



Shetland Islands Council



Scalloway Primary School & ELC

Information Handbook
2025-26

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Dear Parent/Carer,

The purpose of this handbook is to give parents/carers and pupils information about our school. We hope that you find it useful – please retain for future reference.

Every pupil in this school is important, and we aim to provide opportunities for all children to reach their full potential in a safe, happy and nurturing environment.

We believe that, for education to be successful there must be a partnership between home, school and the wider community and we are constantly striving to achieve this.

If you wish further information or clarification on any part of this handbook, please contact the school. The information is accurate at the time of compilation but is, of course, subject to changes in roll, staffing and resources etc.

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>

I look forward to working alongside you throughout your child's learning journey.

Yours sincerely,

M. Fox

Mrs. M. Fox
Head Teacher

Contact Details

Name:	Scalloway Primary School
Address:	New Road, Scalloway, Shetland, ZE1 0TN
Telephone:	01595 743777
Website:	www.scalloway.shetland.sch.uk
Email:	scalloway.school@shetland.gov.uk
Stages of education:	ELC/Primary
Roll:	43 ELC/133 Primary
Denominational status:	Non-denominational
Head Teacher:	Mrs Morag Fox (4 days) Mrs Cheryl Mouat (1 day)
Parent Council email:	carolinejsmith@live.com (Chair – Caroline Shewan)

Should you require this handbook in alternative form or a language other than English, please contact Hayfield House on 01595 744 000.

Accommodation

We are very fortunate at Scalloway Primary School to have a lot of indoor space. In January 2015, the Primary Department and Early Years Scalloway relocated into the newly refurbished former Secondary Department. The refurbished department provides modern and spacious learning areas. The school comprises of an ELC setting with outdoor play area, 6 classrooms, a library, an art room, an ICT room, a spare classroom a music room/hall, a home room, The Hangout, a canteen, an instrumental instruction room, additional ASN spaces and office accommodation. The school also makes use of the adjacent games hall, swimming pool and nearby Fraser Park.

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. We would be happy to meet you and your child(ren), show you around and answer any questions you may have.

The School Day

All children in P1 - P7 start at 9.00am and finish at 3.15pm.

Intervals are as follows:

Morning	P1-7	10.55 - 11.15am
Lunch	P1-2	12.00 - 12.45pm
	P3-4	12.10 – 12.55pm
	P5-7	12.20 - 1.05pm
Afternoon	P1-7	2.00 - 2.15pm

The school day begins at 9.00am all children are expected to be in school just prior to 9.00am. The school security is activated at 9.05am therefore; children arriving after this time should use the main entrance at the front of the school.

Scalloway ELC now offers the 1140 hours and parents can select which hours they wish to use through the Early Learning and Childcare team. They can be contacted via email ELC@shetland.gov.uk.

Patterns of hours should be chosen in accordance with what you actually require and if they need to be changed the ELC team should be contacted.

Vision, Values and Aims

School Values - SAFE, KIND AND RESPECT

In Scalloway School we **aim** to:

- Provide a safe and friendly environment where everyone feels happy and valued and able to achieve his/her full potential.
- Place high value on all learning and achievement.
- Support pupils to become confident, responsible citizens.

Vision Statement: Believe and you will Achieve

Pupils are encouraged to share their out of school interests and successes with their classes and the wider school community. We celebrate success during weekly assemblies.

When appropriate, we involve the local media in promoting the successes and achievements of our pupils and staff to the wider community. The school has a prominent place within the local community. We work in partnership with local organisations and agencies such as the Youth Centre, North Atlantic Fisheries College (NAFC), Scalloway Museum, Shetland Recreational Trust, the Walter and Joan Gray Eventide Home, the Church of Scotland, and local shops and businesses.

School Ethos

We continually strive to promote positive behaviour and the importance of forming and maintaining good relationships. For this, we use relationship-based approaches such as Nurture, trauma-informed, CIRCLE, Restorative Approaches, Zones of Regulation, and Safety Intervention.

All pupils and staff belong to a House Team – Havra, Oxna, Hildasay or Papa. Team points can be awarded for hard work, a kind act, going the extra mile etc. We have fun activities organised regularly for our House Teams.

Occasionally, there are instances of challenging or unwanted behaviour. Children are encouraged to consider the consequences of their actions and are helped to find an alternative solution to their problem. If a child is unable to respond to the school's approach, parents/carers will be informed and possibly asked to meet school staff in order to resolve the problem.

