



Lunnasting Primary School

Information Handbook

2024-25



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 2024 - 2025. Although the information is believed to be correct (November 2024), 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:

[School Handbooks – Shetland Islands Council](#)

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: <https://blogs.glowscotland.org.uk/sh/lunnastingprimaryschool/>

E-mail: lunnasting@shetland.gov.uk

CHILDREN'S SERVICES

Hayfield House
Hayfield Lane
Lerwick
Shetland
ZE1 0QD

Telephone Number: 01595 744000

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**

| | |
|--------------------|--|
| Ms L Tulloch | Head Teacher and Teacher P4 - 7 |
| Miss H Magnussen | Teacher P4 - 7 (Mon, Tue) and Early Years (Wed) |
| Miss H Hunter | Teacher P1-3 |
| Miss K O'Dwyer | Music |
| Mrs V Stevenson | Additional Support Needs |
| Mrs S Mulla | Art |
| Miss E Veitch | P E |
| Mrs D Scott | Fiddle |
| Mrs M L Williamson | Cook |
| Mrs D Lee | Cleaner in Charge |
| Miss J Spall | Playground Supervisor |
| Mrs R Johnson | Senior Practitioner Early Years (Mon, Tue, Wed) |
| Mrs V Wallace | Senior Practitioner Early Years (Thu, Fri) |
| Mrs V Johnson | Practitioner Early Years |
| Miss V Parry | Learning Support Worker |
| Mrs L Grains | Support Worker Early Years and Learning Support Worker |
| Miss A Irvine | Support Worker Early Years |
| Mrs L Hughson | Clerical Assistant and Learning Support Assistant |

FACILITIES

Lunnasting School is a refurbished building (1995), which has 2 classrooms, an Early Years setting, a sensory room, open area, resource room 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: 48

| | |
|-------------------------|----|
| CLASSES: Nursery | 12 |
| P1- P3 | 18 |
| P4 - P7: | 18 |

SCHOOL HOURS

| | |
|------------|---------------------|
| Morning: | 9.00 am - 10.50 am |
| Break: | 10.50 am - 11.10 am |
| Lunch: | 12.40 pm - 1.20 pm |
| Afternoon: | 1.20 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.

A Leave of Absence form should be completed if you are taking your child out of school during term time. This can be found on the school website [Leave of Absence Form - Lunnasting Primary School Website \(glowscotland.org.uk\)](http://www.lunnastingprimaryschool.org.uk) and at Appendix 1. Authorised absence will be credited for a legitimate reason, provided by this form.

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. See Appendix 2.

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. 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. 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>

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. The menu is available on the school website.

The current charge for school meals are:

- ELC, P1-5 - Free
- P6-7 - £2.50

School meals should be pre-ordered on ParentPay - www.parentpay.com. If your child pays for school meals, payment will be required at the time of booking. Meal bookings should be made by midnight on Sunday, of the week before meals will be taken.

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 £1.25. 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.

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. 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 before or after the school day, but if a formal appointment is required, this will be arranged for after-school or some evenings.

COMPLAINTS

Please direct a complaint to the Head teacher 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. Correspondence is by email, with letters only being sent out when a reply is necessary or the letter includes dates which you will find useful. The school website is updated regularly and includes term overviews, forms, and class blogs. The blogs include photos and information on activities your children have taken part in.

Sometimes, in periods of severe weather, it is necessary to close the school. School closure information will be on Radio Scotland 92.7 at 6.59am. You can also check SIBC 96.3 or the Shetland News website. We will also post closures on the Lunnasting Parent Council Facebook page. Parents are responsible at all times for deciding whether to send their children to school.

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 and we take active steps to involve parents and members of the community in contributing to the life of the school. 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 Termly Overviews about their children's and encouraged to have regular discussions with them about their progress. More information regarding Parental Involvement can be found on the Council's Website. The direct link is: [Parental Involvement – Shetland Islands Council](#)



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** organises 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/carers of children attending the school. The Parent Council may co-opt up to three members to help carry out its functions.” The Parent Council page on the school website is updated regularly with the latest minutes. The constitution can also be accessed here. [Parent Council – Lunnasting Primary School Website](#)

Members of the Parent Council are:

| Name | Position |
|----------------------|-----------------|
| Mrs Charlotte Allam | Chairperson |
| Mrs Allison Christie | Vice Chair |
| Mrs Louise Manson | Parent Member |
| Mrs Carol Nicol | Parent Member |
| Mrs Abbey Thompson | Co-opted Member |
| Mrs Victoria Johnson | Co-opted Member |

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.

