



Shetland Islands Council

Ollaberry Primary School

Information Handbook

2020-21





Introduction

Our School is non-denominational and open to pupils of both sexes. The age range of pupils is from 4 - 12 years. The School serves the community of Ollaberry and the surrounding district, including Gluss to the south, Collafirth to the North and the eastern end of Ronas Voe to the west. For 2019-20 the School roll is 25.

pupils. Free transport in a minibus is provided for pupils living in the Gluss, Bardister, Collafirth and Ronas Voe areas.

P1	3 pupils
P2	4 pupils
P3	4 pupil
P4	2 pupils
P5	4 pupils
P6	2 pupils
P7	6 pupils

This Handbook provides information for parents for the school year 2020-21. Although the information is believed to be correct 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.

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

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>

Contact Details

Name: Ollaberry Primary School

Address: Ollaberry, Shetland ZE2 9RT

Telephone: (01595) 807270

Website: <https://blogs.glowscotland.org.uk/sh/ollaberryprimaryschool/>

Email: ollaberry@shetland.gov.uk

Stages of education: Primary

Roll: 25

Denominational status: non-denominational

Acting Head Teacher: Mrs Julia McGinlay

Emergency Tel. No. 07775407811

Staff

Mrs Julia McGinlay	Acting Head Teacher / Class Teacher (every day)
Mrs Jenna Peterson	Class Teacher (Monday-Wednesday)
Mrs Lynsey Cunningham	Class Teacher (Thursday & Friday)
Mrs Anne Dobbing	Class Teacher (Tuesday & Wednesday morning)
Mrs Anne Dobbing	ASN Teacher (Wednesday afternoon)
Miss Gail Rainey	Art Teacher
Mrs Natalie Ratter	Music Teacher
Mr Brian Murdoch	P.E Teacher
Miss Vikki Parry	Learning Support Worker (Monday - Wednesday)
Miss Shona McNab	Learning Support Worker (every day)
Miss Vikki Parry	Clerical Assistant (Thursday & Friday)
Mrs Janette Ruddick	Supervisory Assistant / Cleaner in Charge / Lunchtime Assistant (every day)

School Times

Pupils are expected to arrive at School punctually. School opens at 9:05 a.m. and closes at 3:00 p.m. Parents should be aware that there is no supervision of pupils in the school playground until the school bus arrives / start of school at 9:05 a.m. Obviously, school staff would deal with emergencies, but generally pupils are still parents' responsibility until the start of school.

Concerns

Ollaberry School staff wish to work closely with parents to make sure that every pupil has an educational and social experience of the highest quality. However, issues do happen from time to time and parents are encouraged to contact the school for an appointment to discuss any concerns as soon as they arise. Appointments can often be made for the same day and it is usually possible to sort things out to everyone's satisfaction. Any parent wishing to make a formal complaint should do so in writing to Mrs McGinlay. The Quality Improvement Officer at Hayfield House with responsibility for Ollaberry School is Mr Robin Calder, who can be contacted through the reception desk on (01595) 744000. He can also give parents information about mediation services.

Absence / Sickness

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

All absences require a signed and dated note from the parent / guardian to Mrs McGinlay giving a reason for absence, or a telephone call from a parent before 9:10 a.m. on the first day of absence. If there has been no notification from a parent / guardian, a member of staff will telephone the parent before 10:00 a.m. that morning to seek information on the pupil's absence from school.

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>

Complaints

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

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

The direct link is:

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

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

Communication between Ollaberry School and parents / guardians flows easily both ways.

Parents are kept well informed via termly newsletters and additional informational letters as and when required. These newsletters / additional letters are sent home with pupils, e-mailed directly to parents and are published on our Website & Facebook group. Urgent communication (e.g., school closure) is made via telephone at the earliest possible time. Homework Diaries include personal targets for each individual pupil which are updated on a weekly basis and have space for parental comments as well as teacher comments. Our School Calendar is produced annually and contains as much information regarding trips, activities, in-service and occasional holiday dates for the coming school year as we have at the time of production.

