



GI.1 Criteria for Gold Award



There are two important parts to the Gold criteria, the Food for Life Partnership Award Criteria to achieve and the specific Award Guidance for growing.

The manual enables you to progress and gives you the confidence to achieve the food growing elements of the Gold Award, and link it with other food education activity, food leadership, and food culture and community involvement.

Food for Life Partnership Award Criteria to achieve

Food leadership and school food culture

- Our pupils all have the opportunity to sit down to lunch every day.
- Our take up of school meals is over 60% OR has increased by more than 20% since we enrolled with the Food for Life Partnership.
- We are working with our caterer to reduce and manage food waste.

Food quality and provenance

- We make sure at least 30% of the ingredients we use are from a certified organic or MSC-certified source.
- We source at least 50% of our ingredients locally.
- We make sure that certified organic meat, dairy products or eggs feature on our menu as animal welfare best practice.
- We are taking steps to increase the take up of non-meat dishes and to promote a balanced, sustainable diet.

(delivered in partnership with our caterer)

Food education

- We are committed to providing a minimum of 12 hours of cooking lessons a year by 2011 for all our pupils up to and including key stage 3.
- All our pupils have the opportunity to participate in organic food growing during their time at our school.
- We actively involve our pupils in planning the food growing calendar and maintaining the growing area using organic practices.
- Our pupils have the opportunity to take part in a programme of farm-based activities throughout the farming year.

Community and partnerships

- Our parents and/or the wider community are actively involved in growing and cooking activities in our school.
- Our parents can buy or collect organic and/or local produce at our school, or we direct them to alternative local outlets.
- Food and cooking education is available in our school to parents and community members out of school hours.
- We host regular visits about FFLP from other schools and stakeholders.

Food for Life Partnership Award Criteria related to growing (facing page)



- All our pupils have the opportunity to participate in organic food growing during their time at our school
- We actively involve our pupils in planning the food growing calendar and maintaining the growing area using organic practices
- Our parents and/or the wider community are actively involved in growing and cooking activities in our school
- Food and cooking education is available in our school to parents and community members out of school hours

Award Guidance for growing

Stage 3: Progression and maintenance

School staff/pupils	Community	Growing area/crops	Organic principles
<p>Plan to involve all pupils through varied activities, eg</p> <ul style="list-style-type: none"> • Making seed packets with growing instructions for swapping saved seed • Produce sales and shows • Plant sales • Workshops run by pupils, eg seed sowing, composting, etc • Business enterprise initiatives <p>Ensure pupils plan and record the food growing calendar, eg</p> <ul style="list-style-type: none"> • Produce available to harvest every term • Crop rotation • Use of compost • Pest and disease control 	<p>Develop further involvement of the wider community through varied activities, eg</p> <ul style="list-style-type: none"> • Seed saving/swapping events • Running gardening club • Supporting shows, sales, events, clubs, etc • Care of school garden during holidays <p>Provide training sessions for parents and community members out of school hours, eg</p> <ul style="list-style-type: none"> • Composting • Using organic methods • Seed saving 	<p>Growing area</p> <ul style="list-style-type: none"> • Grow crops all year round • Make full use of space, eg multiple sowing, block planting, etc • Use techniques for warming the soil and crop protection • Fully adopt the 'Garden Organic Guidelines' (see DVD) • Consider developing a wildflower meadow and pond <p>Growing crops</p> <ul style="list-style-type: none"> • Grow more adventurous crops, eg melons • Train and prune fruit trees and bushes • Compare varieties • Grow crops that aid health/appearance (eg specific vitamins) • Sow seeds that are more difficult to germinate • Take cuttings • Save seeds 	<p>Manage soil</p> <ul style="list-style-type: none"> • Grow green manures • Practise no-dig gardening if appropriate <p>Manage pests, diseases, and weeds</p> <ul style="list-style-type: none"> • Have established crop rotation, methods of weed control and diverse planting • Introduce biological control if appropriate <p>Manage resources</p> <ul style="list-style-type: none"> • Try different approaches to making compost, eg wormeries, trench compost, etc • Provide alternative methods of power in the garden if appropriate, eg greenhouse heating

Health and Safety – Provide local guidance for all activities related to the growing area and people involvement. See also SGI.2



G2.1 Getting people involved



Once the initial excitement about a new project has passed, it's often difficult to maintain the interest of participants. Involving people in regular planned activities and making sure they have 'ownership' by being involved in the planning will keep things moving.

This section looks at ways in which further involvement of pupils and the wider community can be developed by organising a variety of activities. It also gives information on ways of providing training sessions, held during or out of school hours, for parents and community members. This includes displaying the group's achievements and selling produce and plants to raise funds to develop the school garden.

For G2.3 and G2.4 there is an Activity suitable for pupils and the community. See the DVD.

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G2.2 Maximising participation



At Silver, initial support was built upon to develop a wider network of people with a common interest in growing food organically and promoting healthy eating. The support of the local community is essential in broadening the scope of the garden and transforming food culture in school. At Gold, further involvement of the wider community is encouraged through varied activities.