PUPIL COUNCIL

The Pupil Council is elected each year from Primary 3-7. 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

The school has developed its grounds as a stimulating friendly environment for use by the children. There is a parent-run volunteer group that help maintain and fundraise for equipment. 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.

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

After school clubs are sometimes run by school staff. 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. Regular trips are made to places of interest in Shetland. We also connect with other primary schools in our cluster.

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 uses 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.

Some pupils will have an alternative and individualised curriculum that may have a higher emphasis on health and wellbeing, 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. More information can be found within the Education Scotland's booklet. The direct link is: [Milestones: Supporting learners with complex additional support needs \(education.gov.scot\)](https://education.gov.scot/milestones-supporting-learners-with-complex-additional-support-needs)

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 and a range of other resource are used throughout the school, providing a broad reading experience for the pupils at each stage. The children will also have time built into timetables to read in class. 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. Nelson schemes are used for handwriting, spelling and comprehension work as well as Prim Ed's My Spelling workbook, Blackwell spelling and SRA. We have been using the National Improving Writing Programme to raise attainment in writing. This focused on the 'tools for writing' outcomes in Curriculum for Excellence.

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

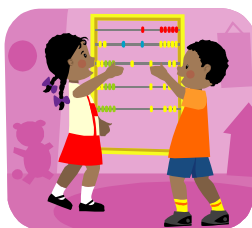
NUMERACY AND MATHEMATICS

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 builds in time for maths and literacy everyday and we use a wide range of materials to allow children to develop at their own pace. Careful consideration by staff is given within planning, teaching and assessment to ensure effective differentiation is provided.

Schemes used are Scottish Heinemann, Tee Jay, Leckie, SEAL and other materials. Many practical activities are used before written work. Time is also dedicated to give children experience with practical maths such as weighing and measuring.

<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 work closely with Childsmile to encourage healthy snacks and take part in tooth brushing several times a week. We also take part in the Daily Mile several times a week, depending on weather and staffing. We have a nurturing ethos in school encourage everyone to be respectful and considerate.

<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
- ❑ building self-esteem and creative lifelong hobbies
- ❑ 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 1-4 receive swimming tuition for six weeks at the Brae Pool. If the school or parents think older pupils would benefit from further swimming lessons, we can look into that for a child.

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 in P1-3 to start introducing some key phrases such as greetings, numbers and days of the week. From Primary 4 the pupils will start to learn more phrases and will be able to start taking part in having small conversations.

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.

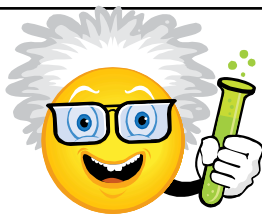
SCIENCE

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. Each classroom also has its own interactive Smart board.

At the beginning of each school year, children are asked to read and sign the SIC's Acceptable Use Agreement at home with parents. This sets out the terms children must stick to when using technology and any misuse will be taken seriously by school, the authority or Police. This can also lead to individuals being banned from using technology. These signed agreements are kept in pupil files and will be revisited during the year.

HOME LEARNING

Homework is regularly reviewed and adapted to meet the needs of learners and with input from stakeholders. The Head Teacher will continue to seek views on this and accommodate the views the stakeholders. We encourage regular reading, activities to help build independence, practical maths and taking part in creative tasks to share learning. We are using homework grids to share activities for children to take part in and share with the school.

At Lunnasting Primary, we recognise the vital role that parents/carers play in their children's learning. The homework grid has taken into consider families that want homework for children but without too much time needed as there are so many pressures in the modern world. The school always values family time and we know family time is the most valuable for children. Teachers will be able to share activities for specific learning if you feel it is needed.



