



Shetland Islands Council

Aith Junior High School

School Handbook

2026-2027



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Contact Details

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Website:	Aith School Website
Email:	aith@shetland.gov.uk
Stages of education:	Aith Nursery/Primary/Secondary 1 - 4
Roll:	227
Denominational status:	non-denominational
Headteacher:	Michael Spence
Parent Council:	Please search for 'Aith Junior High Parent Council' on Facebook

Introduction

Aith Junior High School provides an education facility for the West Mainland of Shetland. It is a non-denominational school catering for pupils from Early Years to S4 and supports equal access to educational and social opportunities for all our learning community. The Primary department enrolls pupils from the local catchment area. A map showing the catchment areas of Shetland can be found following this link:

[Shetland Schools and Catchment Areas](#)

Primary pupils move into the secondary department at the end of P7 along with the pupils from our associated Primary schools on the Westside of Shetland.

At the end of secondary four pupils may transfer to the Anderson High School for S5/6, go to college, training or employment.

Throughout this handbook, links to websites are provided for further information. Free access to these pages can be gained at the Shetland Library Learning Centre and at Islesburgh Community Centre. Hard copies and different formats of the handbook (for example in Braille or large print) will be made available by request to the school.

Handbooks for all Shetland Islands Council's schools can be found on the council's website.

The direct link is:

[School Handbooks – Shetland Islands Council](#)



The staff at Aith Junior High school work closely with parents to make sure that every pupil has a positive school experience. However, issues do happen from time to time and parents are encouraged to contact the school to discuss any concerns as soon as they arise.

Pupil Absence

If your child is ill or if you think it is necessary for your child to be absent from school for any other reason, please contact the school with the details, as soon as possible.

When an absence is known about in advance, parents should contact the school beforehand, either by note/telephone call or e-mail.

When a pupil is not able to attend school on a particular day, but this has not been anticipated, please phone the school between 0830 and 0930 giving the reason for absence.

If a pupil is not present at school, on any day and no contact is received by 0930, school office staff will contact the home to ensure the pupil is there and to ascertain the reason for absence. If no contact can be made with the home, further calls may have to be made to ensure the safety of the child.

If you expect your child to be absent from school during term time (other than dentist/doctor appointments etc.), please ask the School Office for an **Absence Form**.

Absence reporting – [Included, Engaged and Involved Part 1: Improving Attendance in Scotland's Schools](#) was published in 2026 and attendance guidance is currently being developed.

Our local Council policy can be accessed here: [Promoting and Managing School Attendance Attendance in School Policy 2024](#)

An Attendance Matters leaflet can be found here on the Council website - [Parental Involvement – Shetland Islands Council](#)

Parents may wish to access [School & Education | Parent Club](#) for further information on supporting their child's attendance.

The Scottish Executive has revised its guidance to authorities on attendance and absence. Within this circular it states that family holidays are to be classified as 'unauthorised absence' from school, unless under exceptional circumstances. Request forms for absences other than illness are available from the school office.

For further information on school attendance, a guide for parents can be found on the Scottish Government's website.

The direct link is: <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Visiting the School

You may wish to visit the school if your child has been offered a place or if you are seeking a place for your child. Please contact the school to make arrangements.

Communication

We do try as far as possible to keep parents informed about what is happening in school. The school communicates with parents using phone calls, letters, emails and written notes, as well as teachers writing in pupil homework diaries. We are trialling a Facebook page alongside the school Blogs. These will update parents with activities taking place in the school. Our website, <https://blogs.glowscotland.org.uk/sh/aithjuniorhighschool/>, also contains useful information.

Please contact the school office if you have made changes to your e-mail address or other contact details.

Complaints

Please direct a complaint to the Head teacher in the first instance.

The School Complaints Procedure can be found on Shetland Islands Council's website. The direct link is:

[Make a Complaint – Shetland Islands Council](#)

As a school, we aim to provide:

- Open easy access to speak with relevant person
- Always responsive – within 24 hours
- Tools for continuous engagement e.g. homework diaries
- Use of technology to improve communication with parents and to strengthen home/school partnership and learning at home.

Emergency Closure of School

On occasion throughout the winter, the school may not open due to bad driving conditions caused by snow or ice. A closure could also be the result of an adverse weather forecast.

- Sometimes due to the forecast or condition of the roads, the school will make the decision to close the evening before. If that decision is taken the school will contact all parents that evening by email and post on our Facebook page.
- If the decision is taken in the morning the school will contact all parents that morning by email and post on our Facebook page.

