



Lunnasting Primary School

Information Handbook

2021-22



Introduction	School & Children's Services Address	3
Information	School Ethos, Vision, Aims	3
	Staff	4
	Facilities	4
	Present Roll	4
	School Hours	4
	Transport	4
	Absence & Sickness and Medication	5
	School Dress Code	5
	Financial Help for Parents	6
	Meals and Milk	6
	Personal Belongings	6
	School Fund	6
	Library	6
	New Entrants	6
	Concerns/Complaints	7
	Visiting the School	7
	Communication	7
	Parental Involvement	8/9
	School Achievement Display	9
	Health & Well Being	9
	Pupil Council	10
	School & Environment	10
	Active Schools/After School Clubs	10
School Visits	10	
Anti-Bullying	10	
Curriculum	Curriculum	11
	Literacy	11/12
	Numeracy and Mathematics	12/13
	Health and Wellbeing	13
	Expressive Arts	14
	Modern Languages	14
	Religious and Moral Education	14/15
	Religious Observance	15
	Sciences	15
	Social Studies	16
	Technologies	16/17
	Home Learning	17
	Assessment and Reporting	17/18
	School Improvement	Support for pupils
Additional Support Needs		18
Getting it Right For Every Child (GIRFEC)		19
Transitions		19/20
Placing Requests		20
Equal Opportunities		20
Other Useful Websites		20
School Policies & Practical Information	School Policies	21
	Health & Safety	
Health & Safety	Child Protection	21
	Fire Drill	21
	Medical inspection	21
	Dental Inspections/Tooth brushing Programme	22
	Police Liaison	22
Other	Term Dates	23

INTRODUCTION

Lunnasting Primary School is situated in Vidlin and is non-denominational and co-educational. The school caters for children from Laxo, Skelberry, Sweening, Lunna, Levaneap, The Herra, Lunning and Vidlin.

This handbook provides information for parents for the school year 2019-20. Although the information is believed to be correct (July2020), it is possible that changes have occurred, or will occur during the course of the year, that will affect the contents for this year or for the following school years.

For further information or clarification, please contact the school and/or look at our school website.

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:

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

SCHOOL ADDRESS

Lunnasting Primary School
Vidlin
Shetland
ZE2 9QB

Telephone Number: 01595 745690
(In the event of a power failure the school can be contacted on **01806 577298**)

Website: www.lunnasting.shetland.sch.uk

E-mail: lunnasting@shetland.gov.uk

SCHOOL ETHOS

Everyone in the school's community shares the responsibility for creating a positive ethos and a climate of trust and respect. School policies and procedures are based on promoting care, respect, participation, responsibility and fairness for all.

SCHOOL VISION

Determined to Succeed

SCHOOL AIMS

Lunnasting Primary School aims to:

- Create a comfortable, happy, nurturing and stimulating learning environment both inside and out;
- Be confident, creative and independent learners with the skills to succeed;
- Ensure everyone feels valued, respected and included;
- Be happy, healthy and active members of the school and wider community.

INFORMATION**STAFF**

Mrs F Marshall	Head Teacher and Teacher P1&P2
Miss H Magnussen	Teacher P4 - 7
Miss R Johnson	Nursery Teacher
Mrs S Briggs	Music
Mrs V Stevenson	Additional Support Needs
Mrs L Meier	Administration Support Teacher
Mrs S Mullay	Art
Vacant	P E
Mrs D Scott	Fiddle
Mrs M L Williamson	Cook
Mrs C Robertson	Cleaner in Charge
Mrs H Cooper	Playground Supervisor
Mrs I Irvine	Senior Practitioner Early Years
Mrs V Johnson	Practitioner Early Years
Miss E Ratter	Practitioner Early Years
Mrs L Grains	Support Worker Early Years
Mrs L Grains	Learning Support Worker
Mrs J Odie	Learning Support Worker
Mrs Linda Hughson	Clerical Assistant and Learning Support Assistant

FACILITIES

Lunnasting School is a refurbished building (1995), which has 2 classrooms, nursery room, tutorial, resource area and gym hall, which doubles as a dining area. It is a lovely building to be in, giving an impression of being light and spacious. The playground is tarmac, there is also a garden which has been developed as a garden area and outdoor classroom with its own greenhouse.

