as global citizens and utilising the outdoor for learning experiences will enhance the health and wellbeing of all.Pupil Voice Groups :\*Citizenship Committee\*Eco Schools\*Health Committee\*Fair Trade Committee\*Enterprise/World of Work Committee\*Pupil Council\*Playground Committee\*JRSO CommitteeEquipping learners with knowledge, values, attitudes and skills to grow in their ability to make their world a more equitable, just and sustainable society.Using our garden to grow and harvest food, quarterly inter-generational collaborative sessions with older members of the village community and different stages of pupils, will allow for sharing of knowledge and skills development. Parental engagement groups will commence again as soon as possible. We will resume our engagement of families through nature in our hugely successful ‘Family John Muir Award’ after school club.  | Enhancing the wellbeing of our school community and raising pupils’ attainment and achievement through embodiment of innovative approaches to teaching and learning of LfS and outdoor learning. Encompassing LfS learning into progressive programmes of study for IDL topics and STEM through real, relevant contexts will ensure meaningful connections for our pupils. Pupils will use the language of learning to articulate their developing knowledge of LfS and its real and relevant context within STEM learning and IDL topics. Enhance wellbeing and positive health benefits of outdoor learning will develop self-awareness, confidence, self-esteem, collaborative and communication skills and encourage a life-long respect and appreciation of the natural world.Through Pupil Voice meetings learners will participate in projects to support SDG2, SDG3, SDG12, SDG13, SDG15. With increased knowledge, understanding and equipped with practical action skills nurtured through LfS sessions, pupils will be more able to play their part successfully as confident, effective, responsible citizens in a changing world.Pupils will develop knowledge and understanding of their role and responsibility in creating a socially just, equitable and sustainable world. They will develop transferable skills through first hand experiences of food growing, food preparation, caring for environment by direct contact with nature throughout all seasons. Pupils will be able to share their growing repertoire of practical skills with family. They will be able to work alongside family members to promote positive action to achieve food sustainability, food production/disposal, food access, food quality, food sovereignty - thus enhancing their ability to be ‘Agents of Change’ for SDG2, SDG3, SDG12, SDG13, SDG15 | Staff will demonstrate an increased level of confidence and effectiveness in their planning and implementation of LfS and outdoor learning. This will be evident in professional dialogue, learning walks and peer observation. Education Scotland’s LfS Self-evaluation and improvement framework will be used biannually to monitor and evaluate progress.Pupil views will be sought through focus group discussions and evaluated to inform next steps as will aSpringside Primary LfS pupil measurement tool. This will monitor and evaluate pupil understanding of Sustainable Development Goals, developing values and attitudes as a global citizen and their perceived impact of outdoor learning experiences, pre and post learning focus.A photo diary and pupil comments will evidence weekly LfS learning and activities experienced for classes. This will be shared with pupils to consolidate previous learning and make links to next steps. Minutes of meetings, points discussed and actions taken will be documented in committee folders.Empowerment of pupils to be ‘Agents of Change’ will be evident in their pupil voice and actions taken to drive forward initiatives in their school community which support SDG2, SDG3, SDG12, SDG13, SDG15.Pupils and senior members of our community will evaluate experience of their collaboration in food production, food sustainability and food quality. Their views and opinions articulating ‘what works well’ and ‘what would be even better if …’ will be valued and used to inform the next steps in the progressive development of knowledge, understanding and practical skills.Building relationships with our families and promoting positive parental engagement will be evaluated through dialogue and surveys. Narrated photo diaries will document learning journey and activities experienced. | \*Focused LfS sessions delivered in blocks. P1-7 have had 2x 8 weeks of modelled practice delivered by PT.Staff have commented that they are growing in confidence to implement all aspects of LfS ie. Global citizenship, global goals & outdoor learning opportunities.CLPL opportunities to extend understanding of LfS will be listed and shared with staff to encourage an uplevelling of the understanding staff have of LfS and approaches to implementing this approach in class.Staff have completed one self evaluation May 22December 22 is next due date for LFS evaluation to monitor progressPupils have responded to sessions positively. Pupils have orally expressed their thoughts, feelings & ideas to indicate they enjoy and identify HWB benefits from these sessions. They feel empowered in the positive actions that they are involved in to support Global Goal aspirations.Pupils have benefited from having access to puddle-suits & welly boots to allow for access to the outdoors in all weathers.LfS has been developed through real, relevant contexts. Linking in to our Eco Schools work, JRSO, Fairtrade, Health Week … E’s and O’s within Sciences is helping pupils develop values and attitudes as a global citizen. P5/6 & P6/7 have engaged with the Roads Dept to seek ways to make roads safer to encourage more active travel to school.