Environment and Sustainability

2026-2027

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1. **Environment and Sustainability Statement**

Intent

William Patten Primary School is committed to being an environmentally friendly and sustainable school. We will enhance the progress being made towards this, by further reducing the school's ecological footprint, embedding sustainable practises in our everyday lives. We are committed to ensuring that children understand their roles and responsibilities in looking after the school environment and beyond, and how they can lead more sustainable lifestyles. We are proud of our links with external agencies, including Hackney Outdoors, Hackney Council's Climate, Sustainability & Environmental Services, Our Classroom Climate and Colt Technology Services, Greenpeace, FairTrade and Our practice is aligned with the Eco Schools' Green Flag Award framework, and informed by guidance from The Department for Education's (DfE) sustainability leadership and climate action plans initiative.

https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education

Implementation

As a whole school community, we are excited and committed to raising the profile of environment and sustainability at William Patten, through its effective integration within the curriculum. We believe that increased awareness of the environment and sustainable living supports and promotes students' spiritual, moral, social and cultural development. Children's understanding of environment and sustainability is supported by practical, first hand experiences and collaborative activities which take place in the school grounds. Planned and coordinated activities involving shared outside educational spaces, such as the rewilded nature playground and landscaped roof garden, ensure the children develop a deep understanding of their relationship with the environment and how their choices and actions can support sustainable living. Opportunities for applying this to a wider context, both on an immediate and wider local scale, as well as on a global scale, are then supported directly through the school's curriculum, with specific coverage of these themes in a number of curriculum areas, including science and PSHE. The children also have access to positive role models from the local and wider community, with specific expertise, through our partnership working with external agencies, including those mentioned above, as well as STEM.org and representatives from our families. The subject lead has established a successful working partnership with the Hackney Council Environmental Officer, Kelly Sullivan. Kelly works with the school to ensure the highest possible standard of education in terms of environmental issues and promoting sustainable living.
The climate action plans in education from the Department for Education explains why it is so important to have a whole school approach in order for plans to become actions. The child group that represent the school in carrying out its ecological objectives will be called the Eco Team. They will have a prominent role to play in school due to some of the changes implemented with the DfE's guidance.

"Involving children, young people and learners is important in climate action planning. Doing so can:

- inspire their enthusiasm to help drive positive change
- increase their practical knowledge of sustainability and climate change
- give young people a sense of agency where anxiety stems from climate concerns create a sense of pride in their education setting

- enable them to share their knowledge and enthusiasm in their local communities
- enable them to engage their parents, carers, and wider community in sustainability and climate change"

https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education

Impact

The school's commitment to sustainability is evident in both the indoor and outdoor school environment. Each classroom, for example, has a recycling area and the timetabled use of the nature garden and roof garden ensure that children observe the impact of their project work in these areas throughout the school year. The school has achieved the Learning Outside the Classroom (LOtC) award at gold level, in recognition of 'exemplary LOtC provision…ensuring that all pupils have access to frequent, continuous and progressive learning outside the classroom to support their learning and achievement.'

The external assessment report also acknowledges 'wonderful improvements' to the school grounds, specifically recognising the roof garden refurbishment and inclusion of 'planters for each class and a greenhouse'. The school also holds the British Council's 'International School Award', acknowledging the depth in which sustainability as a theme has been taught throughout the school. Planned special events, including the summer picnic, in which children eat the food they have grown, as well as the annual Nature Day, ensure that children develop a secure understanding of their responsibility to the environment and the importance of sustainable living. In the summer of 2022, the school was awarded a level 5 Royal Horticultural Gardening schools award, the highest level of achievement, for the dedication and commitment the children have shown in looking after and tending to the crops in our outdoor growing areas. At the end of 2025/6, the school's Eco Team completed the 7 step Green Flag process, which renewed the school's Eco-School status. Every two years, the school appoints a new Eco Committee across years 2-6. Despite the focus on the older years within the Green Warrior group of children, all key stages will play an important role in the varying environment and sustainability projects undertaken. Children learn of the impact that lifestyle choices can make in the natural world and develop their understanding of the implications and benefits for themselves and others. William Patten Primary School aims to educate students on making environmentally friendly choices for life. It has achieved an Eco Schools Award at bronze level, in recognition of the progress made towards a sustainable lifestyle. William Patten has also been featured in the local Eco Schools' brochure, showcasing the impact of the work done completed: https://www.williampatten.hackney.sch.uk/wp-content/uploads/2022/11/Eco-SchoolsBrochure.pdf.

In the academic year of 2023/2024, the school was named Lead Eco School in Hackney and were able to host 20 other schools from the borough who visited the school to see how best to run environmental initiatives in schools.

Throughout the year progress in environment and sustainability will be celebrate and communicated via the Patten Pages, our school website and any other Eco related press.