PRESENT SCHOOL ROLL: 38

CLASSES: Nursery	14
P1- P3	18
P4 - P7:	6

SCHOOL HOURS

Morning:	9.00 am - 10.50 am
Break:	10.50 am - 11.10 am
Lunch:	12.30 pm - 1.10 pm
Afternoon:	1.15 pm - 3.00 pm

NURSERY HOURS 8.45 am - 3.00pm

TRANSPORT

School transport is provided for pupils, less than eight years of age, living more than two miles from school and pupils, over eight years, living more than three miles from school.

Transport operators are: -

Margaret Williamson	Tel 577286	Sweening, Lunna and Laxo
Johnson Transport	Tel 522331	Skelberry, Levaneep, Vidlin

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

The direct link is:

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

ABSENCE / SICKNESS

If your child is ill or if you think it is necessary for your child to be absent from school or nursery for any other reason, please contact the school with the details, as soon as possible. Parents are reminded that children should be kept at home for 48 hours after the last episode of sickness/diarrhea.

If we do not receive a telephone call or e-mail before 9.15am, we will call you to ascertain why your child is absent.

Authorised absence will be credited for a legitimate reason, provided usually by the parents via a note, e-mail or phone call.

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>

MEDICINES/ILLNESS/ACCIDENTS

If pupils need to carry their own medication in school i.e. inhaler, then parents would be asked to complete a "Parental request for pupil to carry their medication" form. If parents require staff to administer medication to pupils then they should complete the "Parental Request for School to Administer Medication" form. These forms are available on the school website or from the school office.

If a child is taken ill or has an accident, the school will make every attempt to contact a parent directly or through an emergency contact. In serious cases, the child will be referred to his/her own doctor or taken to the accident and emergency unit at the Gilbert Bain Hospital. It is extremely important that the school has an up-to-date emergency contact, especially a telephone contact number. The school must also be made aware of any special medical conditions.

P.I.N. (Personal Injury and Notification) forms are completed following any accidents happening in school time.

SCHOOL DRESS CODE

The school has a uniform of navy sweatshirt and white or light blue polo shirt with school name and logo. These, school jackets and bags, are available from <https://myclothing.com/> and are competitively priced. This should be worn with plain, dark trousers or skirt. Any sensible non-marking footwear may be worn. We believe that a uniform has several advantages - it gives pupils a sense of identity with the school, it makes everyone equal as far as dress is concerned, saves parents the "what can I wear?" argument in the morning, it looks smart, contributes to a positive ethos and helps discipline and makes it easier to identify pupils on a school trip. There are also school jackets available which children could wear on school outings in the summer term, if they don't have their own.

Pupils require suitable clothing for PE, i.e. shorts, short sleeved t-shirt and plimsolls or trainers. Pupils require warm and waterproof clothing and boots or strong shoes when they take part in outdoor activities associated with Environmental Studies. A painting apron or old shirt will protect your child's clothing during practical lessons.

It is advisable for parents to label all garments.

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.

The direct link is:

<https://www.shetland.gov.uk/support-pupils/ema-bursaries-financial-support/3?documentId=435&categoryId=20142>

MEALS AND MILK

Nursery pupils and pupils in P1-4 receive free school meals as from August 2021.

Milk is available for £1.00 per week. Dinners cost £2.20 per day.

The school operates an online payment system, Parentpay. ParentPay is an online payment service which allows parents/carers to make safe and secure payments online for school meals and milk.

School Menus are available on the school website.

<http://www.lunnasting.shetland.sch.uk/parents/>

PERSONAL BELONGINGS

If children are taking any toys or personal items to the school, this is at their own risk and the school cannot be responsible for any lost or damaged items. Pupils are not allowed to bring in any device which can access the internet.

Items brought in for topics are put on display and will be in the schools care.

SCHOOL FUND

There is a school fund separate from the Lunnasting Parent Forum. The Parent Forum organise Special Events and Fundraising and funds raised by the Parent Forum are transferred to the School Fund when necessary. Money from collections, prizes to the school etc., go in the fund. It is used for extra transport for trips, baking and craft materials and to add to the school library as well as other items not covered by the general requisition.

LIBRARY

Books from the School Library are available on loan to all pupils. The library is extremely well stocked for a small school. The Junior Librarian System enables children to access books by barcoder. Each child has their own barcode.

