

Note: This document is designed for use in a Let's Go Zero workshop with guidance from a Climate Action Advisor. You will need to add/remove actions during the workshop to make this plan bespoke to your setting.

'S GO

# Climate Action Plan

## Truro Learning Academy

1 year plan Autumn 2025 – 2026

**ZERO**  
**2030**



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### Progress Key

Not Started

In Progress

Stalled

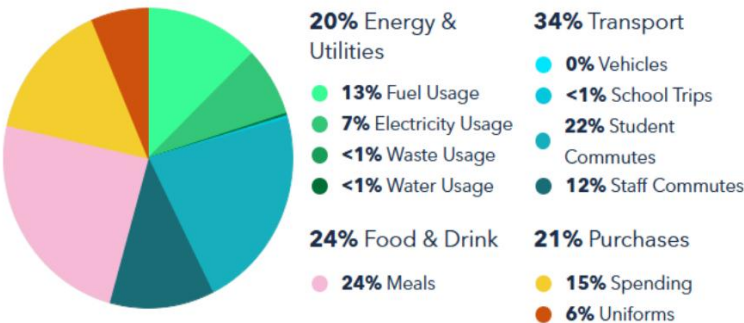
Complete

Your school's carbon baseline: TBC t CO<sub>2</sub>e      Calculation: Month Year

Climate Action Plan history

★ = high carbon reduction actions


### RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER
<p><b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></b></p> <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, year on year.</p> 	<p>Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.</p> <p>Aligned with the Department for Education's <a href="#">Sustainability and Climate Change Strategy</a>, Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.</p> <p><b>Calculating your carbon footprint is a great first step on your decarbonisation journey.</b> It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support.</p> <p><b>If you choose to complete this action, you can add your carbon baseline and the calculation date to the yellow box above. You can then repeat the calculation in 12 months' time to see the difference.</b></p>	

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b> By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	<b>Start:</b> <b>November 2025</b> <b>Review:</b> <b>February 2026</b>	<b>Steph Lane</b>		
<b>Set up a sustainability working group</b> 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' and where possible provide PPA time for this role.	<b>Start:</b> <b>November 2025</b> <b>Review:</b> <b>March 2026</b>	<b>Catherine Spurgeon</b>	Sustainability Group:  Steph Lane (HofS), Catherine Spurgeon (Sustainability Lead), George Ferris (Site Manager).  Meet termly.	
<b>Add sustainability plans, projects and successes to your school website and share through wider communications</b> 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.	<b>Start:</b> <b>November 2025</b> <b>Review:</b> <b>February 2026</b>	<b>Catherine Spurgeon</b>  <b>Administrator</b>	Share initiatives (lights switch off etc) and celebrate achievements in assembly to engage and enthuse <u>all</u> pupils.  Add news in termly newsletter – administrator to liaise with working group for content.	
<b>NB. Carbon Neutral Cornwall have a brilliant <a href="#">Schools Net Zero Tool Box</a> with lots of local resources signposted</b>				

# 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>				
<b>Install a smart meter</b> Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a> .	<b>Start:</b> November 2025 <b>Review:</b> July 2026	George Ferris		
 <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b> 18°C is the <a href="#">general recommendation</a> 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%, <a href="#">according to the DfE</a> .	<b>Start:</b> November 2025 <b>Review:</b> March 2026	Catherine Spurgeon  George Ferris	Radiator thermostats have been adjusted.  Review data quarterly.	
<b>Install TRVs on radiators</b> 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.	<b>Start:</b> November 2025 <b>Review:</b> April 2026	George Ferris		
<b>Investigate the potential for solar panels</b> Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and	<b>Start:</b> Installed		Solar panels installed some time ago. More added to the back of the school recently.	

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: <a href="#">Solar for Schools</a> & <a href="#">Eden Sustainable</a> .			Currently operating at six months of higher solar consumption/exportation.	