2. **Teaching and Learning**

Outside the Classroom

Use of the rewilded Nature Playground and rooftop garden is an integral part of the school's commitment to ensuring the effective use of the school grounds to provide frequent, continuous and progressive learning outside the classroom (LOtC). In line with the school's LOtC policy, use of these resources provides the means to ensure that children -

- **Experience** a range of frequent and progressive practices
- **Develop** confidence, self-awareness and skills (e.g. responsibility for self and others, working in a team, leadership, communication, problem solving)
- **Learn** new ideas, facts and concepts in a real-world context
- **Grow** through challenge and become more independent
- **Demonstrate achievement** through awards, school/setting displays and school events
- **Increase motivation and willingness to learn** contributing to raised levels of attainment
- **Broaden horizons and raise aspiration** believing they can achieve

The following strategies apply directly to how these aims are achieved through the effective use of the specifically developed outdoor resources -

1. Planning high-quality provision of Learning Outside the Classroom (LOtC) experiences
2. Ensuring that all age groups receive a wide range of experiences and activities
3. Recognising different learning styles and taking into consideration the fact that some learners learn best through a hands-on approach, actively exploring the physical world around them.
4. Providing frequent activities which allow for progression in both experiences and learning.

Use of the rewilded part of the KS1 playground enables all year groups to access this new space and participate in lessons and learning opportunities. The school is in ongoing

collaboration with Hackney Outdoors, and the CEO Nina Lovelace, runs a timetable of weekly workshops and an after school nature club which utilise the space.

3. **Assessment**

The Environment and Sustainability Subject Leader regularly meets with the ~~Green Warriors~~ Eco Committee to agree and review ecological targets to improve sustainable practices in the school, in line with the Eco Schools' Green Flag Award framework. These are aligned to and informed by the school's Climate Action Plan which is set and reviewed annually in accordance with the following key areas:

- Decarbonisation
- Adaptation and Resilience
- Biodiversity
- Climate Education and Green Skills

4. **Planning and Resources**

During each academic year, the Eco Committee sows seeds which are then taken to their classes to water. Eco Committee members are then responsible for transferring seeldlings to their classes raised beds. This process is overseen by the Environment and Sustainability Lead in collaboration with the Eco Committee's lead teacher. This process is mapped according the school's 'growing and Planting Overview'.

To ensure that environment and sustainability are embedded in the curriculum, consideration is given to how these can be incorporated at topic planning level. The 'School Context' section of the Knowledge and Skills Progression Maps for each subject, indicates, for example, how the school grounds (including the roof terrace) and community links can be used in the context of a specific subject topic to support the acquisition of key identified knowledge and development of skills.

For whole school celebrations, such as World Ocean Day, Earth Day, Recycling Week, Fairtrade Fortnight and Walk to School Week, the subject leader plans and distributes resources to staff.

School Trips

Opportunities will be sought by the school to provide the children with access to places of environment and sustainability significance and learning outside the classroom within units of work. The subject leader themselves will identify and map school trips that support the work of the eco-team and subjects that have cross curricular links to environmental topics, using the School Trips Mapping document. This lists recommended trips that are appropriate to the topics of each subject that are being taught in each team.

Teachers, in collaboration with SLT, subject and phase leaders, will ensure that there is diversity in the subjects that children are accessing school trips in. The category that each trip falls under, is also mapped and considered at planning stage to ensure a broad and balanced enrichment offer.

School Trip Categories							
Natural World – parks, woodland	Places of Worship	Architecture and Heritage - Historic sites and contemporary buildings	Artistic - Theatres, galleries and creative settings	Science and Discovery	Adventure Activity and Leisure Centres	Zoos and Aquaria	Regional/ national Museums

Children from reception to Y6 have the option of accessing school trip locations via the London underground as well as local bus routes.

Alongside this, the children who are part of the Green Warrior team will have access to trips at Eco Active, a local environment education centre at Leaside. More information found below.



https://www.ecoactive.org.uk/at-the-leaside-trust

We welcome educational trips and visit opportunities and encourage parents and the wider WP family to let a school staff member know what is on offer for the children in the local area.

5. Organisation

The outside growing spaces are organised so that crops are sown, harvested or maintained at the correct time throughout the academic year.