How have other schools achieved this?

Skerne Park Primary, Darlington

The school has worked in liaison with Park East Community Partnership, which serves the housing estate where it is based, to set up a joint food growing project.

Staff, parents, former pupils, local Allotment Association, Groundwork and the local authority also played key roles in creating and looking after the school garden. Each year group has its own raised bed, which has pathways all around for access, as some of the pupils use wheelchairs.

All the pupils have the chance to grow their own food, either through their schoolwork or several gardening clubs, which run at lunch times and after school.

Sowerby Community Primary, Thirsk

A fruit expert from Northern Fruit Group visited the school when it held a Community Apple Day. The pupils entered a competition to create a design for the orchard; one winner was chosen from the juniors and one from the infants. Their ideas were then incorporated into the final plan for the orchard.

Many activities took place throughout the day, including an apple pressing demonstration, apple bobbing, apple identification, and apple scone cream teas were served. A digging day followed at a later date where pupils, staff, parents and members of the local community all got involved in planting the trees in the new orchard.

“The community group have been so supportive in helping us to get going. Its members have been very involved right from the planning stage. They have helped with everything from building raised beds to organising a fruit tree planting day.”

Di Teasdale, Head teacher.

“We have planted the orchard along one of the entrances to our school because we didn’t want it to be fenced in. If we are growing fruit we want the children to eat it and if they pick some then that’s great.”

Jean Yendall, Head teacher.

Activities on DVD	A1 Hosting an annual event
	T1 Event checklist
	A2 Organising a gardening day
Further information	B2.2 Planning early involvement
	S2.2 Increasing participation
	GN6 School curriculum
	GN8 A whole school approach
	Food for Life Partnership www.foodforlife.org.uk/resources



G2.3 Displaying and selling



An exciting way to involve people is celebrating your group's achievements by showing off produce and plants in school and at local shows. These events offer a chance to raise funds to buy seeds, a greenhouse and a host of other useful items for your garden. This section explains 'tricks of the trade' to earn the most from these opportunities. A48 looks at designing sales material.

Getting prepared

Organise displays/sales so you have everything and everyone ready in advance. This isn't complicated, but is vital to make the group look good in front of parents and members of the community, as well as potential funders. Start by deciding what you're displaying/selling and work backwards. Examples follow.

- An autumn harvest festival could feature pumpkins from plants sown in May. Sowerby Community Primary School chose an apple theme for an off-curriculum day. See case study in S3.4.
- An 'end of frost' plant sale could feature crops grown inside ready to plant outdoors once the danger of frost has passed, eg in late May, or June for schools further north. Sow seeds of suitable crops a month earlier, eg courgette, tomato, etc.

Top tip



Possible venues

- Village fairs
- Parents' evenings
- Garden events
- Local events, eg flower shows, county events
- Events at other sites, eg National Trust, English Heritage, zoological/wildlife sanctuaries
- Events at other schools
- School run courses

Three essential parts to planning

1	<i>In advance</i>	What is needed by when, often months in advance if raising plants. Request volunteers to help and involve the school/wider community. Organise supply of materials, etc.
2	<i>On the day</i>	Who is setting up/attending, group contact details, transport arrangements/approved driver, cash float, adherence to school procedure, etc. Arrive in plenty of time.
3	<i>At the end</i>	Who is involved, transport, what to do with excess/unsold produce/plants, etc. Review what went well and what to improve next time.



Harvesting produce at Four Dwellings High School destined to be sold by pupils to raise money.



St Bernadette's Catholic Primary School preparing for a plant sale to fund new gardening tools.



Seed packets made by pupils at Park End Primary School to give away at a parent growing day.



Good plants that are presented cleanly and well labelled will sell. Don't be complicated; just clear.



Grow good quality, uniform plants to share between the school garden and those to sell on at events.



Pack plants carefully to avoid damage; here salad and other plants ready for safe travel.

Tricks of the trade

- 1 Display attractively but clearly, eg make baskets, use crates for extra height, cover tables with cloth, etc. Mock up a display in advance. Visit garden centres to see how they design displays; likewise supermarkets and clothes shops.
- 2 Only display produce in good condition. This doesn't mean perfectly shaped or without knocks. These are often the most interesting to talk about, but all produce should be fresh and look appealing.
- 3 Only sell healthy plants free from pest and disease. Don't be tempted to sell poor plants you don't want. Your reputation and future sales rely on selling only quality plants that will do well in another garden.
- 4 Make plants in pots look good, eg remove any weeds and moss from the surface and wash pots with a sponge. Flowering plants sell well on 'impulse'.

Going further

- 1 Aim for uniformity among plants for assurance of quality, eg for trays of salads such as lettuce. Remove weak plants, water evenly, keep an even depth of compost and keep trays in light position.
- 2 Make the most of your display; request donations, give out leaflets, invite people and other schools to visit, etc.
- 3 Design clear, informative labels, eg copies of the Food Growing Instruction Cards. See A48 for other ideas.