Please listen to BBC Radio Scotland at 6.50am and 7.20am, and SIBC on the half hour, for weather and travel related announcements. The council has also embraced modern technology, and staff and parents can follow alerts on twitter. A direct link to this can be accessed through the council home page www.shetland.gov.uk. Click on the twitter 'follow@shetlandsCll' button at the top right corner of the page. (Please note that as twitter is a social networking site, this may be blocked on some computers).

Occasionally due to the forecast or condition of the roads the school will make the decision to close early. It should be appreciated that for pupils using school transport, the pupils can only be sent home when the transport is available. For pupils who walk to school, we will contact home before they leave to ensure their safe journey home. If the school is open during adverse weather, parents are responsible for deciding whether to send their children to school or not.

Parental Engagement

The Scottish Schools (Parental Involvement) Act 2006, requires local authorities and schools to implement strategies and guidance around the following areas:

- Learning at Home
- Home School Partnership
- Parental Representation
- Parents involved in the Development Plan process

There are several occasions when parents are invited to visit the school and when teachers are available for individual discussion. You will receive a letter giving you details of such meetings in advance. We are always seeking to improve the arrangements for Parents' Evenings and would be glad of your comments.

There will be Parents' Evenings for Early Years, Primary and Secondary 2 and 4 pupils in November. A Parents' evening for Secondary 3 and 4 in March. There will be a Parents evening for Early Years, Primary and Secondary 1 parents in June.

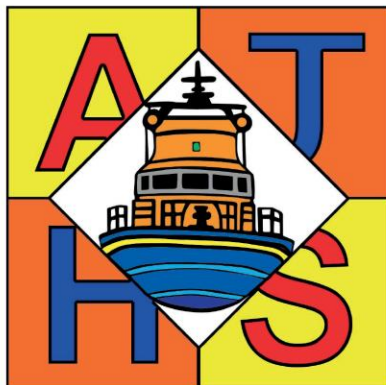
Apart from these fixed occasions, parents are welcome to telephone the school at any

time, and meetings can be arranged to discuss individual pupils.

Parents are asked for their views / opinions on the education provided at the School through questionnaires, Homework Diaries, discussion at Parents Evening and at other times throughout the year.

You may wish to learn more about the role of the Parent Council in representing your views on education matters. You can contact the school's Parent Council directly and/or access information on Education Scotland's website.

The Chair of the Parent Council is currently Joanne Fraser.



Aith Junior High School

Vision

**Working together to be
the best we can be.**

Values

Safe

Ready

Inclusive

Respectful

Achieve

Aims

To create a safe, happy and caring environment where children, practitioners, families and community work together to ensure that everyone is encouraged to have a voice and is valued as a member of our school community.

To ensure a flexible, balanced and progressive curriculum that enables children to become confident individuals, effective contributors, responsible citizens and successful learners.

To provide high quality Learning and Teaching designed to enable all children to achieve their full potential.

To support and facilitate the continuous lifelong professional learning of staff, building on their knowledge and skill to ensure a high quality, challenging learning experience for all learners.

To promote Health and Wellbeing, kindness and a respect for diversity and fairness.

To foster and maintain effective partnerships with families, outside agencies and the wider community.

Health Promotion

The World Health Organisation defines a Health Promoting School as, “One in which all members of the school community work together to provide children and young people with integrated and positive experiences and structures which promote and protect their health”.

We aim to promote good health and encourage positive choices by:

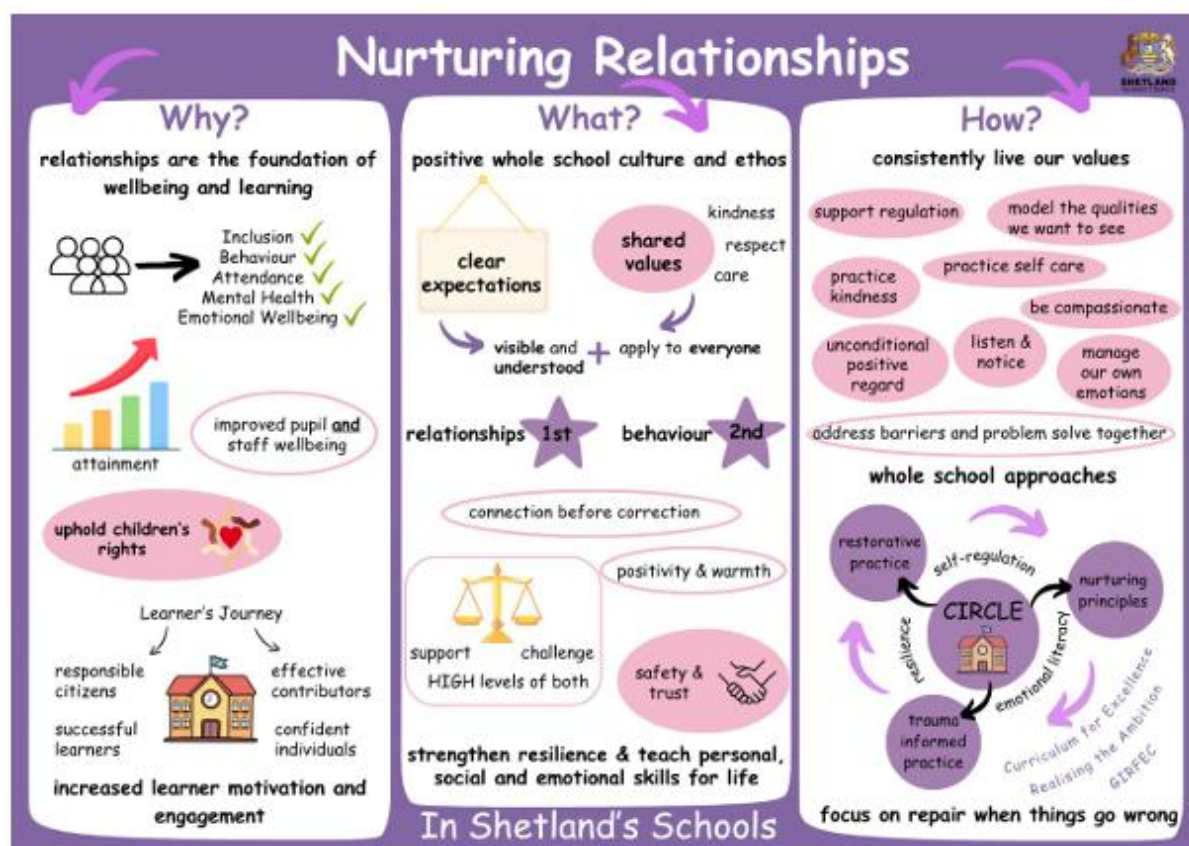
- showing ongoing concern for the wellbeing of pupils and staff, e.g. through pupil support systems and staff welfare;
- providing opportunities for extra-curricular activities, e.g. after school clubs and lunchtime activities;
- providing a curriculum which explores all aspects of health – physical, emotional and social. There are contacts with many outside agencies to ensure that pupils have relevant up to date information.
- providing a healthy tuck-shop;
- developing health promotion activities in partnership with parents and outside agencies.
- The school meals service provides healthy options for lunches.

We appreciate the support of parents who provide their children with fruit or small sandwiches for break time rather than having sweets every day. By working together, we aim to give our children the skills and knowledge to sustain good health.

Promoting Positive Relationships and Behaviour, including Nurturing Relationships

We follow Shetland Islands Council Nurturing Relationships and Positive Behaviour in Shetland schools and settings guidance.

Positive relationships are at the heart of wellbeing, learning and achievement. We promote a culture of kindness, respect and care, where everyone feels safe, included and valued.



We believe in relationships first, behaviour second, focusing on connection, trust and support while maintaining high expectations for all learners. Staff work with pupils to build resilience, self-regulation, emotional literacy and positive wellbeing.

Our approach is underpinned by the principles of Curriculum for Excellence, GIRFEC, and the following key approaches: CIRCLE, Restorative Practice, Nurturing Principles, Trauma-Informed Practice.

Together, these approaches help create a positive learning environment where children and young people can thrive as successful learners, confident individuals, responsible citizens and effective contributors.

Pupils are expected to be considerate and polite and to consider the welfare of others in the school community. Otherwise school discipline depends on common sense and reasonable behaviour from everyone, and there are very few fixed rules.

- Smoking/vaping is strictly forbidden on transport as well as in school, and possession of cigarettes, matches, lighters etc. is also a breach of rules.
- We ask pupils not to bring chewing or bubble gum to school because of the mess created by its disposal on furniture and property.
- For safety reasons, there is a county policy that throwing snowballs is not allowed.
- Pupils are not permitted to bring knives or other dangerous instruments to school.
- Clothes worn should be appropriate for school with no studs, chains or offensive logos on clothing.
- Digital devices may not be used in the classroom without the consent of a teacher.
- All pupils must remain within the school boundaries unless given permission to leave by a member of staff.

All staff have a copy of our anti bullying guidelines agreed with the Parent Council. Pupils are encouraged to treat each other with respect but incidences can occur. Please do not hesitate to contact the school if you have any concerns in this matter.

Mobile Devices

The school has a mobile device policy, which can be viewed on the school website. In line with local authority guidelines, mobile phones should not be used in classrooms unless with the agreement of the class teacher. The use of camera/video facilities on phones, in any part of the school grounds, is forbidden to protect the privacy of all in the school community.