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>				
<b>Incentivise students to address energy usage</b> 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. <a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils.	<b>Start:</b> Next meeting 2026  <b>Review:</b> Subsequent meeting 2026	<b>Suzy Laity</b> (School Council)  <b>Catherine Spurgeon</b>	Consult School Council about appointing Eco Champions to lead pupil action.	
<b>Take part in a switch off campaign</b> Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a> . 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.	<b>Start:</b> November 2025 <b>Review:</b> July 2026	<b>All staff</b>  <b>Catherine Spurgeon to monitor.</b>	Holiday switch-off list created by George Ferris. Implemented by all staff.  Teachers to explain to pupils the system of spots on lights and appliances (which should be left on and turned off) - November 2025.  Switch off fortnight to begin before the summer holidays.	
<b>Monitor energy use on a regular basis through dedicated platforms</b>	<b>Start:</b> November 2025			

Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a> ) 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 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.	<b>Review:</b> <b>April 2026</b>	<b>Catherine Spurgeon</b>		
<b>Implement a power down strategy for electrical devices and appliances</b>  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.	<b>Start:</b> <b>November 2025</b> <b>Review:</b> <b>July 2026</b>	<b>George Ferris</b>	Some/most appliances have timer-controlled switches.  School to consider all appliances.	

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>				
<b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b>  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 <a href="#">ProVeg</a> 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.	<b>Start:</b> <b>November 2025</b>  <b>Review:</b>	<b>Helen Bingham</b>	Trust Sustainability Lead to arrange review with Aspens (catering company).	

<b>Increase the number of planet friendly, meat-free options on offer every day</b> 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!	<b>Start:</b> <b>November 2025</b>  <b>Review:</b>	<b>Helen Bingham</b>	As above?	
<b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b> 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.	<b>Start:</b> <b>May 2026</b>  <b>Review:</b> <b>July 2026</b>	<b>Catherine Spurgeon</b>	Kitchen staff to agree.  Eco champions to implement.  Share results in assembly time.	
<b>Start or improve composting and food waste facilities on-site</b> 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.	<b>Start:</b> <b>November 2025</b>  <b>Review:</b> <b>May 2026</b>		EYFS already implemented.  Roll out over KS1 and KS2.	

**NB. Riverford's [Chefs in Schools campaign](#) offers fully funded training course for schools across the southwest**

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>★ <b>Develop your uniform exchange and extend existing reuse practices</b></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><b>Start:</b> November 2025</p> <p><b>Review:</b> May 2026</p>	<p><b>FOTLA</b></p> <p><b>Administrator</b></p>	<p>Storage of uniform in school.</p> <p>Opportunities to swap on set days. Record number of items available and swapped.</p>	
<p><b>Reduce branding on uniform and other school items</b></p> <p>Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO<sub>2</sub> limits on embroidery and personalisation.</p>	<p><b>Start:</b> November 2025</p> <p><b>Review:</b> July 2026</p>		<p>Uniform policy allows for generic purchasing.</p>	
<p><b>Follow sustainable practices when choosing products</b></p> <p>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.</p>	<p><b>Start:</b> January 2026</p> <p><b>Review:</b> May 2026</p>	<p><b>Administrator</b></p>	<p>When purchasing stationery, consider reusable choices.</p>	
<p><b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc.</b></p> <p>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.</p>	<p><b>Start:</b> November 2025</p> <p><b>Review:</b> July 2026</p>	<p><b>Administrator</b></p>	<p>When purchasing products, consider efficient choices.</p>	

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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>				
<b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b> <a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.	<b>Start:</b> November 2025  <b>Review:</b> May 2026		Recycling bags in all classrooms for paper.  Monitor each classroom and staff room bins.	
<b>Provide students with education on the importance of reducing, reusing and recycling correctly</b> 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 <a href="#">Wastebuster</a> and <a href="#">Recycle Now</a> have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.	<b>Start:</b> Next meeting 2026  <b>Review:</b> Subsequent meeting 2026	Suzy Laity  Catherine Spurgeon	Eco Champions to discuss.	
<b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b> 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 <a href="#">Plastic Free School</a> with <a href="#">Surfers Against Sewage</a> using their free resources.	<b>Start:</b> Next meeting 2026  <b>Review:</b> Subsequent meeting 2026	Suzy Laity  Catherine Spurgeon	Eco Champions to discuss.	
<b>Establish procedures for the reuse of school supplies and equipment</b>	<b>Start:</b> November 2025		Aspire Marketplace.	