NEW ENTRANTS

Children entering Primary 1 in August are invited to spend several sessions in the Primary 1 - 3 classroom during the summer term.

Parents of children entering school at any other time are invited to make an appointment to visit the school.

CONCERNS

Parents' evenings with appointments are held in November, there is also an open evening in the summer term. A parent wishing to discuss a specific problem is asked to telephone for an appointment at any time in term time. Parents are welcome at Lunnasting School, but the teachers can spend more time discussing a particular problem if an appointment has been made.

COMPLAINTS

Please direct a complaint to the Headteacher in the first instance.

The Shetland Islands Council Complaints Procedure can be found on Shetland Islands Council's website.

The direct link is:

<https://www.shetland.gov.uk/contact-us/make-complaint>

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 make every effort to keep parents up-to-date with what is happening in the school. Parents are asked when they enroll their children at the school if they prefer to be contacted by e-mail or by a letter drop in school bags. We also have a private Facebook page for Staff and parents of children at Lunnasting Primary. We produce a termly newsletter and update the school website with school menus, termly guides and photos of recent events.

The children are issued with a Homework Diary in which a note is made of any homework given and also anything which they need to remember e.g. PE Kit.

Sometimes, in periods of severe weather, it is necessary to close the school. When this decision is made every effort will be made to contact pupils' parents or emergency contact persons. Parents are responsible at all times for deciding whether to send their children to school. Parents should also listen from 7.00am to Radio Orkney and SIBC for more information.

Our communication tree is updated each year to enable people to know quickly what is happening.

PARENTAL INVOLVEMENT

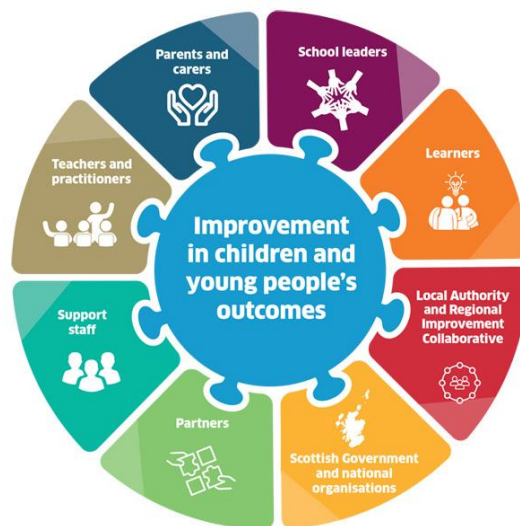
At Lunnasting Primary, we recognise the vital role that parents/carers play in their children's learning. We strongly believe in the value of a home-school partnership of which the Home Learning Policy is an important element. The school's Home Learning Policy is available on request and on the school's website:

<http://www.lunnasting.shetland.sch.uk/parents/documents/HomelearningBrochure.pdf>

Parents are involved in discussions and decisions about changes to the curriculum through meetings and questionnaires throughout the year.

We try to encourage parents to take active roles in contributing to their children's learning and to discuss approaches to learning and teaching. We regularly gather parents' views about their children's learning. Parents are well informed through Parent Guides about their children's learning targets and encouraged to have regular discussions with them about their progress.

We take active steps to involve parents and members of the community in contributing to the life of the school.



PARENT FORUM

All parents are members of the Lunnasting Parent Forum and can put themselves forward to be elected to the Lunnasting **Parent Council**. Information about meetings is sent home with pupils, emailed or posted on our facebook page.

The **Parent Forum** organise social events such as the Halloween and Christmas parties in the Vidlin Hall and a visit to the pantomime. They raise funds for this and also to provide for extra outings, materials etc., which the school could not otherwise afford.

PARENT COUNCIL

The Parent Council is elected from members of the Parent Forum to represent the views of all parents. The Parent Council is accountable to the Parent Forum and makes a report to the Parent Forum at least once each year on its activities. Every parent of a child at Lunnasting Nursery and Primary School is a member of the Parent Forum.

The Parent Council ensures that parents have the opportunity to express their views and have these taken into account on policy matters affecting the education of their children.