Parents are able to contact the school daily via telephone or e-mail or a letter from home. All responses are made within 24 hours. The Acting Head Teacher is usually available to respond to a telephone call on the same day.

We aim to be an "open" school. The ways in which we communicate or receive communication are:

- Open, easy access to speak with relevant person via telephone;
- Always responsive - usually within 24 hours;
- Tools for continuous engagement, e.g., homework diaries;
- Use of technology to improve communication with parents and to strengthen home/school partnership and learning at home, e.g., e-mail, website;
- School termly newsletters;
- Annual School Calendar;
- Phone calls, e.g., in case of emergency closure.

Parental Involvement

Ollaberry School has a Parent Council - all parents of pupils and pre-school pupils are members of our Parent Council. In addition to this:

- Parents Evenings are held in November and June for every pupil;
- Each pupil has a Report sent home at the end of each term in addition to an annual End of Year Report, all of which explains the progress and achievement in detail of each pupil;
- Parents are very welcome to make formal or informal arrangements to discuss their child at other times during the year;
- Regular Newsletters, the School Calendar, e-mails and our website give information about events / trips, etc., through the year.

Homework

Staff at Ollaberry School see homework as an important part of the education partnership between home and school. The content of homework will vary in accordance with the ability and age of pupils. Parents are encouraged to support their child in homework activities and to sign their child's Homework Diary each week. We will make use of our website and Microsoft Teams at time for homework. Homework should not be onerous or cause anxiety and staff will understand that there may be occasional circumstances when family life has prevented homework being completed. This can often be caught up in school or at home the following week and pupils are not in trouble for not completing homework.

Visits

Parents / guardians and family are invited to attend certain school events, e.g., Open Day, Halloween Party, Up-Helly-Aa Jarl Squad visit, School Concert, School BBQ and on occasions where special visitors come to school. In addition to this, parents attend Parent Council meetings, help at After School Club, help their child with weekly homework and volunteer to help with transportation for school trips. However, during the COVID -19 pandemic we are following guidance from the Scottish Government and Shetland Islands Council regarding visitors to school.

Parents are asked for their views / opinions on the education provided at Ollaberry School through questionnaires, discussion with parents at Parents Evening and other times throughout the year and through Homework Diaries which provide an opportunity for parents and staff to be updated weekly on the progress of each pupil.

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: <http://www.educationscotland.gov.uk/parentzone/index.asp>

Parent Council

Our Parent Council are an integral part of the school and organise various fundraisers throughout the year.



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

The direct link is:

<http://www.educationscotland.gov.uk/parentzone/getinvolved/parentcouncils/index.asp>

The Chair of the school's Parent Council is currently: Mrs Kelly Robertson (tel. 01806 544352).

School Ethos

Health & Wellbeing

Ollaberry School is a Health Promoting School. Pupils have opportunities both within the curriculum and in after school activities to learn about Health & Wellbeing. Pupils in Primaries 4-7 take part in a residential visit with activities provided by the Outdoor Education Team. However, during the COVID -19 pandemic we are following guidance from the Scottish Government and Shetland Islands Council regarding trips and outings, including residential trips. Pupils take part in Anti-bullying, Anti-racism, Sex and Relationships Education and Substance Misuse Education at appropriate ages and stages. Parents are always contacted beforehand and are invited to see teaching materials and to discuss any specific concerns.



Behaviour & Anti-bullying

High standards of behaviour are expected from pupils at all times as good behaviour is essential for the safety and wellbeing of all pupils and adults in school. Stickers, Golden Time, praise and small rewards (non-food) are often used to promote positive attitudes towards behaviour and achievement. Pupils are involved in drawing up School Rules about behaviour which are regularly reviewed.

All concerns about bullying are taken extremely seriously and will be logged in the official format required by SIC Education Services and investigated by school staff promptly. Numbers of incidents are reported to Hayfield House twice a year. Parents or pupils with any concerns at all about bullying issues are strongly urged to speak to Mrs McGinlay about them. We can't sort it out if we don't know about it!

We undertake to work closely and honestly with parents and pupils to ensure that every single person in our school feels safe and happy to be here.