Any reports of bullying are treated seriously and will be investigated. If there is evidence of bullying or anti-social behaviour taking place in the school, we will follow the Shetland Islands Council policy – Anti-bullying in Shetland Schools 2018. This policy can be accessed

from the following website: <https://www.shetland.gov.uk/directory-record/1929/anti-bullying-policy>. The topic of anti-bullying is addressed in each class regularly through the delivery of a CfE Health and Well Being programme and in assemblies.

Health and Wellbeing is pivotal in all that we do in Scalloway Primary School. Pupils are provided with a diverse range of activities which enable them to develop their mental, emotional, social and physical skills and make informed decisions relating to all areas of their development, e.g. healthy food choices, active learning in all areas of the curriculum, participation in decision making, etc. We use SHANARRI Wheel (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included) and refer to the UNCRC to support our Health and Wellbeing curriculum. A focus for us has been to think about pupil and staff mental health. We now encourage mindfulness in every class on a regular basis. Our overall approach and ethos is one of nurture.

Pupil Voice

Pupil Voice is an important part of Scalloway Primary school and ELC life, whereby pupils are regularly consulted on a range of school topics e.g. School Improvement Plan, Library, Mindfulness and Playground Improvements.

In a world that continues to become smaller, and where geographical distance means less and less, we appreciate the importance of ensuring that Scalloway pupils are equipped with the necessary skills and understanding to make them global citizens. Interdisciplinary studies at all stages encourage pupils to reflect on events, in the past, in the now and in the future, and the wider impact our actions can have. Pupils have the opportunity to influence their learning, where appropriate, through personalisation, choice and challenge.

Although we are no longer collecting green Eco flags, we strive to maintain the positive and sustainable messages we have learned previously as an Eco school.

Communication

We have an 'open door' policy and welcome contact from parents/carers. We promote this in the following ways:

- As far as possible we aim to respond to all contact within 24 hours
- Homework diaries are used in P1 - 7 classes. These offer daily opportunities for two-way communication between the class teachers and parents/carers
- Parents/carers are welcome to contact class teachers at times when they are not class committed by contacting the school office, not directly, in the first instance.
- Our 'Reporting to Parents Policy' can be found on the school website. It details the regular communications between parents and the school.
- Parents/carers can e-mail the school to share information.
- P5-7 Homework is still being shared through Teams.
- In ELC, activities, achievements and information can be shared via, 'Evidence Me'
- Our school blog provides information for parents and updates on class blogs.

We communicate with parents/carers in a number of different ways. Parents/carers receive regular letters keeping them informed of school activities. It is preferred that parents receive these electronically via email; however, we can provide a hard copy on request. Any letter requiring a signature will be in paper form. School newsletters are produced each term, detailing current news and achievements. This is uploaded to the school website and paper copies are available from the school. Our school website is used for important information, and a blog style is in place. ELC and P1-7 will blog interesting activities and achievements each school term.

The Parent Council have a closed group Face Book page where information is shared and pictures of events in school are shared. This is not used as a method of passing on important information from school, purely for general information, some social news and pictures of events.

On the rare occasion that we have to communicate with parents/carers as a matter of urgency i.e. emergency school closure, the following procedures will operate: -

- During the school day we will contact all parents/carers via the contact details that we hold. All main contacts will receive a text (new in place Nov 23). We will also e-mail all parents that are on our e-mail distribution list.
- If it is decided that the school will not open due to bad weather this will be announced on Radio Shetland on the previous evening or on Radio Orkney after 7.30 in the morning. Announcements will also be made on SIBC and on the Shetland Islands Council website. Parents can also follow alerts on Twitter. A direct link to this can be accessed through the Shetland Islands Council home page www.shetland.gov.uk click on Twitter 'follow@shetIslandsCll' button at the top right corner of the page. We will also put a notice on the Scalloway School Facebook page.

Parental Involvement

Parental Representation

All parents who have a child at the school or in Early Years are automatically members of the Parent Forum. The Parent Forum can expect to receive information about the school, decide on the format of the Parent Council and how it operates, identify issues for the Parent Council to discuss, be consulted by the Parent Council and express views through the Parent Council. The Parent Council is the committee appointed by the Parent Forum to run matters on its behalf.

The Parent Council meet once per term and more often if required. Parents are notified through school newsletters, email and through the Parent Council Face Book page. The Parent Council are frequently asked their opinion on school documentation and initiatives.

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 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: Caroline Shewan – carolinejsmith@live.com The vice-chair is Carly Cheyney.

Teacher Representative: teachers rotate the attendance duty.