Pricing

Undercut local shops/markets so you're good value, but charge enough to cover cost of materials, time and transport - and of course contribute to garden funds for expansion.

Customer service

Your strength as a 'seller' comes from a personal touch, eg 'grown at school to support the school'. Be courteous and approachable, but also resilient to awkward customer demands. Build up the confidence of pupils to answer questions.

Being organic

Emphasise that your plants/produce are grown at school in an environmentally friendly way. However, you cannot say they are 'organic' without legal certification.

Health & Safety	Ensure adult supervision at display and sales, following school procedures for handling money and working off site. Check with Trading Standards if necessary to make sure produce sales are legal and safe. <i>See also Health and Safety Guidelines (Section SG1.2)</i>
Activities on DVD	A48 Designing sales material
Further information	G2.4 Developing business enterprise G4.7 Increasing plant stocks



G2.4 Developing business enterprise



There are several business opportunities for schools growing food that apply at both primary and secondary level. These enterprises can fund developments in the school garden or other food related work, and give pupils invaluable skills that link with the National Curriculum and their future. This section introduces the scope of school enterprise with tips and case studies. A49 has methods for generating ideas.

Scope of opportunities

School enterprise benefits from a ready-made customer base that will visit most days throughout the school year. They include pupils, parents, teachers, support staff, and members of the community. However, don't restrict ideas to just school premises. There are also opportunities to go further afield, including regional events. See the table below for just a small selection of examples that particularly suit schools.

Primary school suggestions

- Sell produce and plants at school events, eg harvest festival, parents' evenings, training days, etc.
- Take orders for produce and plants, perhaps with a delivery service to teachers during lunchtime and parents waiting to collect children.

Secondary school suggestions

- Extend models of primary school enterprise.
- Sell produce and plants at local events, eg regional shows, other schools, village fairs, farmers' markets, car boot sales, etc.
- Offer gardening advice to school visitors, the local community, allotment groups, etc.
- Grow plants to order for local allotment groups, garden centres, plant nurseries, high street shops, etc.
- Grow produce to order for local markets/shops/restaurants.
- Offer plant label design service for local garden centres and plant nurseries (A48).

Top tip



Competition

Invite business ideas through an enterprise competition, awarding a modest start up grant to top entrants.

Case study

Sixth form pupils at St Benet Biscop Catholic High School turned an allotment car park into a growing area with an income. It started when teachers and pupils won joint funding bids for raised beds and a polytunnel from Local Enterprise Growth Initiative and Wansbeck Enterprise Education Network. Their first income was selling early produce at a local market and renting space to a year 10 pupil to set up a chicken run with his parents. The group won the school's 'Daniel Swaddle Award' for starting the business. A new group of pupils are now taking over with plans to sell produce to school kitchens and private individuals.



Getting started

Set the ethical and practical tone for your business from day one. This doesn't have to be complicated, but directly influences whether a business works.

- 1 Decide what you are trying to do, eg provide a service, reach a fundraising target, etc.
- 2 Decide who the likely customers are and what makes your product/service different from someone else's.
- 3 Ask approval from the head teacher before starting your business.
- 4 Only sell quality goods/service. Do not compromise. Your reputation depends on it. Refuse orders that you know you can't deliver properly.
- 5 Decide a central point of communication/control. This may be just one person, or a group of three or four with supporters doing other jobs.
- 6 Keep everyone informed regularly, including customers. They'll start to wonder what's happening if you don't. Set up a group email/meeting if there is something to decide/advertise.
- 7 Keep simple, but accurate records of money in and out, plus due dates for debts. Always keep receipts. Have enough cash, ie don't spend all your reserves. Nominate a person to look after money. Set up separate bank account if needed. Check with HM Revenue and Customs if revenue exceeds lower corporate tax bands (www.hmrc.gov.uk).



Another happy customer at The Lancaster School.

Keeping going

- 1 Start small, gradually increasing your scope.
- 2 Carefully plan what you'll need to meet customer needs, eg taking enough cuttings (A58) from suitable herb plants six months before they're needed for sale, as well as ensuring adequate space, materials and people to look after the plants.
- 3 Repay anyone who loaned money or bought something for you. Pay back promptly. How you treat such 'financiers' influences whether they invest again.
- 4 Price carefully and focus on customer service. See G2.3 for tips.
- 5 Plan how to sustain or close down your business, eg what happens when key pupils leave or you reach your fundraising target? What commitments must you meet?

Top tip



Saving money

Become inventive and imaginative to avoid spending money, eg use newspaper for pots and reuse materials for plant labels.

If you do buy something, ask for business rates and discounts for bulk. Contact wholesale plant nurseries if warranted.

Ask to borrow things, like extra signage and display boards from the school.

Health & Safety	Monitor businesses carefully, eg personal safety, ensuring adult supervision. <i>See also Health and Safety Guidelines (Section SG1.2)</i>
Activities on DVD	A48 Designing sales material A49 Generating business ideas
Further information	G2.3 Displaying and selling SG2.6 Raising funds Young Enterprise www.young-enterprise.org.uk Greenfingered Enterprise www.lpec.co.uk