Uniform

Ollaberry School does not have a formal school uniform. However, the bairns designed a logo and items of embroidered clothing are available through the school. Pupils are expected to wear appropriate clothing and sensible footwear to school. A change of shorts and t-shirt is needed for Monday PE sessions. Trainers or appropriate gym shoes (non-marking) must also be worn during these classes and long hair must be tied back. Pupils are encouraged to keep a PE kit in school on their peg.

Shetland Culture

Ollaberry School encourages the use of written and spoken dialect, music and dance. All pupils have opportunities to participate in traditional dance and dialect and pupils in P5-7 have the opportunity to learn traditional fiddle. We greatly value the special nature of our community and do all we can to promote a sense of pride and belonging for all things 'Shetland'. We enjoy our annual visit from the Northmavine Jarl Squad and usually plan an exciting Up Helly Aa day of unusual lessons and a visit to see the Galley.



We are very lucky and have PeerieMakkers, a volunteer group of locals who come in every week to teach our P5-7s to knit traditional Shetland patterns. However, during the COVID-19 pandemic we are following guidance from the Scottish Government and Shetland Islands Council regarding visitors to school.



Curriculum - Overview

Curriculum for Excellence is taught across schools in Scotland. 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.
Senior phase	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 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 challenges 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.

The direct link is: <http://www.educationscotland.gov.uk/thecurriculum/index.asp>

Curriculum for Excellence - some pupils will have an alternative and individualised curriculum that may have a higher emphasis on Health & Wellbeing and skills for life.

Ollaberry School Curriculum

Pupils are taught in two classes P1-4 & P5-7. For some subjects they are split into smaller age groups. All pupils are involved in the study of Language, Mathematics, Environmental Studies (including History, Geography, Science, Technology and Health), Music, Drama, Art and Craft activities, Physical Education, Religious and Moral Education and Personal, Social Health and Citizenship Education. Each curricular area is planned using the guidelines issued in the Scottish Curriculum for Excellence. Individual pupils from Primary 5 and above, have the opportunity for instrumental music tuition in piano and/or fiddle. Tuition in swimming is given in blocks of six weeks during each school year. All pupils are expected to take part in this unless they have a medical reason for not doing so.

Ollaberry School has a varied and individual approach to helping children to learn well. Lessons throughout a typical week will include some 'traditional' tasks, e.g., practising reading and maths using scheme-type materials. There will also be many practical opportunities in the week to apply that learning in real situations and work co-operatively with others as well. We try to take a sensible and measured approach to our curriculum. We allow our pupils to flourish by giving them opportunities to have choice and a real say in what they are learning and at the same time, we believe that there is value in some traditional techniques, e.g., learning times tables. We take time to find out what parents' expectations are and we try hard to work in close and positive ways with families, to help our pupils make the very best of their school days.

Under Curriculum for Excellence, everyone involved in education has a responsibility to develop young people's literacy, numeracy and health and well-being skills across all areas of their learning.

Modern Languages

Like many other schools in Shetland, pupils are now being taught a modern European language in Primary School. In Ollaberry, the pupils learn French from P1, building on skills by singing songs, asking and answering questions, learning to count, etc. From Primary 5 up they also start learning German.

Learning in Primary 1 and 2

Pupils in P1 and P2 are taught as part of the multi-composite class. However, almost all of their learning time is organised into 'Active Learning' play sessions. These are times planned by the class teacher to give our younger pupils opportunities to learn through structured play situations, continuing on from the similar experiences that they will have had in nursery settings.



Pupils usually work in small groups with Mrs McGinlay and Mrs Dobbing, our Learning Support Assistant and sometimes other members of the staff.

Our pupils start to learn about reading and letter sounds in P1. We use a hands-on and fun scheme called 'Jolly Phonics' which includes characters, stories, songs with actions, interactive computer lessons and DVD's. Pupils start to learn about counting, numbers, shapes, measuring, money and time in a similar practical way.

Many P1 pupils start by coming to the school in the mornings only for the first couple of weeks and then progress to attending school all day.

Joining a 'big-school' family is an exciting step for our new P1 pupils and we are happy to welcome parents who wish to stay with their child at first. Our older pupils are always excellent helpers in making new pupils (and parents) feel safe and welcome.

