

# Learning for Sustainable Futures: Project Summary

## Who was involved?

Staff and pupils at East Craigs Primary School: acting principal teacher Mrs Lucy Donaldson and Sustainability Representatives from P3 to P7.



## The Learning Context

East Craigs Primary is a non-denominational school. It is a busy and vibrant school with a roll of 460 pupils, from Nursery to Primary 7. We work to maintain a strong sense of community across the school.

The Food Waste project was started following Sustainability Reps observing food waste habits in our lunch hall. There had already been a large focus on reducing non-recyclable waste in our school and to create consistent recycling habits amongst pupils and staff. Sustainability Reps noticed large amounts of food waste each day and wanted to make this our next focus.

As a teacher, being part of a community of practice across Edinburgh settings allowed me to share ideas, and educators who had completed similar projects in the past could share practical ideas with me on how to complete the Food Waste project.

## Food Waste

Over three months, the P3 to P7 Sustainability Reps observed lunch hall habits and weighed food waste to find out what food items were being wasted the most.

Following this, they created posters and an assembly about our food waste target.

In the lunch hall, the pupils became 'food waste warriors', who oversaw helping offer and hand out salad items and bread – items that are often wasted.

## PRIMARY PHASE: East Craigs PS

### Learner Outcome Focus: Interdisciplinary Learning

*Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community*  
HWB 1/2-13a

*I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units*  
MNU 1-11a

### Curriculum for Excellence:

LIT 1/2-24a; LIT 1/2-26a; LIT 1/2-28a; LIT 1/2-29a; MNU 2-11b; HWB 1-30a; SOC 1/2-08a

### Related policy & initiatives:

[City of Edinburgh Sustainability Champions](#)  
[Target 2030](#)

[GTCS Professional Standards for Registration:](#)

- 1:1 Social Justice
- 3.1.3 Effectively utilise partnerships for learning and wellbeing

### Evidence and Impacts

During the ongoing Food Waste project, learners have developed:

- An understanding of the value of food, of food waste and its impact on the environment
- An awareness of the Global Goals
- Measuring and analysing skills
- Problem-solving and action planning skills
- Communication skills and advocacy through creation of posters and assembly presentations
- Environmental responsibility
- Leadership roles

Our learners are passionate about the environment and their future. They can confidently share the importance of awareness of and action against climate change. Our Sustainability Reps will continue to share key messages throughout the school.

Evidence comes from continued weigh-ins of food waste, interviews with learners and observation of learner habits in our lunch hall.

Taking part in the project has developed Sustainability Reps' confidence in sharing their opinions. They can also confidently discuss the impact of food waste on our environment and solutions to combat this.

How and when we would measure food waste and audit the waste, and how to do this safely, were challenges for the project. It relied on pupils being out of class and having an adult to support them and film for the project.

Pupils were also concerned about where our food waste goes when it leaves our school. We were unable to find this information.

Across our school, pupils' awareness of food waste has increased, evident when pupils have shared concerns they have with Sustainability Reps and staff members. This has allowed us to feed concerns back to dining hall staff about food pupils like or dislike, portion sizes and types of food that tend to be wasted.

### Next steps

Our next steps include regular communication with dining hall staff about portion sizes, pupil preferences and solutions to excess food waste. Our pupils are interested in more soup being available and for this to be advertised clearly in the lunch hall.

We will continue to remind the whole school about recycling procedures and look at other recycling that could be introduced in the lunch hall, such as yoghurt pots and milk cartons. We will also consider how salad, bread and fruit items could be refilled throughout the lunch service rather than put out at the beginning of lunch, to prevent excess waste.

### Practitioner Reflections

*The Food Waste project was a worthwhile focus for our school and has opened up conversations amongst pupils and staff about our food waste concerns.*

*Our work on Food Waste has also highlighted to us how important it is that staff continue to focus on this and to encourage our learners into sustainable habits.*

**-Lucy Donaldson**