Local Councillors: Mr Davie Sandison, Mr Ian Scott, Mrs Moraig Lyall, Mrs Catherine Hughson

Clerk: Mrs Cynthia Poleson

Improving home/school partnerships

Effective home/school partnerships will allow children to get the most out of their school and their education. Working in co-operation will allow potential difficulties and opportunities to be identified at an early stage. We have a number of opportunities for contact with parents/carers and their extended family on an informal basis:

- Day to day contact in the school
- Fundraising events
- Parents' Evenings
- School events – open events, concerts and sports day

These events take place at various times including weekends, evenings and through the daytime.

Contact with parents is very important and you are welcome to call at the school at any time. It is not always necessary to make an appointment to visit but we do request that you contact the school office on entering the building.

Non residential parents are welcome to contact the school to be updated on their children's progress. They can request appointment times to meet with class teachers, copies of school reports and newsletters. Non residential parents should inform the Head Teacher in writing of their requirements.

Supporting learning at home

Homework is an important link between school and home. It is a way of consolidating work learnt in the classroom e.g. maths, spelling and reading. It also provides an opportunity for parents to share in their children's learning and support them. All children receive homework appropriate to their age and ability. Our homework policy was updated in 2022/23.

Also, homework should consolidate/challenge children not stress/distress them or their parents/carers – if this happens, stop and let your child's class teacher know.

For further information and resources relating to involvement 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/>

Newsletters and dates for your diary are produced regularly and additional letters sent out as necessary. **Most correspondence is now sent via email, and we ask that parents update the office should email details change.** We will continue to send home paper copies should parents request and if a letter requires a parental signature.

Volunteers in school

We actively encourage the involvement of parents/carers and other members of the community in enhancing the experiences of the children in the school. This could be by accompanying classes on trips, supporting Breakfast Club, sharing their knowledge and skills with a class or coming in to support specific classroom projects or school events. We have an updated list of volunteers and will always welcome more.

As part of our process of self-evaluation we regularly gather the views of all parents/carers, pupils, staff and partner agencies. We do this in a variety of ways including audits, questionnaires, at school events, focus groups and through discussion. We value your opinions and the information you share with us in identifying our strengths as well as areas for development.

Curriculum – overview

In Scalloway School and ELC, we deliver A Curriculum for Excellence (CfE). The curriculum is designed to provide a coherent, flexible and enriched curriculum throughout a child's life from 3 to 18 years old.

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

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

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

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

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

[About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

Curriculum for Excellence

Under Curriculum for Excellence, all staff have a responsibility to develop young people's literacy, numeracy and health and wellbeing skills across all areas of their learning. All pupils will be provided with learning opportunities from the range of curricular areas on a regular/timely basis.

<p><u>Expressive Arts</u></p> <p>The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.</p>	<p><u>Religious and Moral Education</u></p> <p>Religious and moral education includes learning about Christianity, and other world religions, and supports the development of beliefs and values.</p>
<p><u>Health and Wellbeing</u></p> <p>Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future.</p>	<p><u>Sciences</u></p> <p>Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.</p>
<p><u>Languages</u></p> <p>Knowing English and other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.</p>	<p><u>Social Studies</u></p> <p>Through social studies, children and young people develop their understanding of the world by learning about other people, societies, their beliefs and values.</p>
<p><u>Mathematics</u></p> <p>Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.</p>	<p><u>Technologies</u></p> <p>The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.</p>

Interdisciplinary learning takes place in all classes throughout every term. It is learning which links different areas of the curriculum and takes place through one-off projects or longer courses of study. Interdisciplinary learning provides opportunities for interest-based and relevant learning often relating to real life experience. Pupils are involved in the planning of these interdisciplinary studies as they identify key questions to be answered during the course of their studies. **At the beginning of each term a curriculum overview for each P1-7 class is sent home.**

Specialist Teachers

Specialist Teacher	Frequency	
PE	1 x 50 min period with the PE Specialist and 1 x 50 min period with the class teacher	Pupils will be given information about specialist subjects during the first week of term.
ART	1 x 50 min period	
MUSIC	1 x 50 min period	
SWIMMING	1 period per week for a 6 week block	P1-4 only

Educational Visits are an important part of the curriculum. Outings into the local community provide opportunities for social inclusion and to develop and practise life-skills. Visits will

often be arranged as part of interdisciplinary themes. Permission for local outings within Scalloway is sought at the time of enrolment. If there is to be a half or full day outing separate consent will be required.