Some examples of activities could include baking, exploring magnets, making a jigsaw and taking their own digital photo of it, making puppets to tell a story, role-play in a pretend shop, learning about letters and numbers, enjoying stories, painting and musical activities. Each pupil has a personal learning plan for these sessions to help him or her get the most out of the experiences. Pre-school and P1 parents are encouraged to visit the school during the day to see active learning play sessions in action.

Pupils in P1 start learning to read, write and use maths as soon as they are ready to do so. Usually this is something that their teacher will talk about with parents individually. As pupils get older and move up to P2 and P3, their learning will normally become a mixture of 'traditional' and activity-based lessons and remain so for the rest of their time in primary school.

Learning and Teaching

At Ollaberry Primary School, we want our learners to make the best progress that each is capable of. We expect them to try their best and we expect no less of our staff too! We set great store by making sure that all of our pupils achieve well and staff are keen to work in partnership with parents. We believe that all pupils may not achieve at the same speed or in the same ways, BUT all can achieve and make progress. We are here to work with parents to find the best, happiest and most effective way for each individual child to do just that. Some of our pupils have Individual Education Plans (IEP's) to meet their needs most effectively. However, ALL of our pupils have Individual Learning Plans, made and agreed with their teacher to help each one progress and gain confidence and competence in learning.

We expect that our teachers will deliver well-planned, appropriate and engaging learning activities for our pupils. Our staff take part in professional development regularly so that they can keep up to date with new techniques, materials and developments in education. There are Quality Assurance measures in place to make sure that pupils are receiving the highest quality of experiences. These include regular visits by School Inspectors (HMIe) and SIC Quality Improvement Officers, (Ollaberry School's QIO is Mr Robin Calder).

Ollaberry school staff also undertake self-evaluation and produce a School Development Plan and a Standards and Quality Report annually (available on our website www.ollaberry.shetland.sch.uk or from our School Office).

Learning to Read

It is our aim at Ollaberry School that every pupil will learn to read confidently, competently and with lots of enjoyment. We want our readers not only to have excellent basic skills but also to have a wide knowledge and experience of using them in real life.

Reading is taught in every part of the curriculum and throughout the school day but specifically pupils have one-to-one or very small group instruction in reading with their teacher, usually using the Storyworlds / Literacy Worlds Scheme (although we do have other schemes such as Oxford Reading Tree and Wolf Hill, which pupils may also use at times). They take home their reading books to share with parents. Pupils can progress in the scheme as quickly or as gradually as each one individually needs and use will be made of other reading materials at times. Pupils also take part in 10 minutes of ERIC (**E**veryone **R**eading **I**n **C**lass) every day just after lunch. At this time, they are encouraged to make use of our excellent library facilities and to choose and share books with adults and with each other, for pleasure. Throughout the year, we hold 'reading promotion' activities such as World Book Day or special book or story telling days.



Older pupils are encouraged to develop their confidence in reading a wide range of texts, again using scheme materials, through project activities and in many other contexts. They use the Literacy World scheme to develop increased comprehension skills. Older pupils also work each week with their teacher individually, or in very small groups, to improve their reading skills.

Learning to Write

We aim for all of our pupils to have strong skills at writing. We want them to be able to confidently record their ideas and be competent spellers. We want their handwriting to feel comfortable for them and be easily read. Pupils start off learning letter formation along with their Jolly Phonics work but are also encouraged to 'pretend write' in play situations. They learn spelling both through a structured plan of activities based on their reading and project work and also through a daily 5-minute game that begins each school day. Pupils are encouraged to 'have a go' at spellings, rather than to copy-write as this tends to make them employ the phonics skills they have, rather than being dependent on an adult for every word that they don't know how to spell.



We also teach spelling through a programme of dictionary skills, vocabulary building activities and computer-based activities. Each pupil has their own individual targets, agreed between the pupil, parents and teacher. Their individual work activities are planned around these targets. Our pupils practise handwriting skills using Nelson materials. All of our pupils use computers every day and learn to type/edit/publish their written work confidently by the time they move to High School.

