



**Our Schools,
Our World**

in partnership with

**LET'S GO
ZERO
2030**

Framework And Key Approaches

Use the following to plan and timetable your actions and then use it to audit your progress

Key actions	Overall responsibility for leading	Date planned	Advice/Good practice
<p>Launch with governors</p> <p>https://www.osow-devon.co.uk/our-city-our-world/presentations/</p>	HT/Senior Programme Lead		<p>Use Governor presentation on the website</p> <p>OSOW becomes part of Committee and FGB agendas</p> <p>Governors watch Carbon Literacy training video</p>
<p>Standing item in staff meetings on fortnightly basis initially</p>	HT/Gov		<p>This will ensure sustainability developments remain a high profile, good practice is shared and progress is regularly reviewed</p>
<p>Survey your students, staff, governors, community</p> <p>https://www.osow-devon.co.uk/our-city-our-world/surveys/</p>	SBM/ Senior Programme Lead		<p>Use PING or alternative school communication method to send out survey link for parent/carers (Accompanying letter</p>

			<p>explaining OSOW programme and school wish for families to be partners in the programme and sustainability actions) Use 10 mins of staff meeting or support staff meeting for survey. KS1 is best as sample responses with TA supporting small groups to respond. KS2 can do survey independently in school.</p> <p>Surveys will act as baselines of attitudes and leverage in terms of actions i.e. you said in the survey you wanted so we are</p>
<p>Set up a sustainability working group – head, senior programme lead, governor, students, business manager, parent, premises manager etc.</p> <p>Plan dates at first meeting for whole year to ensure strong attendance</p>	<p>HT</p>		<p>Working Group should meet once each half term after school. This group will ensure:</p> <ul style="list-style-type: none"> • surveys and Zero Carbon termly

			<p>audits are completed</p> <ul style="list-style-type: none"> • a collaborative vision and moral purpose • priorities from surveys and audits are identified and communicated to all members of school • action planning where all understand roles and responsibilities and strong links with council and local/national organisations are developed • improvements are monitored and evaluated • a strong culture of sustainability is firmly established
<p>Launch programme with <u>all staff</u> (all staff must be involved as this is first and foremost a collective endeavour)</p>	<p>HT</p>		<p>Staff meeting/Support staff meeting or part of INSET day</p>

			<p>This should be inspirational and led by the HT Use the COP26 video to set the context Allow time for talk Share map of journey and emphasize time will be given in staff meetings and INSET days for developments</p>
<p>Training for teaching <u>all staff</u> in climate science (all staff must be involved as this is first and foremost a collective endeavour) – Use training video on website</p> <p>https://www.osow-devon.co.uk/curriculum/training/</p>	<p>Senior Programme Lead</p>		<p>Staff Meeting/Support staff meeting or part of an INSET day Allow time for talk What does it mean for:</p> <ul style="list-style-type: none"> • me, personally • professionally • for my class • for the school
<p>Training for teachers in eco-anxiety – Use Thoughtbox video on website</p> <p>https://www.osow-devon.co.uk/curriculum/training/</p>	<p>Senior Programme Lead</p>		<p>Vital that teachers understand how to move from issues to hope and how to support resilience and empowerment in their class</p>

<p>Create a joint staff/governor sustainability vision for your school</p>	<p>HT</p>		<p>Create draft and then find ways of getting input from:</p> <p>Staff Governors Pupils Families</p> <p>Emphasize this is a collective vision and a collective effort</p>
<p>Integrate OSOW into whole school SIP</p>	<p>Senior leads</p>		<p>Sustainability should run through all areas of school life so rather than being a stand alone objective it should shape improvements in all areas</p>
<p>Align school values/learning attitudes with OSOW aims</p>	<p>Senior team</p>		<p>Sustainability and an understanding of climate change is founded on the strong values/learning attitudes already common in schools e.g. respect, care, togetherness, curiosity, resilience, imagination etc. It should therefore not seem like an add on but more like a practical and relevant</p>