\*Senior JRSO worked to gain a grant to purchase a scooter pod for P1-3.\*Audits were carried out by P5/6 & P6/7 on the issue of litter & dog poo in the village. We linked with NAC to have dog poo penalty signs and litter clear up following letters to our local Councillor. After school clubs to further develop gardening, Eco Schools work, cycling proficiency have been attended by pupils from P4-7 to further our LfS work.\*Photo diary has been routinely updated to document LfS work.Occasionally photos have been shared on Twitter too.PT had informal meetings (lunchtimes or during own NCCT & LfS class sessions in class bubbles with members from JRSO Committee & Eco Committee, Fairtrade Committee) to ensure work continues to be driven forward even though we were still under COVID bubble restrictions.Whole groupings of P1-7 pupils in committees will resume in August.Staff will select their Committee to lead. National events will be added to calendar.Staff & committee will be responsible for planning & implementing event & the work required to achieve recognised awards.Minutes of meetings will be taken.We are still awaiting the construction of our Polly Tunnel – this is scheduled for August.Currently tomato plants & cucumber plants are growing in our self watering planters, planted by pupils.Eco committee have a rota to take fruit peelings to the Subpod.Pupils have been diligent in using the compost collection bins to deposit compostable waste and in emptying & maintaining the mixing and aerating of the compost.10 fruit trees from The Tree Council schemes have been planted & are being trained & cared for by pupils.We have been approached by the village Community Council requesting links with our school to participate in developing their Food Larder initiative. We will be committing to this Community project in the new session & will forge partnerships. Due to COVID restrictions we have not as yet resumed our John Muir family engagement sessions.We hope to resume these sessions as of August 2022. |

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| **2c. Curriculum**State how the work with young people will contribute to progressive, curriculum experiences and assist them in skills development. |
|  Springside Primary Sustainable Food Future - A Progressive IDL Programme supporting SDG2 Zero Hunger, SDG 3 Good Health & Wellbeing, SDG12 Responsible Consumption & ProductionSDG13 Climate Action, SDG15 Life on LandEarly Level – Observe and explore the seasonal changes of plants and living things in our school grounds. Make connections to life cycles and food chains. Be actively involved in planting seeds, watering and caring for plants, fruit and veg in school garden. Harvest fruit and veg and prepare produce for a simple dish. Celebrate locally sourced fresh, seasonal products in a sharing event. Collect fruit and veg waste to compost and care for soil. Provide seasonally appropriate care for wildlife in school grounds.Resources to promote citizenship science - Buglife.org, Butterfly conservation, RSPB activities, Nature Detectives, RHET, Eco Schools, Keep Scotland Beautiful – One Planet Picnic, foodafactoflife.org First Level – Investigate how plants grow and requirements for their optimum needs. Investigate the different types of soil in our school grounds and how changes to soil impacts on plant growth and food harvested. Use knowledge and understanding of growing conditions and climate in our local area to inform our selection of best plants, fruit and veg to grow locally. Experience cooking, processing and preserving fruit and veg from our school garden. Participate in community growing events and plan for events uniting a community through celebration and enjoyment of food.(We have planted a range of fruits & veg which will be harvested Autumn 2022) Organise a campaign to drive forward a move to reduce waste in our school and local community. Plant a wild flower meadow to encourage pollinating insects to support fruiting of fruit and veg. Construct bug hotels to encourage biodiversity and interdependence which supports a healthy equilibrium in our natural world. Use classification keys to identify plants and minibeasts in school ground.Resources to promote citizenship science - Buglife.org, Butterfly conservation, RSPB activities, Nature Detectives, RSPB Wild Challenge, RSPB Big Bird Watch, Woodland Trust, Bumblebee Conservation Trust, RHET, foodafactoflife.org, Eco Schools, Keep Scotland Beautiful – One Planet PicnicSecond Level – Investigate and apply sustainable farming practices, vertical farming and hydroponics. Investigate and trial different ways to enhance soil health. Investigate food consumption and food disposal practices in school and local community. Audit the waste generated by school dinners and use their knowledgably informed pupil voice, drive forward initiatives and model good practice to show peers in school