Learning about Maths

We aim for our pupils to be completely confident in addition, subtraction, multiplication and division operations and use of measures, shape, etc. We want our pupils to feel good (and actually be good!) at maths when they leave P7. Pupils learn times tables as soon as their teacher feels they are ready to do so - this is usually around P3 onwards. Pupils practise maths skills using the maths scheme SHM and many other materials. They are also given numerous opportunities to use maths in play and in other learning situations so that they can apply those skills in real life. Younger pupils have a weekly 'make/bake' session using maths skills and older pupils have planned activities in many curriculum areas which focus on being able to actually use mathematical skills as well as being able to complete calculations in their jotters. Pupils have individual targets for maths agreed with their parents and teacher. Most of their individual work will be based on this. Pupils make progress at their own pace as their teacher uses the maths scheme materials to make work plans for each pupil individually. This is so that able pupils are not waiting for their peers to catch up nor are pupils who need a little more consolidation being made to feel 'left behind'. We feel that in maths particularly, we want to foster pupils' self-esteem and confidence by giving them a solid grounding in skills. Pupils also work at problem solving-type activities in groups/pairs.

Religious Observance and Assemblies

Scottish Schools are required to deliver some opportunities for Religious Observance during the normal School year.

Assemblies are a regular part of school life in Ollaberry, sometimes to celebrate special occasions or achievements, sometimes to talk about issues, make decisions or to learn about ideas. Parents and pre-school bairns are invited to many of these Assemblies. These are usually non-religious in content and are certainly not intended to persuade our pupils of any one religious point of view, in fact quite the opposite!

Ollaberry School has visits from religious leaders or speakers who are invited to the school by arrangement with the Head Teacher as part of a project or RME lesson (parents are always informed if this is the case).

Every school day begins with the whole school Mindfulness session. Pupils learn techniques to help relaxation, concentration, de-stressing and breathing.

We take the views of our parents very seriously and endeavour to make sure that all families feel comfortable and confident with the curriculum we deliver, including sensitive issues in RME / Religious Observance / Health & Wellbeing. We consult parents and share teaching

materials with them openly and in a spirit of working together, to plan the best opportunities for our pupils.

Parents in Scotland have the right to withdraw their children from Religious Observance. Please speak to Mrs McGinlay if you have concerns about this issue.

School Trips and Visitors

Whenever possible, pupils are taken on educational visits within Shetland which relate to their ongoing schoolwork. Parental permission slips are issued at the start of the school year and specific permission forms are completed for trips including Outdoor Education. Additionally, visiting actors, artists, musicians, dancers, etc., are invited to the school to provide workshop sessions, which contribute to pupils' experience of learning. However, we are following guidance from the Scottish Government and Shetland Islands Council regarding school trips and outings during the COVID-19 pandemic.



Enterprise

Ollaberry School has achieved Four Gold Awards for enterprise. Pupils have regular opportunities to take part in enterprise activities, including raising money for Charity, involvement in community events and running small business projects.



Assessment and Reporting

Pupils' progress and achievement is assessed in these key curriculum areas:

- Literacy and Language;
- Numeracy and Maths;
- Health and Wellbeing (includes PE);
- Social Subjects;
- Science;
- Technology;
- Expressive Arts;
- RME.

Information about each pupil is kept confidentially in the school office and can be shared with parents as often as they request it to be (please contact Mrs McGinlay).

During the year, each pupil builds up a 'My Learning' file. This is kept in the classroom and contains some examples of the pupil's work and evidence of his or her learning in different areas of the curriculum. Pupils are welcome to show these to parents any time they are in school and are especially encouraged to do so at Open Days and Parents Evenings. They can be taken home for a weekend by informal arrangement with Mrs McGinlay.

Pupils in P7 will also make a special P7 Profile of their learning and achievements. They will take this home and a copy will also be shared with Brae High School.