From August 2015, all pupils have the opportunity to learn French. Shetland Dialect is integrated into the school and classes often study stories, poems and music as part of their interdisciplinary approach. Previously, we were fortunate to have visiting specialists delivering German and Mandarin. **(No visiting specialists in Languages have visited Scalloway since the onset of Covid-19, however, as a staff, teachers have updated and are using a new Progression Framework to deliver a consistent approach in Scalloway).**

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.

All children and young people are entitled to opportunities for developing skills for learning, life and work. In Scalloway, we provide opportunities for our young people to engage in active learning, interdisciplinary tasks and to experience learning in practical contexts learning skill sets that are transferable out with school. Our pupils are encouraged to become **successful learners, confident individuals, effective contributors** and **responsible citizens**. They demonstrate these capacities every day in various forms e.g. enterprise projects, performances, use of ICT, visits out of school and welcoming visitors in.

Parents and carers play a key role in all aspects of their children's education. It is good practice for schools to inform and consult parents and carers as closely as possible about key aspects of the curriculum. This is particularly important in relation to sensitive and potentially controversial areas such as relationships, sexual health and drugs awareness. Parents/carers are consulted when we develop or review programmes of work in these areas. Parents/carers also have the opportunity, in advance, to view key teaching materials and to ask questions about any aspect of our health and well-being delivery.

There is a legal obligation that schools and local authorities must provide religious and moral education in non-denominational schools. We provide children and young people with a broad general education including Christianity, other world religions and developing beliefs and values.

Religious observance is seen to complement instruction in religion and to have an important role in schools. It continues to be a statutory duty on local authorities to provide religious observance in Scottish Schools. We hold weekly assemblies for pupils. All assemblies are linked to a school value or around a specific moral theme i.e. citizenship, supporting each other, Armistice etc. Various visiting speakers are invited to speak to the children. On occasion, these assemblies are held for the purpose of religious observance, with a local minister in attendance. We consider the diverse range of beliefs at Scalloway and ensure that all pupils and staff are able to participate in arrangements "without compromise to their personal faith stances".

The law provides a "conscience clause" whereby a parent/carer may withdraw his or her child from any instruction in religious subjects and from any religious observance in the school (s.9 Education (Scotland) Act 1980). Any parent/carer wishing to do so should discuss

this with the school so that we can ensure that they have sufficient information on which to base a decision. Final requests for withdrawal should be made in writing to the Head Teacher.

Assessment and Reporting

Assessment is an ongoing part of learning and teaching throughout the school. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning.

Assessment approaches at Scalloway promote learner engagement and ensure appropriate support so that all learners can achieve their goals and maximise their potential.

Our learners experience a range of approaches to assessment. The following approaches are used regularly throughout the school:

- Teachers share learning intentions and success criteria with pupils
- Teachers work with pupils to set realistic targets
- Classroom assessment involves high quality dialogue based on thoughtful questions, careful listening and reflective responses
- Staff use high quality assessment information to monitor learning and progress across the school and plan for improvement
- Staff use a range of evidence from day-to-day activities to check pupil's progress.
- Introduction of Scottish National Standardised Assessments in 2018. (P4 and P7)
- Other standardised assessments are used within classes in terms 2 and 4.
- Highland Literacy assessments are used in P1.

Class teachers use the results of their assessments to plan next steps for learning. They track pupil progress through the experiences and outcomes of Curriculum for Excellence to ensure that all pupils experience both breadth and depth in their learning.

Throughout the year, staff have opportunities to plan, assess and moderate samples of pupil work, both internally and in cluster groups with neighbouring schools.

More information on any aspect of the Curriculum for Excellence programme is available at <https://www.education.gov.scot>.

Pupils' Progress Reports will be issued in term 4. Parents/carers are welcome to contact the school at anytime to discuss their child's progress. We also have a Learning Walk event for pupils to show their parents around their classroom in Term 3. Face to face parents' appointments with teachers are organised in term 2.

All pupils collect evidence of their achievements in and out of school. Pupils add their termly targets and select examples of work, photos and videos to evidence their learning and plan their next steps. Primary 6/7 work through a new transition programme supported by Skills Development Scotland linking to the World of Work. This transfers to the AHS and forms a basis for early S1 discussions with their Pupil Support teachers.

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

Transitions

Transitions occur at key points in a child's education when they move on to a different stage of learning. Transitions can include moving from Early Education and Childcare into Primary 1 in school, between stages in primary education and then moving from primary to secondary school. Transitions can also include any changes in a pupil's learning journey for example, when a pupil changes school or when learning is interrupted.