			<p>enrichment of the learning context.</p> <p>Introduce the idea of Self Care, People Care, Planet Care</p>
<p>Audit existing curriculum with yr groups against Concept Milestone document identifying where relevant OSOW curriculum concepts already exist. Agree where gaps will be taught.</p> <p>https://www.osow-devon.co.uk/curriculum/conceptual-milestones/</p>	<p>Senior Programme Lead/Teachers</p>		<p>Staff Meeting X2</p>
<p>On a termly basis 'green' the remaining curriculum e.g. in Summer Term green Autumn Term Medium Term Planning, in Autumn Term green Spring Term planning etc.</p> <p>See examples</p> <p>https://www.osow-devon.co.uk/curriculum/framework/</p>	<p>Senior Programme Lead/Teachers</p>		<p>Termly staff meeting</p> <p>Over the year, all terms will be greened then the process remains on-going during planning sessions – seeing the curriculum through a green lens</p>
<p>Develop assembly programme – See Planning and Resources template examples</p>	<p>HT/Senior leader in school</p>		<p>Fortnightly on a single theme each term e.g. Summer</p>

<p>https://www.osow-devon.co.uk/curriculum/curriculum-resources/</p> <p>Set termly themes for two year cycle</p>			<p>Biodiversity/Autumn Energy/Spring Water</p> <p>Link to</p> <ul style="list-style-type: none"> • class action/school action • termly Zero Carbon audit (carry out audit for the following term in the preceding term) • family action/pledges • parent/carer skills audit • local organisation support <p>Network with other schools top share resources</p>
<p>Launch project to the school community children and families – develop vision further with their voices</p>	<p>HT/Senior Programme Lead</p>		<p>Try and create an event or day of activities or series of 'green' days</p> <p>Emphasize:</p>

			<ul style="list-style-type: none"> • how OSOW is central to school improvement • how all members of the community are asked to commit to change behaviours and support improvements • share audit priorities and ask for comments • share termly themes • carry out parent skill audit for up-coming term
<p>Complete school Zero Carbon audits and develop action plan on a termly basis for an individual theme</p> <p>https://www.osow-devon.co.uk/carbon-neutral-2030/carbon-neutral-2030-audits/</p>	HT/SWG		<p>Audit and associated action plan should link to the whole school theme for that term e.g. Biodiversity</p> <p>Leadership team prepares audit for sustainability working group each term. LT ensures it is informed by voices of all members of the community particularly children and young people.</p>

			SWG decides on key priorities for action plan and ensures it is communicated to all members of the school. Sustainability working group ensures action plan also develops much closer partnership with the council and local organisations.
Introduce the Count Your Carbon Tool - Calculate carbon emissions termly to measure and respond to change	SBM		Establish initial baseline and set smart targets. Link to termly focuses.
Sustainability as performance management target for all staff /curriculum leads / head	HT/Govs		Using present school improvement systems ensures this is not an add-on for staff rather supported professional improvement. It also ensures regular reviews. For curriculum leads it is about facilitating the greening of their curriculum as well as resourcing their subject in a sustainable manner.
Create a schedule of green events during the year e.g. Switch Off Fortnight, World Ocean Day	HT/ Senior Programme Lead		E.g. Business Enterprise, Freegle, Book Swap, Clothes Swap, Power off day, No Mow May etc.

			Work with PCTA on developing a sustainability policy for PCTA events e.g. Summer Fair
Give a green context to some of the annual special weeks e.g. Arts Week	Senior Programme Lead/Subject Leaders		E.g. Book week focuses on environmental texts or Art Week has a nature focus etc.
Make carbon literacy training film available to families https://www.youtube.com/watch?v=HExapQfulPg	HT		Use The Great Big Lesson for Climate and Nature: Live from COP26
Establish methodologies for enabling on-going student voice and involvement	Senior Programme Lead		Student voice is best caught through Assemblies Class discussions Votes Surveys Task groups
Audit the expertise of your school community and link to planned actions/curriculum modules	SBM/HT		Termly audit of parent/carer and staff skills linked to whole school theme so focussed effective support is offered
Establish plan for pupil/family sustainable pledges and actions	Whole staff		Each termly theme should include actions engaging all members of the