A wide range of methods are used to help the teacher to assess a pupil's learning and these will include:

- Observing pupils as they learn;
- Listening to pupils and asking questions;
- Writing, drawing and oral work;
- Pupils demonstrating or showing what they know, (e.g., teaching it to someone else or giving a talk);
- Tests or assessment tasks;
- Special assessments at strategic points, e.g., start of P1, end of P4 and P7;
- Talking with pupils individually about their learning;
- Asking parents about their child's learning, e.g., through responses in homework diaries and at Parents Evenings.

Some of the most useful assessments are made in an ongoing way every day in class. The teacher will be continually assessing how well your child has understood or recalled the learning and will be planning the next step to help each pupil make good progress. Pupils

may be working with a group or a partner but often the learning task is specially planned for each individual. The very small size of the class usually makes it possible for each child to have some individual adult attention every day in every lesson.

Towards the end of each of the first 3 terms of the school session, parents receive an end of term report for their child which explains his or her progress in literacy, numeracy and Health and Wellbeing. This report includes individual targets for each of these areas and some ways in which the teacher suggests that parents could help their child towards achieving the target.

In Term 4 parents receive an annual report which has details about progress in the key areas and also specifically covers other curriculum areas and classes taught by visiting staff, e.g., Art / Music / PE. Parents are offered two formal opportunities each year for parent and teacher evening meetings (usually in November and in June). However, Mrs McGinlay is most willing to fit in with shift and work patterns so that all parents can have opportunities to discuss their child's learning and progress. Parents are encouraged to make additional appointments if they wish to do so and can also usually speak to Mrs McGinlay informally at the end of the school day, by email or by phone.

Parents of pupils who have IEP's / GIRFEC will be offered additional review meetings as needed (usually at least one per term).

We want to talk to you and we want you to talk to us!

It is our aim that all of our parents feel welcome to discuss any matters relating to their child or to the school as and when needed. We very much value the close and supportive relationships which we build up with parents and we are keen to listen to and to support families whenever we can.

We try hard to deal promptly with any issues.

If you want to talk about your child, no matter how small the matter, please get in touch.

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

The direct link is:

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.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.

Pre-School Liaison

During the session prior to pupils' entry to P1, those pupils may attend school for a number of sessions and participate in the activities with the current P1 pupils. Where a child has attended Nursery school, the Class Teacher liaises with the Nursery Teacher prior to the child commencing in Primary 1. The Northmavine Under 5's Group meet weekly in the Ollaberry School and pre-school bairns are encouraged to join in with P1 pupils in play activities with a parent on Thursday afternoons for the school session before they start in P1. They are invited to borrow story sacks / play resources and are welcomed to events such as our Halloween fancy dress party in October, storytelling sessions and Open Day. However, we are following guidance from the Scottish Government and Shetland Islands Council regarding 'visitors' to school.

Primary to Secondary Liaison

Each year, prior to our P7 pupils transferring to the Brae High School, the secondary school ASN Teacher visits and meets the pupils. In late May / early June, P7 pupils will spend two familiarisation days in Brae High. Additionally, all P7 pupils who will enter Brae High School that August, have a number of 'getting to know each other' days which includes outdoor adventure activities, and science and drama workshops. Through regular termly meetings, close contact is maintained between Ollaberry Primary and Brae High School. Further information on Brae High School should be directed to:

Brae High School
Brae
Shetland ZE2 9QG
tel: (01595) 745600

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:

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

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.

The direct link is:

<http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf>

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:

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

Please make your Placing Request in writing to:

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

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

The direct link is:

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

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

The direct link is:

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

In Shetland, we have two special Additional Support Needs departments (attached to Bells Brae School and Anderson High School). A request for a child to access a place in one of these special departments is at the discretion of Children's Services. Further information can be found on Shetland Islands Council's website,

The direct link is:

<http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf>. and in Shetland Islands Council's Children's Services Admissions Policy. The policy can be found at: <http://www.shetland.gov.uk/education/consultation.asp>

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

Inclusion and Provision for Pupils with Additional Support Needs

Ollaberry School provides an inclusive education for pupils with a range of Additional Support Needs. Pupils are encouraged to be supportive of each other and Health & Wellbeing is taught as an integral part of the curriculum. Some pupils have Individual Education Plans (IEP's) which involve parents in making all decisions about their child. Most IEP's are reviewed with parents termly. Some pupils may be supported by Learning Support Workers or Learning Support Assistants in and out of class. All pupils, whether they have ASN or not, have regular 1:1 time with their Teacher to decide on appropriate tasks to help them learn.