Pupils at school are taught to respect others on-line and not to post anything that will cause offence.

Please support us by ensuring that the school lessons on netiquette are applied at home. To stay up to date with further information and advice please visit:
www.thinkuknow.co.uk/parents

Primary pupils are not encouraged to carry mobile phones to school. All pupils have access to the telephone in the office if there is a need to contact parents. Parents can leave messages if necessary to be passed to their child.

Curriculum - Overview

The Scottish Government has recently introduced its Curriculum for Excellence across its schools. The curriculum is designed to provide a coherent, flexible and enriched curriculum throughout a child's life from 3 to 18 years old.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work.

Curriculum for Excellence defines five levels of learning. The first four levels provide a broad general education, with progression to qualifications described under a fifth level, the senior phase.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from Early Years to primary, primary to secondary and beyond. This will ensure children continue to work at a pace they can cope with and be provided with challenge they can thrive on.

Detailed information about Curriculum for Excellence can be found on Education Scotland's website. This includes:

- how the curriculum is organised
- the entitlements of every child
- how progress is assessed.

[Curriculum for Excellence | Education Scotland](#)

Curriculum

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland, which applies to all children and young people age 3-18, wherever they are learning. It aims to

raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

This explains some of the terms that are used in CfE.

The Four Capacities – the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Seven Principles of Curriculum Design – all learning must take account of these principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The Eight Curriculum Areas – containing a range of subjects:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in literacy and English and modern languages, plus classical languages and literacy and Gàidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

In addition there are three key areas which are covered in all subjects.

- Literacy across learning – talking, listening, reading and writing (including using digital communications)

- Numeracy across learning – including money, time, and measurement
- Health and Wellbeing across learning – including making informed choices for a healthy lifestyle

Important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Experiences and Outcomes

Each curriculum area is broken down to a set of experiences and outcomes (often referred to as the 'Es and Os'):

- Experience – describes the learning
- Outcome – what the learning will achieve. This is often explained, from the pupil's perspective, as an 'I can' statement.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children, the expectation is:

- Early Level – pre-school to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3.
- Senior Phase– S4 to S6, and equivalents in other settings, where they can continue to develop the four capacities and achieve qualifications but can be earlier/later for some as

Entitlements

All young people are entitled to:

- A coherent curriculum – smooth progression through the experiences and outcomes
- A broad general education – the period from age 3 to the end of S3, covering all of the experiences and outcomes across all curriculum areas up to and including the third level, and further experiences and outcomes at the fourth level, chosen to provide greater specialisation and depth
- Support – assistance to help learners access the curriculum, for example because of short- or longer term needs or circumstances, and help to build resilience
- Skills for learning, life and work – to develop pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context
- A senior phase – to prepare for qualifications and develop skills for future learning, life and work

- Positive destinations – to support young people to move successfully on to work or further study

Religious and Moral Education

RME is achieved through a curriculum which includes Christianity, other major world religions and development of beliefs and attitudes. The RME programme has been drawn up in accordance with Curriculum for Excellence guidelines. Pupils are encouraged to develop understanding and respect for people of all faiths. Activities in RME help pupils to appreciate and respect children's rights, values such as honesty, fairness and respect for others.

Parents have the right to withdraw their child from Religious and Moral Education and from Religious Observance. Assemblies are held throughout the year with classes having input with a visiting speaker in attendance.

Alternative and Individualised Curriculum

Some pupils will have an alternative and individualised curriculum that may have a higher emphasis on HWB and skills for life. Some children with complex additional support needs may be using the CfE milestones for foundation skills and competencies, literacy and English and numeracy and mathematics

[Milestones: Supporting learners with complex additional support needs](#)

Qualifications

National qualifications were introduced in 2014 replacing both Standard Grade and Intermediate qualifications.

Literacy and Numeracy are recognised as units within English and Mathematics.

The Pupil Support Teachers work closely with partners, such as Education Scotland, Skills Development Scotland and Train Shetland to ensure that opportunities are made available to develop career management and other skills, and that young people are supported and encouraged to seek these out.

The Pupil support teachers also discuss with parents how parents, alongside their children, will be involved in decisions around their child's Senior Phase S4-S6 options. These could be:

- staying on at school
- going to college or university
- entering work-based learning or community-based learning
- volunteering.

More advice and information to help them make those informed choices can be obtained by speaking to the Pupil Support staff at the school.

In S1 to S3 we provide a broad general education with some personalisation and choice in S3. At the end of S3 choices will be made for the senior phase when pupils begin to study for National qualifications. Pupils will choose English, maths and a selection of other subjects. For further information go to: <https://scotlandscurriculum.scot/>

Assessment and Reporting

Assessment is an ongoing part of learning and teaching throughout the school. There are different kinds of assessment, all helping pupil and teacher work together in planning next steps in learning.