In order to support the transition for Primary 1 pupils from our ELC, between April and June, children have regular chances to visit the school. This allows them to meet and spend time with their new teacher and classmates as well as getting to know the school layout. Parents and carers are invited to attend an information session in May where they will have the opportunity to ask questions, meet staff, see the Primary 1 classroom and have a tour of the school. They will also complete an enrolment form for their child and receive a 'Starting School' booklet.

Children completing their primary education at Scalloway usually transfer to Anderson High School, Lerwick. In order to ensure a smooth transition, a programme of events for pupils, including visits to the Anderson High School, is arranged. Exact details are shared with parents of P7 pupils.

Should you require further information on transfer to Secondary Education please contact the school. Details for Anderson High School are as follows:

Mr Robin Calder, Head Teacher, Anderson High School, North Loch Drive, Lerwick, Shetland. ZE1 0GR Telephone (01595) 808008

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

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/>

We recognise that children with additional support needs may need an **enhanced transition**. This will be discussed in advance with parents and pupils. It may include additional visits to the receiving school and/or more specific and detailed sharing of information.

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:

<https://www.shetland.gov.uk/inclusion/additional-support-needs-information>

Local work on transitions is ongoing and a useful document can be found at

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

Transitions are also the subject of Chapter 6 in the Code of Practice, found at

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

If your child is changing primary schools, you must inform the school of the address of your child's new school. You should ask the Head Teacher of your new school to contact Scalloway in order that your child's records can be passed on promptly.

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:

[Admissions Policy – Shetland Islands Council](#)

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: <https://enquire.org.uk>

In Shetland, we have two Additional Support Needs Departments (attached to Bell's Brae School and part of the Anderson High School). A request for a child to access a place in one of these departments is at the discretion of Children's Services. Further 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/3?documentId=220&categoryId=20142>

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

[Admissions Policy – Shetland Islands Council](#)

Support for Pupils

All 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.

Many children have difficulty in learning at some point in their school career. In most cases the difficulty is resolved by additional teaching using various strategies and differentiated materials by the class teacher. For some children, however the difficulty can persist, and additional help may be required. If you have any concerns, please contact your class teacher and/or the SfL teachers.

Additional Support Needs may also be involved providing additional support either one-to-one, in small groups or in class situations. Parents will be consulted at this stage.

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

When Support for learning requires additional planning

It may be necessary that further planning and targeted intervention is required for some children. An additional support need may be identified and 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.

[Milestones to support learners with complex additional support needs | Resources | National Improvement Hub \(education.gov.scot\)](#)

Some pupils may be using the SCERTS model and/or CfE Milestones.

Teachers, parents and the pupil (where appropriate) will work together to draw up targets, an **Individualised Educational Programme (IEP)**, a **passport** or a **Child's Plan (GIRFEC)** through the review meeting process. An IEP contains details of curricular aims, long and short-term targets. Targets are usually reviewed and updated 3 times a year by the class teacher and the ASN team, with close involvement with the child and their parents/carers.

An educational review for a child with ASN should take place at least once a 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 if appropriate. Parents, carers and others involved with supporting the child will be sent a copy of the summary of any review meeting. Additional meetings can be called at any time, if the need arises, by contacting the lead professional. In our school, this is usually the Health Visitor for pre-school age children and the ASN teacher or Head Teacher for school age pupils.

GIRFEC – latest information is available at [Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](http://www.gov.scot/publications/getting-it-right-for-every-child/girfec-policy-statement-2017-12-9598/) and locally at [http://www.shetland.gov.uk/children and families/GIRFEC.asp](http://www.shetland.gov.uk/children_and_families/GIRFEC.asp)

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 Co-ordinated Support Plan or GIRFEC child's plan. Information about CSPs can be found in the revised Code of Practice chapter 5 <http://www.gov.scot/Publications/2017/12/9598>

Illness and Accidents

[Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](http://www.gov.scot/publications/included-engaged-and-involved-part-1-promoting-and-managing-school-attendance-2019-01-01-9598/) was published in 2019 and a new attendance policy has been produced for Shetland's Schools. An Attendance Matters leaflet can be found here on the Council website - [Parental Involvement – Shetland Islands Council](http://www.shetland.gov.uk/parental-involvement/)

If your child is unwell in the morning, please do not put him/her to school. Sending a sick child to school only increases the risk of spreading germs or infection.

In case of infectious diseases, please follow the advice given by your GP.

In the event of a child becoming ill at school, or if an accident occurs, every attempt will be made to contact the parent/carer or emergency contact. Minor accidents will be attended to and simple first aid administered. Parents/carers will be contacted for more serious incidents and all head injuries.