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

ASSESSMENT AND REPORTING

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

Throughout the term, Learners' progress is continuously assessed. Day to day class work, formative and summative assessment activities, peer-assessment, self-assessment and homework etc, are all taken into consideration. Learners' achievements both in and out of school are recorded and celebrated by the school community. Parental support in this is particularly valuable. All assessments are used to provide formal reports to parents in Term 4 in order to inform them of their child's progress within the 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

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.

Information on how pupils' additional support needs are identified and addressed can be found on the Council 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: [Support for Pupils – Shetland Islands Council](#) Individual Educational Plans or Programmes are used in Lunnasting Primary. An IEP 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.

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) AND COORDINATED SUPPORT PLANS (CSPs)

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.

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 [Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](#) and locally at 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. Primary 1-3 staff 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 will meet with staff 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.

Transitions for children and young people (CYP) with Additional Support Needs -planning for **enhanced** transitions starts two years prior to transition itself.

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 days arranged for STEM, Maths, Science, PE and Literacy. There is a Parents' Open Evening in Term 4.

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 at [School Enrolment – Shetland Islands Council](#)

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: [Enquire - The Scottish advice service for additional support for learning](#)

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>

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

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

The school will be working to develop specific policies over the coming year and well as developing new vision, values and aims for the school.

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.

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

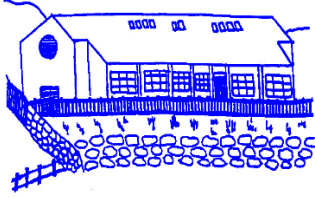
All entrants to Primary 1 will be seen by the School Nurse. This will take the form of a health interview and screening of height and weight, vision, hearing and speech. Some children may be referred to other services.

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.

POLICE LIAISON

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



Lunnasting Primary School

Vidlin Shetland ZE2 9QB

Website:

<https://blogs.glowscotland.org.uk/sh/lunnastingprimaryschool/>

Acting Head Teacher: Mrs Louise Malcolmson

Application for Leave of Absence

It is important that we have full information as to exact date, time and reason for absence. We would encourage you to ensure that your child is not absent from school any longer than is necessary.

Pupil(s) Name:

Date and Time of

Departure: _____

(Time only required if between 9am -3pm)

Date and Time of Return:

(Time only required if between 9am -3pm)

Reason for Absence:

Signed _____ (Parent/Guardian) Date _____

Office use only:

Other Authorised Absence (ABS) - includes immediate family weddings, bereavements, sporting and cultural events.

Authorised Parental Holiday (PHL)- family holidays judged to be important to the well-being and cohesion of family.

Holiday Unauthorised (UPH) - other family holidays

Appendix II

Parental request for pupil to carry their medication

To be completed by parent/guardian

Pupils name.....Class.....

Address.....

.....

Condition or illness.....

.....

Name of Medicine.....

Procedures to be taken in an emergency.....

.....

.....

Name of contact.....daytime phone no.....

Relationship to pupil.....

I would like my son/daughter to keep and administer his/her own medication as necessary.

Signed.....date.....

Relationship to pupil.....

Parental Request for School to Administer Medication.

The School will not give your child medicine unless this form is completed and signed.

Surname of pupil..... Forename(s).....

Address.....M/F.....

Date of Birth.....Class.....

Condition or illness.....

Name/Type of Medication (as described on the container).....

For how long will your child take this medication

Date dispensed.....

FULL DIRECTIONS FOR USE

Dosage.....

Timing.....

Route e.g. oral, injection etc.....

Side Effects.....

Self Administration.....

Procedures to take in an emergency.....

Emergency contact name.....

Relationship to pupil..... Daytime phone no.....

Address.....

Please read and sign this declaration:

I understand that:

I must deliver the medicine personally to (Member of Staff)

If no member of staff who is trained to give medication is available, then the medication will not be given and I will be informed

Signature(s)..... Date.....

Relationship to pupil.....

Lunnasting Primary
2024-2025 School Calendar

| July '24 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| August '24 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| September '24 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| October '24 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| November '24 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| December '24 | | | | | | |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| January '25 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| February '25 | | | | | | |
|--------------|----|----|----|----|----|----|
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

| March '25 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |


| April '25 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| May '25 | | | | | | |
|---------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| June '25 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

 School Closed/ Holidays

 Occasional Holidays

 In Service