A variety of assessment strategies are used in all classes in the school. Examples of this are:

- Teachers share learning intention and success criteria with pupils
- Teachers work with pupils to set realistic targets
- Classroom assessment involves high quality dialogue based on thoughtful questions, careful listening and reflective responses.
- Staff use assessment information to monitor provision and progress across the school and plan for improvement.
- Staff use a range of evidence from day to day activities to check pupil's progress

Pupil reports & Parents' Evenings

The Early Years pupils have 'Learning Stories' to share their progress with their parents and to take with them on their learning journey into the primary.

Primary pupils have a 'Pupil Profile' which is sent home throughout the session to share with parents.

	Interim Reports	Full Reports	Parents' Evening
Primary		March	November & June
S1	November	May	October
S2	September	February	March
S3	September	April	March
S4	February	November	November

Pupil Profiles

Pupils in Primary 7 and Secondary 3 produce profiles of their work up to that stage of their education. The purpose of the profile is to help young people understand and reflect upon their learning and be able to present their successes to other people.

The Primary 7 pupil profiles follow on naturally from the system pupils have become used to throughout their primary career. The profile offers pupils a chance to consider and evidence their strengths and achievements in a range of areas and discuss these with teachers, parents and carers. Pupils complete these profiles, during class-time and at home.

During S1-3 all pupils maintain and update an e-portfolio. On this the pupils log their achievements in all curricular areas. They also log any achievements in school and out with School. By the end of S3 all pupils will have completed their Broad General Education. From that evidence they produce a profile at the end of S3 that incorporates their latest and best evidence of success. This will be a paper profile made of one sheet of paper. It will include achievements in Literacy, Numeracy HWB as well as personal achievements and a personal statement. The profile will follow guidelines from Education Scotland and will be based around good quality dialogue between pupils and staff.

Further information on achievement, reporting and profiling can be found on Education Scotland's website.

Transitions

Transitions occur at key points in a child's education when they move on to a different stage of learning. Transitions can include moving to the stage of primary education, moving from primary to secondary school, moving to the senior phase of Curriculum for Excellence and then post-school learning, training or work. Transitions can also include any changes in a pupil's learning journey, for example when a pupil changes school or when learning is interrupted.

Transition to P1

During the session prior to pupils' entry to P1, those pupils may attend school for a number of sessions and participate in the activities with the current P1 pupils. Where a child has attended Early Years the Class Teacher liaises with the Early Years staff prior to the child commencing in Primary 1. There are also opportunities for parents to meet the P1 teacher before the new term and after the pupils have settled into P1.

P7 to S1 Transition

Pupils from Aith, Happyhansel and Sandness transfer to Aith Secondary at the end of P7. Prior to transfer we have meetings with the primary teachers to share information about pupil progress. Enhanced transition for those pupils with additional support needs

begins in the P6/7 school year. The first visit for most young people is a team building/sports day in May. In June they participate in an activity day and also familiarise themselves with the school by following a typical S1 timetable for 2 days.

Secondary 4 Transitions

At the end of Secondary 4 some pupils transfer to the Anderson High school to attend S5/6. Some will transfer to a college and others will leave school and enter the world of work.

Prior to the transition, staff from the college and the Anderson High School will visit the school and the pupils will have the opportunity to visit their destination.

Anderson High School, Lerwick, Shetland	01595 808008
Shetland College, Lerwick, Shetland.	01595 771000
NAFC Marine Centre, Scalloway	01595 772000

National organisations, such as Parenting Across Scotland, provide advice to parents on supporting their child's transitions.

The direct link to Parenting Across Scotland is:

<http://www.parentingacrossscotland.org>

Transitions for Children and Young People with Additional Support Needs

Planning for enhanced transitions starts two years prior to transition itself except for pupils in secondary settings where it begins in S3 to ensure arrangements are in place for any pupils leaving school in S4. Transition out of school may include a request for assessment to be undertaken by a social worker in order to understand a young person's needs to access adult services. Local work on transitions is ongoing and a useful document can be found at

<https://scottishtransitions.org.uk/7-principles-of-good-transitions/>

Transitions are also the subject of Chapter 6 in the revised Code of Practice, found at <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

Local policy can be found via link: [Getting Transitions Right: Post School Transitions Policy for Young People with Additional Support Needs.](#)

Further details can be found on Shetland Islands Council's website.