Please inform and update the school of any medical conditions, which may affect your child's education.

Medicines

Staff are unable to administer medicines to pupils unless a care plan has been drawn up. Staff are unable to deliver the first dose of any medicine. Therefore, children should not bring medicines to school without prior agreement with school staff. If your child requires medication, please contact a member of the promoted staff or school office so that the necessary paperwork can be completed.

All medicines must be sent to school in their original container. All medicines are kept in the school office and are dispensed by a responsible member of staff who keeps a written record of all medicines administered.

Children who need to use inhalers to control their asthma will be able to use them as necessary. **Parents should ensure that their child knows when, and how, to use the inhaler correctly. Parents/carers of children with asthma will be asked to complete a School**

Asthma Card on a regular basis. This will provide school staff with information regarding the child's medication and when it may be required. See the school's Asthma Policy on the school's website.

All schools in Shetland following the NHS policy 'Management of Pupils with Health Care Needs in Schools Policy' a copy of which is on the school website.

Allergies

It is extremely important that parents inform the school of any allergies their child may have. As we currently have children in the school with severe nut and egg allergies, we request that parents should not put snacks that contain nuts with their children to school. Scalloway is a 'no nut school'. If your child is to have school dinners, please complete an allergy form for the Canteen.

Food which has been prepared out with the school premises will not be shared with pupils. The school can share 'shop bought' food.

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.

<http://www.safershetland.com>

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

[http://www.shetland.gov.uk/children and families/child_protection.asp](http://www.shetland.gov.uk/children_and_families/child_protection.asp)

We have updated our School Child Protection Policy in line with the new Shetland Interagency Plan. It can be found on the school website. If you would like a copy, then please ask for a hard copy at the office.

School Improvement

Each year, we seek the views of pupils, parents/carers, staff and partner agencies. This information helps us to identify the school's strengths and areas for improvement. These targets form the basis of the School Improvement Plan. Involving parents/carers throughout allows them to have input into school developments and support us in our work.

On an annual basis we report on Standards and Quality to the school community. Within this report we detail the school's main achievements over the last 12 months and our plans for the future. This is shared with pupils, parents and the local authority. A copy can be found on the school website.

Our School & ELC Improvement Plan and Standards and Quality Report form one document and is available to all parents/carers on our school website. www.scalloway.shetland.sch.uk
The priorities for this year are:

1. Review of Learning, Teaching and Assessment Standard: 'What makes a great lesson?'
2. Improve attendance and reduce late coming
3. Health and Wellbeing

Through The Young Leaders Programme, Junior Road Safety Officers and Pupil Voice for example, we strive to provide pupils with experiences that can foster and strengthen self-esteem.

We regularly review and monitor our practice, including the learning and teaching, within the school through our quality assurance calendar. We endeavour to ensure that our young people are highly motivated and receive a wide range of learning opportunities, which are resourced to a high standard. This ensures that the standards achieved by our pupils are of a high standard in all curricular areas, and in particular literacy, numeracy and health and well-being.

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 Reports webpage.

The direct link is: <https://education.gov.scot/education-scotland/inspection-reports/?localAuthorityName=Shetland%20Islands&orderBy=dateDescending>

Other useful websites

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

Care Inspectorate

<http://www.careinspectorate.com/>

School Policies and Practical Information

Copies of school policies can be found on our school website. Policies are on a cycle of review and update.

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

- healthy eating (review in 2024)
- Anti-bullying in Shetland Schools
- Attendance
- exclusion
- school trips
- equality and diversity
- Adverse weather.

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

Dress Code

The school has a uniform (not mandatory) consisting of various items of clothing with the school logo embroidered on them. These are available from My Clothing website [Scalloway Primary School – My Clothing](#) or Inter Sport on Commercial Street, Lerwick. Please see Parent Council for further information. Traditionally the uniform consists of black jumper or cardigan, yellow polo shirt and black trousers or skirt. Please ensure that **all items** of clothing are labelled with your child's name, as lost property can be an issue.

All children are expected to be clean, tidy and dressed appropriately for school. For safety reasons it is requested that children only wear stud earrings to school. It is not appropriate for pupils to bring or wear make-up to school.

For PE children require shorts, T-shirt and gym shoes. Slip-on gym shoes are preferred for young children. You may also wish to consider tracksuit bottoms for PE. Pupils will be asked to remove earrings for PE lessons. **To avoid loss and confusion, please ensure that clothing is labelled with your child's name.**

Personal Belongings in School

The school is not responsible for any monies or valuables left in coat pockets, in the building or in the playground. We would appreciate it if parents would discourage children from taking large sums of money or valuable items to school.