Assessments of pupils' progress in learning are undertaken regularly. This makes sure that any areas of concern are picked up very quickly. Pupils take part in a range of assessment tasks.

Parents are given many opportunities to discuss their child's learning, both formally at parent-teacher meetings and informally. Pupils with ASN may also be supported by colleagues from other Children Services, e.g., Social Care, NHS, Psychological Services. Staff work hard to make sure pupils have access to specialist support and resources if needed.

Additional Support Needs can be short and long term and may include physical needs, medical needs, behavioural needs, emotional, mental and social needs, learning needs and needs relating to family circumstances. In fact an ASN is any need which could or will have an impact on how your child is getting on at school.

Pupils with Additional Support Needs are included in our mainstream P1-4 and P5-7 multi-composite classes. All pupils, including those with ASN, are supported by the teacher in class to work towards achieving individual targets and goals. Some pupils may also work in small groups or individually with a teacher, or with a Learning Support Worker or Learning Support Assistant. Lessons will be adapted to best meet our pupils' needs. Our pupils are encouraged and supported to take increasing responsibility for their own learning and are expected to make the best use of the learning opportunities which they are offered.

A range of ways of learning and of showing achievement are planned so that everyone has the chance to make the best progress they possibly can. Assessment is ongoing every day so that the teacher stays aware of needs and plans support and teaching to help the pupils to do well. Some pupils with Additional Support Needs may require further specific assessments. The teacher will discuss this with the pupil's parents.

Pupils with ASN may have an Individual Education Plan (IEP) or a GIRFEC (Getting It Right For Every Child) which clearly identifies areas of strength and those which are of concern. It includes targets and an action plan to support the pupil in making progress and may also include targets for improvements in behaviour / Health and Wellbeing. Parents of pupils with IEPs or GIRFECs will be fully involved in discussions about starting the plan and will be invited and encouraged to take part in the reviews of the plan. We try to make this as convenient, stress-free and accessible as possible for parents and reviews normally take place at the school. The pupil will also be involved in talking about the best way that he or she can learn and what the IEP/GIRFEC targets should be.

If you feel your child has Additional Support Needs which Mrs McGinlay is not aware of, if you need more information or advice about ASN or if you have questions or concerns about your child's ASN, please contact Mrs McGinlay at the school.

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)

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

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

The direct link is: http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

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

School Improvement

Ollaberry school staff undertake self-evaluation and produce a School Development Plan and a Standards and Quality Report annually (available from our school office).

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. However, where schools are very small, some specific information may not be available in order to safeguard pupils' anonymity.

Direct links are:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

<http://www.educationscotland.gov.uk/scottishschoolsonline/index.asp>

HMIe Inspection reports and School Consultation reports can be accessed directly on Education Scotland's Reports webpage. Ollaberry School was last inspected during September 2013 and the Report can be found on Education Scotland's Reports webpage.

The direct link is:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/index.asp>

School Policies and Practical Information

Policies applicable to Ollaberry School are kept in the school office and copies can be requested. Some policies are available on our website.

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

- Healthy Eating;
- Bullying;
- Exclusion;
- School Trips;
- Equality and Diversity;
- Adverse Weather.

The direct link is:

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

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

The direct link is:

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

School Meals

School meals are cooked at Brae School and transported here in hot boxes, they are of a very high standard and the menu is planned to encourage pupils to make healthy choices. We want our pupils to eat well and with good manners. All pupils in Primaries 1-3 get free school meals, for the rest, dinner money is paid through ParentPay.

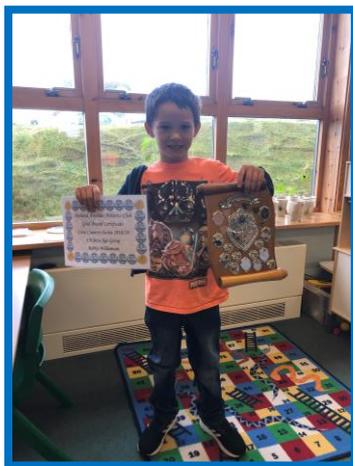
Some pupils bring a packed lunch to eat at school. Schools are required to encourage parents to send healthy options in packed lunches. Pupils who take packed lunches are always invited to join in with Christmas lunch.