It states in the Constitution “*The membership shall be four parents of children attending the school. The Parent Council may co-opt up to three members, one being a staff member and two being members of the community, to assist it with carrying out its functions.*”

The Parent Council page on the school website is updated regularly with the latest minutes. The constitution and current Action Plan can also be accessed here <http://www.lunnasting.shetland.sch.uk/parents/schoolboard.shtml>

Members of the Parent Council are:

Name	Position
Mrs Mari Williamson	Chairperson
Mrs Leona Grains	Vice Chair
Mrs Charlotte Allam	Parent Member
Mrs Louise Manson	Parent Member
Mr Graham Wallace	Parent Member
Miss Amy Irvine	Co-opted Member
Mrs Victoria Johnson	Staff Member
Mrs Linda Hughson	Clerk/Treasurer

For further information and resources regarding getting involved with your child’s learning, please contact the school and/or take a look at Parentzone on Education Scotland’s website.

The direct link is: <https://education.gov.scot/parentzone/> . 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 direct link is: <https://education.gov.scot/parentzone/getting-involved/parent-councils/>

SCHOOL ACHIEVEMENT DISPLAY

Our main entrance display is based on the four capacities - successful learners, confident individuals, responsible citizens and effective contributors. Pupil achievements, both in and out of school are recognised and celebrated here, as well as at assemblies.

HEALTH AND WELL-BEING

The Health and wellbeing of adults and children is a priority in the school. Systems are in place to support adults and children within the community.

- Staff are highly motivated and provide high quality learning opportunities for all our pupils
- All staff are proactive in promoting positive behavior
- Pupils are safe, happy and achieving success
- Systems are in place to celebrate pupil and staff achievements
- Parents are confident partners in their children’s education and are willing and able to support their learning

The school has Health Promoting Schools status.

PUPIL COUNCIL

The Pupil Council is elected each year from Primary 2-7. It gives pupils the chance to tell teachers and staff their ideas, represents each class in the school, meets regularly to talk about important school issues and projects and puts forward the class views at council meetings.

THE SCHOOL AND THE ENVIRONMENT

As part of our Eco-work, we recycle paper and card within the school and bags of shredded paper are available for animal bedding etc. We recycle envelopes and have a selection of large padded envelopes which parents are welcome to have.

The school has developed its grounds as a stimulating friendly environment for use by the children. This includes a fitness trail in the garden. Children regularly work in the garden, planting seeds and bulbs, weeding and tidying throughout the year. We have a proper compost bin for vegetable parings etc.

Regular maintenance work is done by staff, parents and children. Parents and helpers are always very welcome.

ACTIVE SCHOOLS

Active Schools is a Scottish Executive initiative with a focus on making more children more active more often. The Active Schools Team in Shetland is based within the Community Development Service. Our Active Schools Coordinator is Mr Danny Peterson, he helps run and organise several clubs during and after school. These can include basketball, tennis and golf.

AFTER SCHOOL CLUBS

Various After School Clubs are run by Mrs Marshall and Miss Magnussen throughout the year. The children's views are sought before deciding what to run. In the past we have held Art, Baking, Gym and Science Clubs.

Children attending the After School Clubs must have permission slips completed and must be collected when the club finishes.

SCHOOL VISITS

Visits outside the school are regularly organised. A trip is organised to an outdoor centre for the older class during the summer term. This will involve staying overnight. It is hoped to organise a week's visit to the mainland every 3 years. Regular trips are made to places of interest in Shetland.

ANTI-BULLYING POLICY

Shetland Islands Council is committed to providing a safe and secure environment for all children and young people to participate without the fear of bullying

CURRICULUM

CURRICULUM OVERVIEW

The Scottish Government 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 nursery 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.

<https://education.gov.scot/parentzone/learning-in-scotland/about-the-3-18-curriculum/>

LITERACY

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Scotland has a rich diversity of language, including Scots and the growing number of community languages such as Urdu, Punjabi and Polish. This diversity offers rich opportunities for learning. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables children and young people to:

- ❑ develop their ability to communicate their thoughts and feelings and respond to those of other people
- ❑ develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- ❑ use different media effectively for learning and communication
- ❑ develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- ❑ exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- ❑ enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- ❑ develop competence in different languages so that they can understand and communicate including, for some, in work settings.