Cuddly toys and toys should not come to school unless for 'show and tell' or as a transition toy, agreed with class or SfL teacher.

Any loss of property should be reported to the child's class teacher, school office or janitor as soon as possible. Whilst the school cannot accept responsibility for items lost, every effort will be made to trace missing articles. **Pupils' names should be on items of clothing.**

Pupils are strongly discouraged from taking mobile phones to school. If a pupil requires their phone for after school, they should accept total responsibility for it. Under no circumstances should it be switched on during the school day and it should remain in the child's schoolbag or class tray at all times. The school has a policy on electronic gadgets, and this can be found on the school website.

Sport and Social Events

School Sports Days for different age groups are held annually during school hours in the summer term, weather permitting. All children are encouraged to participate, and parents/carers and friends are welcome to attend.

Scalloway School House Teams – When pupils enrol at Scalloway School, they are allocated one of the four House Teams:- Havra, Papa, Hildasay and Oxna (Scalloway's four surrounding islands). Pupils join the same team as their older siblings. During term time, class and school targets are set for all pupils. Achieving the targets earns points for pupils' House Teams. This method is proving successful in promoting positive behaviour in the school.

Each term, the winning House Team gathers to take part in a celebratory event. In addition, at the end of the school year, the overall winning team receive the "House Cup" and a special together treat.

A range of After School Activities are organised by school staff, parent volunteers or the Active Schools Co-ordinator. Activities take place over a block of time and vary according to the time of year and the availability of instructors. Over recent years the following activities have been offered – netball, football, basketball, hockey and badminton.

Tuition in "Bikeability" is offered to P3 and P6 pupils during the year. The Active Schools Co-ordinator and Road Safety Officer, in conjunction with school staff, carry out tuition on how to cycle safely and bike maintenance. Whilst under instruction children are asked to bring cycles to school. The school cannot be held responsible for damage to cycles parked in the playground.

Local Child Care

Depending on availability, 'Hame fae Hame' childcare can support families before and/or after school. Hame fae Hame is located on campus, next to the Health Centre. Staff from Hame fae Hame deliver and collect children from the Primary School and ELC at agreed times and take children to their premises as per agreement with parents. Further details can be obtained by contacting Hame fae Hame – tel 01595 881 146.

Instrumental Tuition

Some pupils in P5-7, have the opportunity to take lessons in Piano, Woodwind, Traditional Fiddle, Cello, Accordion, Vocals or Drums from P5. Regular practice is essential and support from home is expected. It should be remembered that this is an extra activity and class work missed must be caught up with in a pupil's own time.

Guitar tuition is also available from P5; this is funded by the Youth Music Initiative and is free to pupils.

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>

Pupil Leadership

Pupils within the school have the opportunity to take on leadership roles. "Pupil Voice" allows all pupils to have opportunities to be heard and to contribute to whole school life.

We have introduced P7 House Captains to represent the four House Teams: Hildasay, Havra, Papa and Oxná. Their teams will elect the house captains at the beginning of each school year.

In addition, children are offered the opportunity to become Junior Road Safety Officers in P6. They fill in an application form before four are selected. New representatives are chosen annually.

Pupils in P6/7 have the opportunity to become playground leaders (buddies) supporting pupils in the P1-2 playground. Young Leaders' Training for this important role is provided by the Active School Co-ordinator.

P7s are also responsible for supporting P1 and P2 with tooth brushing after lunch twice a week.

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
- Secondary - £3.00

Any charges for school meals must be paid through ParentPay – www.parentpay.com. Parents will be provided with activation details for ParentPay at time of enrolment. All queries regarding ParentPay should be directed to the Children's Services – Finance Team on 01595 743844. Parents will be contacted via email with information around when and how to book meals. It is essential parents do this to avoid potential confusion and food waste.

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.

Children who remain at school during lunchtime are not allowed to leave the school grounds unless permitted to do so by a member of staff.

Breakfast Club is available from 8.30am during terms 2 and 3 offering a healthy breakfast and social time from 8.30am in the Home Room. Tuesdays for P1-3 and Thursdays for P4-7. The office will share information with parents/carers. This is free for pupils.

Parents of children who are vegetarian or have other dietary requirements should inform the school office so that suitable arrangements can be made.

Financial Help for Parents

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.

School Transport

Free bus transport is currently available for pupils who live in Trondra and part of East Voe. Please contact the Schools Service (01595 744 000) for information and advice.