http://www.shetland.gov.uk/education/asn_home.asp

Placing Requests

If you do not wish for your child to attend the catchment area school, you can place a request with Shetland Islands Council that your child attend another school. Details of how to make a placing request can be found in Shetland Islands Council, Children's Services, Admissions Policy. <https://www.shetland.gov.uk/schools/school-enrolment>

Please make your Placing Request in writing to:

Director of Children's Services
Children's Services
Hayfield House
Hayfield Lane
Lerwick ZE1 0QD

To help you, the Scottish Government has published a guide for parents on choosing a school and the placing request system. It is available on the Scottish Government's website. The direct link is:

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Enquire is the Scottish advice service for additional support for learning. If your child requires additional support for learning and you wish to place a request to have your child schooled elsewhere, you may wish to look at leaflets that Enquire have produced; Factsheets 2, 3 and 6 have particular relevance. Please request these from your child's school or refer to Enquire's website. The direct link is:

[Advice for parents and carers in Scotland](#)

In Shetland, we have two special Additional Support Needs departments (attached to Bells Brae School and Anderson High School). A request for a child to access a place in one of these special departments is at the discretion of Children's Services. Further information can be found on Shetland Islands Council's website, the direct link is: <http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf>

This can also be found in Shetland Islands Council's Children's Services Admissions Policy. [admissions-policy](#)

Support for Pupils

Pupils are given the support they need to fully access the curriculum. There will be times when some pupils will need additional support. This could be on a long-term basis with the amount of support varying according to the needs of the pupil as progress is made through school or as a temporary support when a need arises.

Information on how pupils' additional support needs are identified and addressed can be found on Shetland Islands Council's website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or

organisations that can provide further support, information and advice about support and advocacy.

The direct link is:

http://www.shetland.gov.uk/education/asn_home.asp

A variety of circumstances may combine for any pupil to create the situation where extra help is needed, whether long or short term.

Examples of these situations could be:

- Has behavioural or learning difficulties
- Has had a spell of absence due to ill health
- Has a hearing or visual impairment
- Is particularly gifted in an area of school work
- Is bereaved
- Does not attend school regularly
- Is being bullied

The support teachers and auxiliaries work flexibly to meet needs identified by teacher, pupil or parent. We work closely with the Home-Link teachers, from the Bruce Family Centre to offer additional support to families.

Following an assessment of a pupil's needs, adaptations to the curriculum or additional support may be required for them. In this situation an Individualised Educational Programme will be drawn up by the Additional support for Learning Teacher and the class teacher. This will include short and long-term targets and will be shared with you.

We also have close links with the Additional Support Base based in Lerwick and Brae which provide support as required for social, emotional and behavioural needs.

Our Speech and Language Therapist, is in school regularly assisting identified pupils. If you think your child would benefit from Speech and Language therapy, please contact a member of senior staff at the school or the Speech and Language Department at the Gilbert Bain Hospital.

Occasionally, where a particular difficulty is suspected, parents would always be consulted before we approach the Child Psychologists, Rhonda Simpson & Candida Jardim, who can help set up specific plans for individual pupils. We have close links with outside agencies e.g. the Health Board, whose staff may be involved with us in setting up Co-ordinated Support Plans for pupils requiring long-term support.

You may request additional support for your child by contacting, in the first instance, their classroom teacher or Principal Teacher in Primary or their Pupil Support Teacher in Secondary. You may then be invited into school to discuss further with the SMT and ASN/Pupil Support Staff.

Additional Support Needs (ASN) information

In Shetland, we believe that children can be better supported by adults working closely together and sharing important information with each other. This process is known as GIRFEC: getting it right for every child.

Before GIRFEC can be used, consent from the parent of the child and/or the child (depending on the age of the child) is required. The staff asking permission will explain more about what GIRFEC means. Detailed information about the process can be found on Shetland Islands Council's website.

The direct link is: [GIRFEC – Shetland Islands Council](#)

To ensure children/young people and their families get the right help at the right time, each child/young person in Shetland has a Named Person in the universal services of health (pre-school) and education (school age). They will arrange help for a child/young person if required. Your child/young person's Named Person will be:

- up to 10 days old - Midwife
- 10 days until starting primary school - Health Visitor
- At primary - Head Teacher or Depute Head Teacher
- At Secondary school - Pupil Support teacher

Information on how pupils' additional support needs are identified and addressed can be found on SIC website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy. The direct link is: http://www.shetland.gov.uk/education/asn_home.asp

If parents require any information on the school's procedures for identifying and addressing ASN should contact the Head Teacher.

Some pupils may have an Individualised Educational Program (IEP) which contains details of curricular aims, and long and short-term targets. Targets are usually reviewed and updated each term by the class teacher and ASN team, in close involvement with the child and their parent/carers.