The Oxford Reading Tree programme is used throughout the school, providing a broad reading experience for the pupils at each stage. There will also be times when the pupils will read topic related books and novels. Jolly Phonics is used in primary 1 & 2 in conjunction with the reading scheme. The school has a good supply of reference books, particularly in relation to topics in environmental studies and older pupils are encouraged to undertake individual research. We have an excellent library and children are encouraged to read widely at home. Oral work is considered to be important at all stages and pupils are encouraged to express themselves in a confident, competent manner. Drama and poetry are considered an important part of the curriculum. Nelson schemes are used for handwriting, spelling and comprehension work as well as Prim Ed's My Spelling workbook, Blackwell spelling and SRA. We use the Ros Wilson approach to writing, (Big Writing). This approach is based on child centred, interactive learning with a focus on four core targets of Vocabulary, Connectives, Openers and Punctuation (V.C.O.P). A parent guide to the scheme is available.

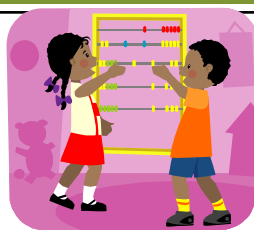
<https://education.gov.scot/parentzone/learning-at-home/supporting-literacy-at-home/>

NUMERACY AND MATHEMATICS

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

- ❑ develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- ❑ develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- ❑ have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- ❑ establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.



The school has developed its maths policy in line with the latest National and local guidelines. There is greater emphasis on mental maths and direct teaching. There are regular times each day for whole class, group and individual teaching.

Schemes used are Scottish Heinemann, Tee Jay, SEAL and other materials. Many practical activities are used before written work. Environmental studies provide a basis for much practical maths and problem solving.

<https://education.gov.scot/parentzone/learning-at-home/supporting-numeracy/>

HEALTH AND WELLBEING EDUCATION

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.



Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to excel in sport or to pursue careers in health and leisure industries.

As well as class lessons on all aspects of health we try to reflect this in school life with a sugar free tuck shop and a regular health week. Children are encouraged to bring their own water bottles to school, these can be filled as necessary.

<https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/relationships-sexual-health-and-parenthood/>

EXPRESSIVE ARTS

Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities.

Learning through the expressive arts enables children and young people to:

- ❑ express themselves in different ways and be creative
- ❑ experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- ❑ develop important skills specific to expressive arts and also transferable skills
- ❑ develop an appreciation of aesthetic and cultural values and ideas
- ❑ for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

There are visiting specialist teachers for Art, Music and Physical Education. These subjects are also taught by the class teachers, and wherever possible are integrated with project work.

Pupils in Primary 1 - 7 receive swimming tuition for six weeks at the Brae Pool.

Instrumental lessons are offered to pupils from P5 and up where places are available. 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/instrumental-instruction>

The School takes part in the Music Festival and children regularly watch visiting drama groups. Every opportunity is taken to bring in people where the occasion arises. Use is made of specialists in Music, Dance, Art, Drama, Science and P.E.

MODERN LANGUAGES

In Lunnasting we teach French from Primary 1; understanding and taking part in daily routines, following simple instructions, joining in simple conversations and beginning to understand the written word. From Primary 4; their listening and understanding will have increased, they will begin to take part in conversations and they will begin to read for information.

RELIGIOUS AND MORAL EDUCATION

Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which, are independent of religious belief, can be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement.

The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

Learning through religious and moral education enables children and young people to:

- ❑ develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- ❑ explore moral values such as wisdom, justice, compassion and integrity
- ❑ investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- ❑ develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- ❑ develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Religious Education follows the guidelines laid down by the Shetland Islands Council, Education Department.

RELIGIOUS OBSERVANCE

At Christmas, Easter, Harvest etc., a minister of religion attends the school to take a service. On occasion we will walk to the Methodist Chapel for our end of year assembly. Parents and friends are invited to join the children. Throughout the term, teaching staff take assemblies.

Parents who do not wish their children to take part in services of a religious nature are asked to inform the Head Teacher in writing.

<https://education.gov.scot/parentzone/learning-at-home/supporting-religious-and-moral-education/>

SCIENCES

The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.

Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

- ❑ investigate their environment by observing, exploring, investigating and recording
- ❑ demonstrate a secure understanding of the big ideas and concepts of science
- ❑ make sense of evidence collected and presented in a scientific manner
- ❑ recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- ❑ express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- ❑ establish the foundation where appropriate, for more advanced learning and future careers in the sciences and technologies.



<https://education.gov.scot/parentzone/learning-at-home/supporting-science-at-home/>

SOCIAL STUDIES

It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.



