



Chilton Primary School

Fair Trade Policy

2016-19



At Chilton Primary School we believe in the principles of Fair Trade. Fair Trade promotes core values of determination, equality, respect and excellence, values that the children at Chilton Primary School are aspiring towards each day. Children gain an understanding and appreciation of the lives of others in a regional, national and international context, and it is this rich diversity that we are celebrating through our work on Fair Trade.

This policy is written in line with:

- Fair Trade Foundation principles.
- Other whole school policies.

Aims and Objectives

Chilton Primary School is committed to supporting Fair Trade wherever possible.

In particular the school will endeavour to:

- Ensure Fair Trade is part of the School Development Plan.
- Use Fair Trade ingredients for cooking activities where appropriate.
- Purchase Fair Trade sports balls when purchasing new balls.
- Ensure Fair Trade products are available in all outlets over which school has control.
- Ask the LEA to include the use of Fair Trade products as a requirement in catering contracts for schools.
- Ensure Fair Trade is taught as part of appropriate subjects.
- Promote Fair Trade within the school community, particularly during Fairtrade Fortnight each year through assemblies, school governing body work, display work and creative curriculum activities disseminated throughout the school.

Learning and Teaching

At Chilton Primary School we use a variety of teaching and learning styles when delivering Fair Trade content lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a wide range of activities including Art and Design work, Design and Technology activities, discussions work based on a stimulus and individual class based projects. The children access the curriculum from Nursery through to Year 6 at their level; hence, the Nursery children participate in the coffee colours art activities and sample food from the Tropical Wholefoods company in Sunderland and Year 6 children plan how to sell items at fundraising events in support of the Foundation.

Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child. Pupils are encouraged to review their learning and express their thoughts on progress.

Curriculum Planning

Fair Trade activities are planned in line with national events and organisations such as Fair Trade Fortnight. Furthermore, all activities are carefully planned around the creative curriculum delivered in each year group across all Key Stages within school. Thus, the aims and objectives of the Fair Trade movement are interlinked with the year group's planning and activities. For example, the coffee colours activity has been used by the EYFS team to develop hand eye co-ordination and experiment with brush control. In planning a fundraising event, Year 6 use skills of teamwork and communication alongside fundamental skills of ICT, mathematical planning and written Literacy skills.

Communication with Parents, Carers and Friends of the School:

All Fair Trade activities are communicated with parents and carers through the school newsletter and web site. Also, pupils are kept regularly informed of developments through assembly work and via classroom based discussions from Fair Trade Representative feedback. We also invited a local Fair Trade stallholder into school to sell Fair Trade products during our Big Brew Community event. In this way, the school are committed to Fair Trade principles and involving the local community in Fair Trade initiatives.

Achieving Fair Trade Status:

During our work in school and with the local community over the past 3 years, Chilton Primary School has achieved the Fair Trade Foundation's newly created Fair Aware and Fair Active (Level 2) accreditation. Indeed, our school were one of the first 50 schools in the UK to achieve this status. As part of the Big Brew community event held in school with local community (parents, students, friends of the school, governors) partners, we held an educational quiz, sold fair trade produce, provided complimentary Fair Trade tea, coffee and biscuits and conducted a competition in school to design a Fair Trade logo.

Links to ICT

Currently ICT is used during assembly work with pupils. Pupils can use the ICT suite and laptops to enable them to research topics and present work. iPads and Netbooks have been purchased and wireless installed so pupils can use ICT within the classroom on a daily basis. Pupils therefore have access to content and activities on line that fit into the Fair Trade curriculum and allows pupils to learn in a variety of imaginative and dynamic ways.

Links to PSHE and the ECM Agenda

At Chilton Primary School we believe it is every pupil's right to learn and achieve to the best of their ability. The Fair Trade curriculum dovetails well with the core values and principles that are overarching in school and are discussed through assembly work and individual class PSHE lessons. Moreover, the Fair Trade curriculum content also allows pupils to access content at a regional, national and international level, thereby enabling pupils to gain a broader and deeper understanding of diversity and tolerance.

For instance, many assemblies focus on the work achieved in Sunderland at the Tropical Wholefoods company, alongside the work of banana plantations in the West Indies and flower producers in West Africa. Links between the regional and international contexts are made explicit through video and follow up discussion work, and continuing art and design work in classrooms.

Inclusion

All pupils in school can access the Fair Trade curriculum and activities at their own, differentiated level. The activities are designed to be informative and enjoyable with an emphasis on creativity and imaginative use of Art, Design and Technology. Pupils who require further support are allocated this (support from teacher or teaching assistant, speech and language support etc) receive carefully planned differentiation of all tasks so pupils can achieve and make good progress. Resources are prepared and planned to also offer further support when required .

In terms of pupil voice, there is an active Fair Trade team that meets on a regular basis to discuss the work of Fair Trade in the school, the relative success of these for pupils and also forthcoming events. The Fair Trade team is a popular club whose members help to determine the Fair Trade Action Plan and also inform the whole school of developments during assembly time. In this way, pupils help to determine the content and pathways for Fair Trade activities in Chilton Primary School.

Assessment for Learning

Pupils are asked to review learning each day against learning intentions, learning outcomes, success criteria or to suggest next steps. In this way, planned Fair Trade activities are self and peer assessed by pupils along each step of the learning journey. This vital feedback informs pupils about how they can progress further to take the next steps in their learning and also informs teachers regarding the learning that has taken place and how this area can be enhanced in the future.

Fair Trade activities in each Key Stage will be assessed and moderated in line with all other curriculum areas to ensure that the best possible learning has taken place during that activity. Therefore, children will be required to complete self assessment along 'traffic light' or completion of speech bubble lines and also assess their peers too through completion of post it note messages. This informs teachers regarding future planning opportunities in Fair Trade activities.

Monitoring

Monitoring of Fair Trade values, beliefs and understanding are achieved by:

- Work scrutiny.
- Learning Walks.
- Discussions with pupils and staff.
- Work in Staff Development Meetings aimed at providing further information, inspiration, training and ideas.

Roles and Responsibilities

Governors: Monitor progress in this area.

Head Teacher: Keep abreast of Fair Trade Foundation developments, especially during Fairtrade Fortnight.

Assistant Head Teacher (Subject Leader): Lead assemblies, provide training and materials as appropriate in line with Fairtrade Foundation Fortnight campaigns.

Teaching Staff: Plan and deliver lessons which meet needs of all pupils and are engaging and exciting.

Parents and Carers: Support pupils with homework and research in this area in 'real life' contexts such as shopping centres.

Pupils: take part in lessons with a positive attitude. Complete all tasks set both in school and at home.

Date of Policy: November 2016

Review Date: November 2019

Signed: *M B Roberts Fair Trade Lead*

Signed: *A Coulthard Chair of Governors*

Signed: *A Pybus-Coates Head Teacher*