Co-ordinated Support Plans. When a child or young person is referred for assessment, it may be found that a coordinated support plan is required to meet the additional support needs of the child or young person. The plan will be required where a child or young person has additional support needs arising from complex or multiple factors that necessitate the coordination of their support from the authority and from other agencies. Parents and children are fully involved in every stage of preparing and reviewing a Coordinated Support Plan or GIRFEC plan. Information about CSPs can be found in the revised Code of Practice chapter 5 <http://www.gov.scot/Publications/2017/12/9598>

An educational review for a child with ASN should take place at least once per year, for those with more complex needs this could be every 6 months or more often as needed.

All members of the multi-agency team involved with a child should be invited to attend the review meeting. Parents/carers and others involved with a child's education will be sent a copy of the summary of any review meeting.

GIRFEC – latest information is available at <https://www.gov.scot/policies/girfec/> and locally at http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

Curriculum for Excellence – some pupils will have an alternative and individualised curriculum that may have a higher emphasis on health and wellbeing, and skills for life. Mention can be made of this within your handbook along with any procedures you already have in place to manage this type of learning situation. Some children with complex additional support needs may be using the CfE milestones for foundation skills and competencies, literacy and English and numeracy and mathematics – mention can be made of this document within the handbook - [Milestones: Supporting learners with complex additional support needs \(education.gov.scot\)](#)

Transitions for children and young people (CYP) with Additional Support Needs –planning for **enhanced** transitions starts two years prior to transition itself except for pupils in secondary settings where it begins in S3 to ensure arrangements are in place for any pupils leaving school in S4. It would be helpful to mention that transition out of school may include a request for assessment to be undertaken by a social worker in order to understand a young person's needs to access adult services. Local work on transitions is ongoing and a useful document can be found at <https://scottishtransitions.org.uk/7-principles-of-good-transitions/>

Transitions are also the subject of Chapter 6 in the Code of Practice, found at <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

Child Protection

It is every child's right to be cared for and protected from harm. It is every person's responsibility to make sure that happens. The Shetland Child Protection Committee provides help when there is a need. Their website gives information on how to access that help.

[Child protection and children at risk – Shetland Islands Council](#)

Shetland Islands Council's website also provides information on our responsibilities towards children and includes where to find help and support.

School improvement and Standards and Quality Report

The School Improvement Plan and Standards and Quality Report can be obtained from the school office or on the school website. [Aith School Website](#)

Attainment

The overall attainment of pupils at Aith Junior High School is very good.

Pupils are involved with a variety of activities which give them opportunities for wider achievement. Some of these achievements are through partnership working.

By the end of P1, the majority of pupils achieved early level in reading and writing. Most pupils achieved Listening and Talking and numeracy.

By the end of P4, the majority of pupils achieved first level reading, writing and numeracy. Almost all achieved listening and talking.

By the end of P7, most pupils achieved second level in numeracy, reading, writing and listening and talking.

By the end of S3, most pupils had achieved third level in reading, writing, numeracy and listening and talking.

Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. Staff use evidence of pupil learning from class along with information from NSA data. Practice exams are used in S4 to help support pupils in their understanding of where to improve.

Tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.

Exam Results

Year	% pupils achieving 5 or more N5 awards	% pupils achieving 5 or more N4	% pupils achieving 5 or more N3
2025 (NQ)	70.4%	85.2%	85.2%
2024 (NQ)	75.0%	85.0%	95.0%
2023 (NQ)	72.7%	95.4%	95.4%
2022 (NQ)	85.2%	96.3%	96.3%
2021 NQ (Covid-19 Alternative Curriculum Model)	71.4%	92.9%	92.9%
2020 (NQ/Covid-19)	76.5%	100.0%	100.0%
2019 (NQ)	81.8%	86.4%	86.4%
2018 (NQ)	58.3%	91.6%	91.6%
2017 (NQ)	100.0%	100.0%	100.0%
2016 (NQ)	66.7%	95.2%	95.2%
2015 (NQ)	66.7%	91.6%	95.8%
2014 (NQ)	70.8%	100.0%	100.0%

Information about the school's performance at national level can be found on the Scottish Government's website and on the Education Scotland's Scottish Schools Online website which also includes HMIE Inspection Reports.

Direct links are:

<https://www.mygov.scot/school-inspection-reports>

<http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/>

Education Scotland Inspection reports and School Consultation reports can be accessed directly on Education Scotland's Reports webpage.