Learning through social studies enables children and young people to:

- ❑ broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- ❑ develop the capacity for critical thinking, through accessing, analysing and using information
- ❑ form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- ❑ establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

Much emphasis is placed on first hand experiences and practical work inside and outside the classroom. Excursions are organised in the vicinity and further afield when appropriate, and every effort is made to ensure that children not only learn from, but also enjoy their studies.

TECHNOLOGIES

To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy.

Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.

Learning through technologies enables children and young people to:

- ❑ develop an understanding of technologies and their impact on society - in the past, present and future
- ❑ apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- ❑ gain the confidence and skills to embrace and use technologies now and in the future

- ❑ evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- ❑ experience work-related learning and for some, establish the foundation for more advanced learning and careers in the technologies.

The school is provided with a Classroom in a Box, containing laptops and i-pads. The computers are used as an additional resource in all subjects and are also used for basic word processing. New software is being added frequently to the resources already in the school. The school is connected to the Internet and has its own Web page. There is a PC, which is used to run the Junior Librarian System. Each classroom also has its own interactive Smart board.

HOME LEARNING

After consultation with Parents, Pupils, Staff and the Parent Council, a Home Learning policy was agreed to replace the Homework Policy.

We aim to develop the skills and abilities our pupils need for the 21st Century, enabling them to become lifelong learners, and appreciate that learning is not just a 9 o'clock to 3 o'clock activity but continues throughout life. Part of this is to develop a shared understanding that learning is not something that is done for you, but which each learner must take responsibility for, and that is more than just acquiring new information. At Lunnasting Primary, we recognise the vital role that parents/carers play in their children's learning. We strongly believe in the value of a home-school partnership of which the Home Learning Policy is an important element.



AIMS:

In providing home learning activities we aim:-

- To give our pupils increasing responsibility for their own learning and develop a range of key 'learning skills', in order to develop successfully as lifelong learners
- To provide our pupils with the opportunity to review, transfer and further develop a range of knowledge, skills and understanding
- To improve the quality of the learning experience offered to pupils and to extend it beyond the classroom
- To inspire the motivation to learn
- To provide parents / carers with the opportunity to become actively involved in their child's home learning
- To encourage pupils and their parents /carers with the opportunity to share and enjoy learning experiences
- To make home learning a manageable and enjoyable shared experience without causing 'friction' at home.
-

ASSESSMENT AND REPORTING

Parent Guides are sent home at the beginning of each term. These guides let parents know the work their child will be doing that term.

At the end of each term, pupils assess the work they have done, along with the teacher and this report is sent home to parents.

A report is sent home in the summer term covering your child's progress within Curriculum for Excellence levels, the support they have needed and the effort they have made. It also looks at social, emotional and well-being aspects; how they have done with home learning, as well as a general comment. Pupils and parents are asked to comment on this report too.

Pupils are being continuously assessed throughout their time at Primary School. Primary 1, 4 and 7 pupils will be assessed, at some point during the year, using the Scottish National Standardised Assessments

Regular parents meetings are held to discuss new developments in the curriculum.

Parents' evenings with appointments are held in November. There is also an open evening in the summer term.

SCHOOL IMPROVEMENT

This year's School Improvement Plan and Standards and Quality Report are available on the school website.

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.

HMIE Inspection reports and School Consultation reports can be accessed directly on Education Scotland's website.

SUPPORT FOR PUPILS

Most pupils will be given the support they need to fully access the curriculum in the general course of their education. 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

ADDITIONAL SUPPORT NEEDS

The visiting ASN teacher attends one day per week working along with the class teacher to give help to any individual or group within the class. Regular meetings are held with parents of children receiving ASN to inform them of progress and discuss concerns.

Other useful information and advice regarding additional support for learning can be found on Enquire's website.

The direct link is:

<http://www.enquire.org.uk/>

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

Getting it right for every child aims to improve outcomes for all children and young people. 'Getting it right for every child' puts the wellbeing of children and young people at the centre. A common coordinated framework for assessment, planning and action across all agencies is used to address needs. Getting it right for every child recognises that children, young people and their parents / carers have the right to be consulted about decisions that affect them. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for our work with all children and young people, including adult services where parents are involved.