			community in behaviour change and positive action
Establish plan for staff/gov sustainable pledges and actions	SPL/Staff/Gov		Each termly theme should involve changes in staff and governor behaviour. This is about all members of the community committing to change.
Look at opportunities for climate adaptation in the school to address extreme heat and rainfall. Introduce shade and flood prevention into school grounds.	HT/SBM/Site Manager		Refer to the council for advice and support.
Analyse procurement choices and adopt sustainable procurement approaches guidelines	SBM		SBM training will provide a clear approach. Encourage SBM to liaise with other SBMs to share good providers/products
Join Lets Go Zero and complete Climate Action Plan	Gov/HTSPL		<ul style="list-style-type: none"> Lets Go Zero offer a good range of resources and advice. The Climate Action Plan should be a summary of the actions you have planned against this framework against 4 key areas:

			<ul style="list-style-type: none">• decarbonisation, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient• adaptation and resilience, such as taking actions to reduce the risk of flooding and overheating• biodiversity, for example engaging with the National Education Nature Park• climate education and green careers, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and
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			that your teaching staff and lecturers feel supported to offer this
Significant focus on school commitment to sustainability on school website	SBM/SPL		Many parents/carers are now choosing their schools with commitment to sustainability and environmental education as a key criteria
Regular feature/update/slot in school newsletter	SPL		The more communication there is the more people can see how they can get involved and the impact the community is having
OSOW notice board in prominent place	SPL		See above
Ensure PCTA has sustainability policy/position https://www.osow-devon.co.uk/news/pta-guide/	PCTA		Events should reflect a commitment to sustainability. Signage should highlight this e.g. we are a no single plastic event
Pilot assessment of impact in some key areas See resources on school website	SPL		Sampling of diverse groups of children for conferencing to explore how best to evaluate impact of class learning, assemblies, initiatives etc.
Write formal assessment guidelines	SPL		From what you have learned develop policy

<p>See policy on website</p>			
<p>Plan for local organisation/community/business engagement</p> <p>https://www.osow-devon.co.uk/local-and-national-organisations/</p>	<p>Senior Programme Lead</p>		<p>Local organisations should be closely linked with school actions/assemblies and class talks.</p> <p>Children need to see changemakers regularly</p>
<p>Network with other schools on curriculum and initiatives and share expertise and resources</p> <p>Link classes within and across schools</p>	<p>Senior Programme Lead/teachers</p>		<p>The wealth of expertise and resources across the OSOW community cannot be underestimated</p> <p>Children need to feel empowered/inspired through seeing changemakers in other schools</p>
<p>Plan for comprehensive and systematic approach to nature connection and outdoor learning.</p> <p>https://www.osow-devon.co.uk/nature-connection-and-outdoor-learning/</p>	<p>Whole staff</p>		<p>Timetabling of nature connection opportunities Training in outdoor learning/Beach School/Forest School Putting outdoor learning directly into plans</p>

Create induction pack for new staff	HT		Include access to Carbon Literacy Video Training/Eco-Anxiety Video Training/ OSOW website. Prior to starting training is completed
Include sustainability element/question when interviewing for all new staff	HT		E.g. How would you integrate learning about sustainability into the curriculum?
Include OSOW in school presentations to new parents	HT		Make parents/carers see learning about sustainability and climate change is a core element of your class and wider curriculum
Establish a systematic annual programme of assessment/evaluation	Gov/Senior Project Lead		On a termly basis, Senior Project Lead conferences children against the conceptual milestones and skills based on their curriculum, assembly learning and actions from that term. Findings inform future planning. Parental attitudes and behaviour changes are evaluated twice yearly

Completion of a Net Zero Route Map outlining measures the school will take to reach Net Zero by 2030	Gov/HT/SBM/Site Manager/Council		Work with the council for structure and advice
School Grounds – develop a 3 year nature recovery plan for the whole school site identifying opportunities to increase biodiversity	SBM/Site Manager		Work with Environmental Education Officer and local organisations
Include reference to UN Sustainable Development Goals in lesson planning	SPL		Applicable for upper KS2 and above