The direct link is:

[Find an inspection report | His Majesty's Inspectorate of Education in Scotland](#)

Other useful Websites

Information on the following websites may also be of interest to you:

Qualifications Scotland

[Qualifications Scotland | Scotland's Awarding and Accreditation Body | Qualifications Scotland](#)

Scottish Credit and Qualifications Framework

<https://scqf.org.uk/support/support-for-individuals/support-for-parents-carers>

Scottish Survey of Literacy and Numeracy

<https://www.gov.scot/collections/scottish-survey-of-literacy-and-numeracy>

Policies

Policies applicable to all schools across Shetland can be found on Shetland Islands Council's website. The policies include amongst others:

- Admissions
- School transport
- healthy eating
- anti-bullying
- exclusion
- school trips
- equality and diversity
- adverse weather.

The direct link is:

http://www.shetland.gov.uk/education/policies_guidelines_and_forms.asp

Clubs

Within the school a variety of lunch time and after school activities are provided for pupils. These vary from term to term and season to season.

Permission slips are always sent home prior to any after school club beginning to seek parental approval for their child to attend and make clear the arrangements for collecting pupils after these clubs. The school also works closely with the local community to advertise clubs that take place at evenings or weekends

Instrumental Tuition

Shetland Island Council's website provides information on Instrument Instruction along with other creative learning opportunities.

The direct link is:

<https://www.shetland.gov.uk/schools-learning>

Primary Task Force

Primary pupils work in a vertical grouping system to take on areas of responsibility in the school. From these they are able to make suggestions about any issue that they see relevant within the school.

Pupil Council

Our Pupil Council gives pupils an opportunity to express their views about issues relating to the school. At the start of each session two representatives from each class from P4 – S4 are elected. Year group meetings are held to enable class representatives to communicate information and canvass opinions.

School Meals

The School Meals Service is run and managed by Shetland Islands Council Catering Service. All queries regarding this service should be directed to the Catering and Cleaning Manager on 01595 744129.

The School Meals Service provides a healthy and nutritious lunch, which is cooked on the premises. All children eat their lunch in the school dining hall and the menu (three weekly cycle) is available on the school website and from the school office.

The current charge for school meals are:

- ELC, P1-5 - Free
- P6-7 - £2.60
- Secondary - £3.15

Any charges for school meals must be paid through ParentPay – www.parentpay.com. Parents will be provided with activation details for ParentPay at time of enrolment. All queries regarding ParentPay should be directed to the Children's Services – Finance Team on 01595 743844.

School Milk

School Milk is offered to all pupils. For Pupils in P1-7 there will be a weekly charge of £1.30. This must be paid through your ParentPay account. Please note this is a weekly rate regardless of how many days milk is taken.

You may be eligible for support with Free School Meals/ Milk or a Clothing Grant, please visit [EMA, Bursaries and Financial Support – Shetland Islands Council](#) for further information and to apply online.

Financial Help for Parents

Grants are available for school meals and clothing. Guidance and an application form can be found on Shetland Islands Council's website.

<https://www.shetland.gov.uk/support-pupils/ema-bursaries-financial-support>

Information on the provision and finance of transport can be found on Shetland Island Council's website.

http://www.shetland.gov.uk/education/hpc_school_transport.asp

An Education Maintenance Allowance is available for qualifying 16-19 year olds. Guidance and an application form can be found on Shetland Islands Council's website.

<http://www.shetland.gov.uk/education/EMA.asp>

Online Protection

For information about online protection for your child, you may like to look at the Child Exploitation and Online Protection Centre's website. <http://www.thinkuknow.co.uk>

THE SCHOOL DAY (Registration occurs during first lesson)

Nursery	8.15 – 4.15	All Day Sessions
Primary	8.55-3.40 8.55-2.00	Monday-Thursday Friday only
Secondary	8.55-3.40 8.55-2.00	Monday-Thursday Friday only
Morning Break	10.30-10.50 – Primary 10.35-10.50 – Secondary	
Lunch time	12.25-1.00 - Primary 12.30-1.15 - Secondary 1 & 2 1.15-2.00 - Secondary 3 & 4	
Afternoon Break	2.30-2.50 - Primary	

Holiday & Term Dates

- Holiday and Term dates up to 2027-28 can be found on the School Service website.
- http://www.shetland.gov.uk/education/term_dates.asp

Session 2026-27 Term Dates

Term 1	Wednesday 19 August 2026 to Friday 09 October 2026
Term 2	Wednesday 28 October 2026 to Friday 18 December 2026
Term 3	Tuesday 05 January 2027 to Wednesday 24 March 2027
Term 4	Wednesday 07 April 2027 to Friday 02 July 2027

Occasional Holiday Dates	In-Service Dates
Wednesday 27 January 2027	Monday 17 August 2026
Friday 12 February 2027	Tuesday 18 August 2026
Monday 15 February 2027	Monday 26 October 2026
Friday 21 May 2027	Tuesday 27 October 2026
	Tuesday 16 February 2027