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; <a href="#">School Resources Exchange</a> ; Facebook Marketplace, etc.	<b>Review:</b> <b>July 2026</b>			

TRANSPORT				
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>				
<b>Run active travel campaigns</b> Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a> ). 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.	<b>Start:</b> January 2026  <b>Review:</b> July 2026	<b>FOTLA</b>  <b>Adam Newcombe</b> (PE Lead)  <b>Catherine Spurgeon</b>  <b>Administrator</b>	Monitor and promote sustainable travel through regular assemblies.   Encourage parental change of habit through termly newsletter.	

<b>Develop an active travel plan</b> 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). <a href="#">Modeshift Stars Education</a> is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.		<b>Suzy Laity</b>  <b>Adam Newcombe</b> (PE Lead)	Beyond regular monitoring of current travel habits, develop an action plan in consultation with School Council.	
<b>Provide cycle proficiency lessons in school</b> Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a> . Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).	<b>Start:</b> <b>September 2025</b>  <b>Review:</b> <b>Ongoing</b>		Weekly Bikeability.  Reception: Weekly bikes	
<b>Install EV charging points</b> Install EV charging points in your car park for staff or parents and charge for usage.	<b>Start:</b> <b>January 2026</b>  <b>Review:</b> <b>Ongoing</b>		Currently no staff members have electric cars.	

## 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>				

<b>Conduct a climate resilience audit</b> Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	<b>Start:</b> March 2026  <b>Review:</b> May 2026	George Ferris		
<b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b> Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a> . Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.	<b>Start:</b> May 2026  <b>Review:</b> July 2026	Steph Lane  Catherine Spurgeon  Suzy Laity  Adam Newcombe	When timely, share with staff in the weekly meeting and with parents through Facebook.	
<b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b> 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 <sub>2</sub> levels using devices.	<b>Start:</b> May 2026  <b>Review:</b> July 2026	George Ferris  Catherine Spurgeon		
<b>Consider measures to increase adaptation to flooding risks</b> Sustainable Drainage Systems (SuDS) can be installed to manage water flow and reduce the risk of flooding, 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).	<b>Start:</b> January 2026  <b>Review:</b> Ongoing	George Ferris	When improving outdoor environment, consider how best to manage flood risk.	

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>				
<b>Check site for leaks using your water meter</b> 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 <a href="#">audit guide</a> to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	<b>Start:</b> January 2026  <b>Review:</b> July 2026	George Ferris		
<b>Raise awareness around water consumption and efficiency</b> 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.	<b>Start:</b> January 2026  <b>Review:</b> July 2026	Catherine Spurgeon	Involve staff who teach the Water Cycle.	
<b>Install water butts to harvest rainwater</b> Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	<b>Start:</b> January 2026  <b>Review:</b> July 2026	George Ferris	Locate areas for installation.	
<b>Install mechanisms to reduce water wastage</b> 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 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.	<b>Start:</b> November 2025  <b>Review:</b> July 2026	George Ferris		

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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>				
<b>Take part in <a href="#">The Nature Park</a></b> <a href="#">The Nature Park</a> 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.	<b>Start:</b> January 2026  <b>Review:</b> July 2026	Steph Lane  Catherine Spurgeon  Suzy Laity (Outdoor Lead)	Sign up and map the grounds.	
<b>Establish a gardening/nature club</b> 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.	<b>Start:</b> April 2026  <b>Review:</b> July 2026	Catherine Spurgeon  Suzy Laity  FOTLA	Engage parents to support.	
<b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b> 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.	<b>Start:</b> April 2026  <b>Review:</b> July 2026	Catherine Spurgeon  Suzy Laity	Appy for funding.  EYFS to put up a birdfeeder in their outdoor area.  Prepare tyres in KS1 playground for planting by EYFS and KS1.  Consider the Outdoor Learning area regarding bug hotels and planting wildflowers.	