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

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

There is also a taxi service for pupils attending school who live in the Tingwall Valley catchment area.

Online Protection

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

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

Inclement Weather

In severe and extreme weather conditions parents/carers are strongly advised, for safety reasons, to keep their child(ren) at home.

If the school closes in an emergency, the main parent contact will receive a text, all parents will be emailed, a message will be put on the Scalloway School Parents' Facebook page and the local authority will be contacted to share the news through local communications and social media.

Parents may collect their children from school if they are concerned about deteriorating road conditions. They should inform a member of staff before taking children out of the building.

If parents/carers are unsure if the school is open during periods of bad weather they should listen to the local media for updates. If it is decided that the school will not open due to bad weather this will be announced on Radio Shetland on the previous evening or on Radio Orkney after 7.30 in the morning. Announcements will also be made on SIBC and on the Shetland Islands Council website. Parents can also follow alerts on twitter. A direct link to this can be accessed through the Shetland Islands Council home page www.shetland.gov.uk click on twitter 'follow@shetlandsCll' button at the top right corner of the page.

Scalloway Primary School & ELC

2025 – 2026 School Calendar

August '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
31						

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

October '25						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December '25						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January '26						
Su	M	Tu	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February '26						
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

March '26						
Su	M	Tu	W	Th	F	S
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29	30	31				

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

May '26						
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
31						

June '26						
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				

July '26						
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	

	School closed/holidays
	In Service Day (no school for pupils)
	Occasional holidays

Term dates for the following school year can be found on Shetland Islands Council's website.
http://www.shetland.gov.uk/education/term_dates.asp

Staff

Head Teacher	Mrs Morag Fox	(4 days)
	Mrs Cheryl Mouat	(1 day)
Principal Teacher	Mrs Louise Tait	
Principal Teacher	Mrs Cheryl Mouat	

Class Teachers

P6/7	Mrs Louise Tait /Miss Vikky Morrison (Fri)
P5/6	Miss Jaclyn Ross
P4/5	Miss Kiara Barradas
P3/4	Ms Joanna Smith
P2/3	Ms Emily Edwards
P1/2	Mrs Kate Healy/Mrs Rachel Jamieson

Additional Support Needs Teachers	Mrs Cheryl Mouat
	Mrs Meg Laurenson

Specialists

PE	Mr Colin Kirkness
ART	Mrs Lois Paul
MUSIC	Mrs Shyrleen Pottinger

Nursery Staff

Early Years Teacher	Mrs Madge Gregg-Masterton
Early Years Senior Practitioner	Mrs Ingrid Devine
Early Years Practitioner	Ms Georgia Laurenson
Early Years Practitioner	Miss Laura Black
Early Years Practitioner	Miss Sophie Bain
Early Years Practitioner	Vacant post
Early Years Support Worker	Miss Hannah Wright
Early Years Support Worker	Miss Tammy Negus/vacant post
Early Years Support Worker	Mrs Rachel Rosie
Learning Support Worker ELC	Ms Radka Hayek
Modern Apprentice ELC	Miss Freya Balfour

Instrumental Instructors

Piano and Woodwind	Ms Sioban McGregor
Traditional Fiddle	Ms Debbie Scott
Strings/Vocals	Mrs Annalie Irvine
Guitar	Mr Stevie Hook
Accordion	Mr Bruce Peebles

Learning Support Workers

Miss Katie Spence	Mrs Lynsey Smith
Mr Thomas Hawick	Mr Luc Wood
Miss Cameron Johnston	Mrs Nicole Simpson
Mrs Judy Whittle	Ms Beth Smith
Mrs Kristy Dag (temp)	Ms Lauris Devine
Miss Eda Leask (temp)	Mrs Aimee Cumming (temp)
Ms Julie Jamieson (Learning Support Assistant/Aux)	

Vacant Post – Support Worker Play**Support Staff**

Clerical Assistant	Mrs Joyce Adamson
Janitor	Mr Keith Manson

Canteen Staff

Mrs Carla Hunter (Head Cook)
Ms Anais Williamson
Miss Andrea Laurensen
Miss Nicole Rendall
Vacant post

Cleaning Staff

Mrs Megan Hotson (Head Cleaner)
Mrs Margaret Robertson
Miss Julie Jamieson
Miss Cameron Sandison

Thank you for taking the time and interest in your child's education. We look forward to working with you to ensure that your child's learning journey is as successful as possible to help them achieve their potential.

“Believe and you will achieve”