Detailed information about the process can be found on Shetland Islands Council's website. The direct link is: http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

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 from home to nursery starts with parents/carers and children visiting the nursery for shared play days. Before their third birthday, children and their parents/carers are invited to visit the nursery. The time the child is left in the nursery without their parent/carer is gradually increased as they settle.

Transition from nursery to school happens throughout the school year, as joint activities are organised. Both Mrs Marshall and Mrs Meier spend time in the nursery. There are also transition days in term 4 when the new pupils visit the class, for increased periods of time and have a day where they come on school transport and stay for lunch. Parents meet with Mrs Marshall to discuss school life and the primary 1 curriculum.

Depending on the class split there is also a period of transition when the primary three or four pupils, who are moving up to the 'big class' have a chance to be part of that class for a few days.

Primary 7 pupils now take part in Social Fitness, a programme, run by the Psychological Service Team in Brae and Active Schools, which sees the pupils from the small North mainland schools get together over the course of 6 sessions, meeting in the different schools. They have one session together with the Brae pupils. This has helped increase children's confidence and social skills before going to the High School.

Pupils from Lunnasting Primary School transfer to Brae High School, telephone number- 01595 745600. The learning support staff visit Lunnasting during the summer term prior to the transfer to speak to the children concerned. The children spend 2 days at the Secondary School during the summer term following a normal timetable. They also have a maths/science day and an outdoor activity day.

Liaison between Brae staff and associated Primary Schools is regular with meetings to discuss curriculum and other developments.

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/>

Regarding transition into adult life, more information can be found on Shetland Islands Council's website.

The direct link is:

<https://www.shetland.gov.uk/support-pupils/additional-support-needs-information/6?documentId=220&categoryId=20142>

We recognise that children with additional support needs may need transition arrangements that are additional to those made for their peers. Information sharing and planning will take place in advance of each transition. Further details can be found on Shetland Islands Council's website.

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. The policy can be found at: <https://www.shetland.gov.uk/schools/school-enrolment/2?documentId=53&categoryId=20055>

Please make your Placing Request in writing to:

Director of 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. The direct link is:

<https://enquire.org.uk/3175/wp-content/uploads/2017/11/placing-requests-3.pdf>

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, and in Shetland Islands Council's Children's Services Admissions Policy. The policy can be found at:

<https://www.shetland.gov.uk/downloads/file/2541/admissions-policy>

EQUAL OPPORTUNITIES

The school has a policy to provide equal opportunities for all children. This policy is available to all parents.

OTHER USEFUL WEBSITES

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

Scottish Qualifications Authority

<http://www.sqa.org.uk/sqa/41292.html>

Scottish Credit and Qualifications Framework

<https://scqf.org.uk/about-the-framework/interactive-framework/>

SCHOOL POLICIES AND PRACTICAL INFORMATION

Various policies have been developed by the school. The following policies can be accessed on the school website:

<http://www.lunnasting.shetland.sch.uk/parents/>

Additional Support Needs

Health and Well Being

Home Learning

Language

Numeracy & Maths

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

- 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

HEALTH & SAFETY

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.

The direct link is: <http://www.childprotectionschetland.com>

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

The direct link is:

http://www.shetland.gov.uk/children_and_families/child_protection.asp

FIRE DRILL

Fire drill is carried out at least once per term and bells are tested weekly.

MEDICAL INSPECTION

All entrants to Primary 1 will be seen by the School Nurse. This will take the form of a health interview and screening of height and weight, vision, hearing and speech. Some children may be referred to other services.

DENTAL INSPECTIONS

Dental Inspections are done periodically. These are not full dental check ups but the dentist will recommend you make an appointment with a dentist if they feel your child's teeth need attention.

SCHOOL TOOTH BRUSHING PROGRAMME

We all take part in the School Tooth Brushing Programme run by the NHS Shetland's Oral Health Promotion Team. Children are enrolled in the toothbrushing programme automatically. If you do not want your child to take part in the Childsmile toothbrushing programme please let the school know in writing.

POLICE LIAISON

A local Police Officer visits regularly, for films/talks/discussions, etc. concerning safety.

August '21						
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September '21						
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October '21						
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November '21						
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December '21						
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February '22						
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March '22						
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April '22						
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May '22						
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June '22						
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July '22						
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-  School Closed/ Holidays
-  Occasional Holidays
-  Staff in Service Day (no school for pupils)