<p><b>Create accessible outdoor spaces that enable students to connect with nature</b></p> <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><b>Start:</b> <b>April 2026</b></p> <p><b>Review:</b> <b>May 2026</b></p>	<p><b>Catherine Spurgeon</b></p> <p><b>Suzy Laity</b></p> <p><b>George Ferris</b></p> <p><b>FOTLA</b></p>	<p>Research funding opportunities.</p>	

## 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

NB. [Green Charter for schools in Cornwall & the Isles of Scilly](#)

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>				
<b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b> 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.	<b>Start:</b> Next meeting 2026  <b>Review:</b> Subsequent meeting 2026	<b>Suzy Laity</b>  <b>Catherine Spurgeon</b>	School Council to discuss.	
<b>Set up a sustainability award for students or classes</b> 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.	<b>Start:</b> Next meeting 2026  <b>Review:</b> Subsequent meeting 2026		School Council and possible Eco Champions to discuss.  Consult staff to run an Eco Club.	
<b>Provide CPD opportunities for staff on sustainability</b> Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through <a href="#">Carbon Literacy Training</a> , <a href="#">Climate Fresk</a> or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	<b>Start:</b> January 2026  <b>Review:</b> July 2026	<b>Catherine Spurgeon</b>	To research opportunities.	
<b>Support your staff to attend local sustainability networks &amp; events</b> Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend.	<b>Start:</b> November 2025 <b>Review:</b>	<b>Catherine Spurgeon</b>	Catherine to attend all sustainability network meetings.	



You can include the Let's Go Zero <a href="#">webinar schedule</a> in your CPD offer plus events from <a href="#">UKSSN</a> , <a href="#">National Education Nature Park</a> and other offers local to your school.	July 2026		Catherine attended Aspire Climate conference on 19th November 2025.	

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>				
<b>Complete a curriculum audit</b> 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 <a href="#">Map The Curriculum</a> may be helpful for this.	Start: <b>April 2026</b>  Review: <b>July 2026</b>	Steph Lane  Catherine Spurgeon  Dawn Odgers		
<b>Amend your curriculum to incorporate sustainability</b> 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. <a href="#">Teach the Future</a> , Royal Meteorological Society ( <a href="#">Curriculum for Climate Literacy</a> ) and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.	Start: <b>April 2026</b>  Review: <b>July 2026</b>	Steph Lane  Catherine Spurgeon  Dawn Odgers		
<b>Survey staff on how they feel about teaching sustainability issues</b> 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	Start: <b>Allocated meetings. 2026</b>  Review:	Catherine Spurgeon	Request time in two staff meetings: one to deliver and one to report results.	

difficult conversations with pupils including eco-anxiety. Let's Go Zero have a <a href="#">template survey</a> you can use.	July 2026			
<b>Create an environment where lessons can be taught outside in all subjects</b> 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 <a href="#">Forest School Association</a> , <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a> .	Start: April 2026  Review: July 2026	Steph Lane  Catherine Spurgeon  Suzy Laity		

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>				
<b>Access the <a href="#">Climate Ambassadors scheme</a></b> Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	Start: January 2026  Review: July 2026	Catherine Spurgeon	Incorporate as part of the informal curriculum review.	
<b>Include green skills as part of careers guidance</b> <b>Integrate green skills and career pathways in school career fairs</b> Engage with the National Education Nature Park <a href="#">Green Skills framework</a> for careers education and development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical).	Start: May 2026  Review: July 2026	Jenny Fox		
<b>Invite inspirational green careers speakers in to speak to pupils</b>	Start: January 2026	Catherine Spurgeon		

Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a> , <a href="#">Inspiring the Future</a> , <a href="#">Speakers for Schools</a> to find speakers.	<b>Review:</b> <b>July 2026</b>	<b>Jenny Fox</b>		
<b>Provide opportunity for all pupils to take leadership on sustainability</b>  Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	<b>Start:</b> <b>January 2026</b>  <b>Review:</b> <b>July 2026</b>	<b>Catherine Spurgeon</b>  <b>Suzy Laity</b>	School Council to discuss.  Catherine to speak to class teachers.	



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