Tuck Shop

Pupils can buy a healthy snack at tuck shop at a cost of 20p including a portion of fruit. The choices usually include crackers, spreads, cereals, plain biscuits and cheese. A drink of milk or water is available during morning break (milk is charged at 15p per day). On Fridays, we have a special 'Fantastic Friday' snack, e.g., popcorn, milkshakes, bread sticks and dips. Pupils pay for tuck termly, at the start of each term, which they hand in at the school office. However, during the COVID -19 pandemic we are following guidance from the Scottish Government and Shetland Islands Council and we are currently unable to provide tuck shop in school.

Celebrating Out of School Achievements

Ollaberry School enjoys celebrating all achievements of our pupils, both in and out of School. Many of our pupils take part in extra-curricular activities, e.g., swimming, football, drama, Voe Show, etc. In school we have a board dedicated to these achievements which is regularly updated.



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:

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

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

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

The direct link is:

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

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

[http://www.scqf.org.uk/Learners, Parents and Carers/](http://www.scqf.org.uk/Learners,ParentsandCarers/)

Scottish Survey of Literacy and Numeracy

For general information on the survey:

http://www.educationscotland.gov.uk/Images/SSLN_lealet_tcm4-716257.pdf

For the results of the survey and supporting documents:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Term dates for the following school year can be found on Shetland Islands Council's website.

The direct link is:

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

Session 2020-21 Term Dates

Term 1	Tuesday 11 August to Friday 9 October (inclusive)
October Holidays	Monday 12 October to Tuesday 27 October
Term 2	Wednesday 28 October to Tuesday 22 December (inclusive)
Christmas Holidays	Wednesday 23 December to Wednesday 6 January 2021
Term 3	Thursday 7 January to Friday 26 March
Spring Holidays	Monday 29 March to Friday 9 April <i>(Spring Holiday Dates include Good Friday and Easter Monday)</i>
Term 4	Monday 12 April to Friday 25 June
Occasional Holiday Dates	Wednesday 27 January 2021 Friday 19 February 2021 Monday 22 February 2021 Friday 21 May 2021 1 Floating Day to be set by schools within their clusters, in consultation with Parent Councils.
Revised In-Service Days	Monday 10 August 2020 Monday 26 October 2020 Tuesday 27 October 2020 Wednesday 6 January 2021 Thursday 18 February 2021

Session 2021 -22 Term Dates

Term 1	Wednesday 18 August to Friday 8 October (inclusive)
October Holidays	Monday 11 October to Friday 22 October
Term 2	Wednesday 27 October to Tuesday 21 December (inclusive)
Christmas Holidays	Wednesday 22 December to Wednesday 5 January 2022
Term 3	Thursday 6 January to Friday 1 April
Spring Holidays	Monday 4 April to Monday 18 April <i>(Spring Holiday Dates include Good Friday and Easter Monday)</i>
Term 4	Tuesday 19 April to Friday 1 July
Occasional Holiday Dates	Wednesday 26 January 2022 Friday 25 February 2022 Monday 28 February 2022 Monday 18 April 2022 1 Floating Day to be set by schools within their clusters, in consultation with Parent Councils.

Calendar of Events

Ollaberry School provides each family with an annual photo calendar with relevant dates, etc. Additional copies can be requested from the school office.



Additional Information

Online Protection

For information about online protection for your child, you may like to look at the Child Exploitation and Online Protection Centre's website.

The direct link is:

<http://www.thinkuknow.co.uk>

Working Together to Keep Children Safe

Please ensure that you as parents, have:

- Given school up to date contact information for your child in case of emergency;
- Informed the school of any changes to the usual end of day arrangements for your child;
- Informed the school of medications your child is taking or any relevant medical issues and provide school staff with updated care plans.