and local community members how to reduce waste. Explore the connection between changing food cultures and the health & wellbeing of communities. Using basic ingredients from school garden and other locally sourced, seasonal products prepare and cook simple nutritious meals. Compile healthy recipes and meal ideas to share with community. (We have planted a range of fruits & veg which will be harvested Autumn 2022) Share harvested foods with community. Set up a seed library to share with local community and Local Allotment members. Launch a campaign to encourage the Community Council to support initiative to enhance an area of waste ground in village which encourage biodiversity. (We have planted a range of fruits & veg which will be harvested Autumn 2022) Collaborative opportunities with NAC DYW.Resources to promote citizenship science - Opal Science investigations, Terrific Scientific Investigations of the natural world, Plantlife Scotland, John Muir Discovery & Explorer Award, Eco Schools, RHET, Keep Scotland Beautiful – One Planet Picnic, foodafactoflife.org.uk |
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| **3. State how families and the wider school community will be engaged in your work.**  **If you are working with another school or as part of a cluster, please state this here too.**  |
| Forging a robust, triangulated partnership that securely links our school community, our families and our community will at the forefront of the success in developing a Sustainable Food Future at Springside Primary. Working collaboratively in this partnership we will build the values, attitudes, knowledge and skills to play an active role in initiatives that build a socially just, sustainable and equitable society. Through the Springside Primary Food Activism initiative all stakeholders in our partnership will develop practices and make decisions that have a particular impact on meeting the needs of SDG2 Zero Hunger, SDG 3 Good Health & Wellbeing, SDG12 Responsible Consumption & ProductionSDG13 Climate Action, SDG15 Life on Land.The active participation of families, community and outside agencies will be essential in creating a coherent, transformative LfS programme embedding global citizenship, sustainable development education and outdoor learning.The Family John Muir Award, inter-generational engagement and welcoming of outside agencies will commence again as soon as possible. Utilising the expertise of the John Muir Trust team, Muirsheil Country Park Rangers, Eglinton Park Rangers, Growing Together, Cooking Together Team at Dumfries House, Eglinton Growers, NAC Family Learning Team, NAC Active Schools Team, NAC DYW, and other enthusiastic members of our community, we will welcome their input to engage, motivate, inspire and build relationships whilst developing our sustainable practices. Scottish Government COVID restrictions impacted on this opportunity. We plan to relaunch Parental Engagement opportunities August 2022. |

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| **4. Predicted Costs** Please detail the predicted expenditure to implement your project. Add additional rows if required, or submit a separate spreadsheet.  |  |
| Item  | Quantity | Cost per item | Cost | Supplier |  |
| Heated Hydropod Propagator 120 cuttings | 1 | £165.00 +£4.95 shipping | £169.95 | Greenhouse Sensation | Used propagator as a mini greenhouse to bring on seedlings. Hydroponics will be utilised Session 2022-23 |
| Subpod Grow Bundle | 1 | £299.00 + £8 shipping | £307.00 | Subpod | This has been a FANTASTIC asset to our school. We purchased food waste collectors to transport waste. Pupils has so bought into composting and are fascinated by the role Tiger worms play.  |
| Tiger Worms  | 1 | £13.98  | £13.98 | Original Organics |  |
| Pollytunnel 16ft x 30 ft super therm coverBase Plates for ConcreteAluminium Base RailTwin Support BraceTimber Side Ventilation Ground CoverPolythene careFront sliding double doorRear sliding double door  | 1 | 16ft x 30ft tunnel£157.00£257.00£91.00£143.00£54.00£67.00£135.00£135.00 | £2316.00 | First Pollytunnels | Tunnel was purchased. August 22 was the earliest date First Polly Tunnels could install.This is much anticipated and the benefits will be enormous. |
| Original all in one Puddle Suits Age 11-12 Age 9-10 Age 7 -8 Age 6-7 Age 5-6 | 1010101010 | £28 per suit– 20% school discount£224.00£224.00£224.00£224.00£224.00+ delivery £9.95 | £1129.95 | Muddy Puddles | Puddle Suits & wellies have been a massive asset to our school to access the outdoors in all weathers.  |
| Outdoor Freestanding Wood Fire Pizza Oven, Waterproof Cover, Pizza Stone & Tools  | 2 | £209.99 | £419.98 | Amazon | Pupils loved these and once our tomatoes have ripened we will be able to make our own passata |
| Trestle Potting Table | 3 | £95.00 | £270.00 | First Pollytunnels | Assembled one polly tunnel installed |
| Raised Bed Timber | 6 | £31.00 | £124.00 | First Pollytunnels | Assembled one polly tunnel installed |
| Raised Bed Brackets | 4 | £64.00 | £256.00 | First Pollytunnels | Assembled one polly tunnel installed |
|  |  | **Total cost** | £5006.86 |  |  |

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| **Name and position:****Jenni McFadzean Principal Teacher**  |
| **Signature:****Jenni McFadzean** |
| **Signed by HT:** M Shedden |
| **Date:****19.9.21** |