Annual Growing and Planting Overview

Year Group	Crop Name (Rooftop)	When and How	Planting Arrangements	Maintenance	Harvest
EYFS	Dwarf Sunflowers	2nd Wave: March – May	**In Raised bed:** Plant 2 seeds together, 1.5 CM deep, with space (up to 30cm) between each pair of seeds.	Seedlings to appear between 14 – 21 days, flowering from June to October.	*NA: Option of transplanting weaker seedlings into accessible parts of the EYFS outdoor area.*
Y1	Pumpkin	2nd Wave: May	**In Raised bed:** 2 seeds per position (up to 90cm apart) Cover lightly with soil.	Thin to one seed per position when large enough.	• September to November. *Option to raffle if big enough and not used in kitchen.*
	Squash	2nd Wave: May	**In Raised bed:** 2 seeds per position (up to 60cm apart) 1.5 cm deep.	Thin to one seed per position when large enough.	• July to October
Y2	Leek	1st Wave: April	**In Raised bed:** Sow thinly in rows 20cm apart 1.5cm deep.	When 10cm tall transplant to growing position holes 15cm apart and 30cm between rows.	• October to January
Y3	Cucumber	2nd Wave: May	**In Raised bed:** Sow in rows about 30cm apart (1.3cm deep).	Thin out with up to 90cm between plants each way	• Harvest from July until October
	Beetroot	2nd Wave: April to July	**In Raised bed:** Sow in rows about 30cm apart (1.5cm deep).	Seedlings appear 7-21 days • Thin to 10cm apart and keep weed free.	• Harvest from June – October (when big enough)
Y4	Sweet Corm Amaize	2nd Wave: May	**In Raised bed:** Plant 2 seeds together, 1.5 CM deep, with space (up to 40cm) between each pair of seeds.	• Thin to one seedling per group.	• Harvest in September
Y5	Mixed Lettuce – contrasts	2nd Wave: March – August	**In Raised bed:** Sow in rows about 25 cm apart (1.5cm deep).	Seedlings to appear between 14-21 days.	• Harvest leaves to stimulate new growth until August.
Y6	Tomato Santeramo	1st Wave: April	Sow into seed compost pots and cover, removing lid when seedlings appear.	Seedlings to appear between 14-21 days. • Stand outside in pots at end of May, before planting into raised bed.	• Harvest before summer.

6. **EYFS**

Having regular access to outdoor spaces with visits to the roof garden and rewilded nature playground supports the children in making sense of their physical world through opportunities to explore and observe crops being grown. Each class has their own raised bed and opportunities to grow in the EYFS spaces themselves which supports the progress that children make in this area.

7. **KS1 and KS2**

Teachers are supported by the Environment and Sustainability lead to highlight key dates and teach about specific environment and sustainability issues according to these throughout the year, for example, Earth Day, Fairtrade fortnight etc. Both key stages ensure utilisation of outdoor spaces, including the nature playground and the roof garden by planning and teaching cross curricular activities in the space and attending to their allocated raised bed. This is monitored by the E&S lead. Curriculum links, planting plans and a variety of lesson ideas can be found within the Environment and Sustainability folder on the shared drive. Curriculum mapping in each subject also evidences the extent to which these aspects

are covered through the wider curriculum. In the autumn term, an Eco committee is established. They will meet regularly with the lead teacher to support the progress being made toward the school's ecological objectives (see section 3) at classroom and key stage level.

8. **Equal Opportunities**

All children at William Patten, regardless of their socio-economic background, will have the opportunity to learn in both the Edible Playground and the roof garden. Sustainable living will be promoted throughout the school and will support children in being able to make informed choices and to live in a way that does not damage our planet. Every effort will be made to ensure that learning experiences and activities are fully inclusive and take account of the varying needs of learners.

9. **Inclusion**

In school we aim to meet the needs of all our children through effective adaptation in our Environment and Sustainability planning and in providing a variety of approaches and tasks which provide an appropriate level of challenge to all individuals and groups of learners. This involves providing opportunities for SEND children to have time in the rewilded playground, with adult guidance, to develop their understanding of nature as well as embedding scientific skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in learning outside the classroom (and specifically outdoor learning), as well as practical activities and investigations. Teachers ~~will~~ use the school's inclusion planning key to ensure that a range of strategies are used which include and motivate all learners, ensuring that optimum progress is made throughout each part of learning activities. The Edible Playground supports health and wellbeing, awareness of and access to nature, and an outdoor learning environment that is fun and beneficial to cross-

curricular learning. When appointing new members to the Eco Committee, we will ensure there is a wide and diverse range of children, including representation of SEND and those on the Pupil Premium register.

10. Roles of the Eco and Sustainablity Lead and Eco Committee Lead Teacher

It is the responsibility of the subject leader to monitor the standards of children's work, engagement and learning. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction in the school.

The subject leader monitors the budget, oversee growing and planting resources and books trips and workshops to support learning. The role of the Environment and Sustainability lead is to ensure that outdoor nature spaces are well-maintained for children to have opportunities for progressive learning outside the classroom.

The lead is responsible for establishing working relationships with other local Eco Schools, with the support of the Environmental officer at Hackney council.

The Environment and Sustainability lead will be present when requested at Eco Committee team meetings. They will work collaboratively with the Eco Committee Lead teacher, who is responsible for the coordinated activities of the Eco Committee.

11. Parents

We will encourage community participation in environmental projects undertaken, as well as, invite parents with expertise to help maintain and improve the school's outdoor areas. Parents with specialist knowledge and expertise and who work in the field of Environment and Sustainability are encouraged and actively sought to visit the school and deliver workshops.
Parents and carers are a much valued part of our school community and this will continue to build on our positive relationships with families, with opportunities for community members to collaboratively carry out activity to utilise and maintain the school's outdoor spaces. Parents, and the wider community, can keep up to date with what is happening with regards to the Eco Committee and the whole school Eco projects on the school website.

https://www.williampatten.hackney.sch.uk/pupils/eco-team/

This policy will be reviewed annually by the Governing body.

Policy Agreed: **November 2026**
Policy Review Date: **September 2027**