



Shetland Islands Council

Tingwall Primary School

Information Handbook

2023-24



Contents

Page	
3	Introduction
4	Contact Details
4	School Staff
5	Concerns
5	Absence/Sickness
6	Complaints
6	Visiting the school / Enrolment
6	Communication
7	Parental Involvement
8	Parent Council
8	School Ethos
10	The School in the Local Community
10	Behaviour
11	Curriculum – overview
13	Curriculum
16	Assessment and Reporting
18	Transitions
19	Placing Requests
20	Support for Pupils
23	School Improvement
32	School Policies and Practical Information
	Additional Information
36	Snow / Bad weather emergencies
37	Clothing
38	Transport to School
38	Illness / Injury / Medication / Sun cream
39	Medical services
39	Head lice
39	Insurance
39	Valuables / Lost property
40	School Trips



Introduction

Tingwall Primary School serves the educational needs of children from primary 1 to primary 7 residing in the Tingwall Valley and surrounding areas, along with children from other areas whose parents elect to enrol them.

The school, in addition to daytime educational use, is used for meetings of several associations.

The building comprises two classrooms linked to two hut classrooms by an enclosed walkway. There is a head teacher's office and a secretary's office. Outside there is a polycrub, multicourt, large grassed playing area and adjacent to this is a smaller grassed area equipped with a chute, swings and climbing frames. There is also a play shelter.

Tingwall School values the involvement of parents as well as members of the wider community for the smooth running of the school. When parents, teachers and pupils work in partnership, children can be equipped with the necessary skills and values for life.

This handbook provides information for parents for the school year 2023-24. Although the information is believed to be correct (November 2023), it is possible that changes have occurred, or will occur during the course of the year, that will affect the contents for this year or for the following school years.

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

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

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

The direct link is:

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

Contact Details

Name:	Tingwall Primary School
Address:	Tingwall, Shetland, ZE2 9SE
Telephone:	01595 807244
Website:	www.tingwall.shetland.sch.uk
Email:	tingwall@shetland.gov.uk
Stages of education:	Primary 1 – 7
Roll:	86
Denominational status:	Non-denominational
Head teacher:	Mrs Mags Birrell
Parent Council email:	tingwall@shetland.gov.uk

School Staff

Head Teacher – Mags Birrell
P1/2 Class Teacher – Connie Anderson
P2/3/4 Class Teacher – Karen Saunders
P5/6 Class Teacher – Fiona Spowart
P6/7 Class Teacher – Lisa Emslie/Mags Birrell
ASN Teacher – Shannon Thomason
Itinerant PE Teacher – Colin Kirkness
Itinerant Art Teacher – Sarah Mulla
Itinerant Music Teacher – Vacant
Piano Instructor – Vaila Irvine
Fiddle Instructor – Debbie Scott
Guitar Instructor – Arthur Nicolson
Learning Support Worker – Sheila Nicolson
Learning Support Worker – Sarah Hutcheson
Learning Support Worker – Brenda Peebles
Learning Support Worker – Louise McKnight
Learning Support Assistant – Kaye Rastall
Learning Support Assistant – Danielle Aitken
Secretary – Anne-Lise Anderson & Sarah-Jane Moore
Cook in Charge – Sharon Moar
Senior Kitchen Assistant – Frances Bradley
Canteen Assistant – Janice Irvine
Canteen Assistant – Jodie Johnson
Cleaner in Charge – Sylvia Georgeson
Cleaner – Stephanie Riise

Concerns

If you have any concerns about your child please do not hesitate to contact us. For learning matters, it is probably best to speak to your child's class teacher in the first instance but the HT is also available. The HT's non-teaching days are currently Monday – Thursday.

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.

Nationally and locally the move is towards ensuring that parents, together with schools, all know the whereabouts of children at all times during the day, but especially at the start of the school day. Therefore we ask that if your child is not going to attend school on a given day, you contact the school before 9.30 am (calls can be taken from 8.45 am). This is only necessary on the first day of absence. You can of course still advise us of planned absences in advance. Where the school does not receive notification from parents the school secretary will endeavour to contact parents by 11.00 am to confirm the whereabouts of their children. An escalation process whereby the secretary informs the Head Teacher of unexplained absences after 11.00 am will be in place. The Head Teacher will then decide upon the most appropriate action to take given the individual circumstances.

We realise that it is not always easy for parents to contact the school early in the morning when trying to make an appointment with the doctor or report to work. However, you will appreciate that the guidance from the Scottish Government is focused on the safety of children and it would be irresponsible of us not to take their advice on board.

If the absence is due to sickness or diarrhoea your child must remain away from school for a minimum of **48** hours after the last episode. This is to prevent the spread of infection to other children. Advice on the recommended time off school for specific illness can be found on the following website:

<https://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx>

When a child is likely to be absent for a long period, but is fit enough to carry on with his or her studies, parents are advised to contact the school for a work assignment. If the period of absence for health reasons is to be very long, several weeks or months, arrangements may be possible for the child to have individual tuition at home.

The Scottish Executive has revised its guidance to authorities on attendance and absence in circular No5/03. Within this circular it states that family holidays are to be classified as 'unauthorised absence' from school, unless under exceptional circumstances. Class work will not be given to pupils who go on holiday during term time. Please inform the school of any planned absence by completing a form which is available from the school office or can be downloaded from the school website.

The class teacher should be informed by note, or the parent should contact the Head Teacher, if there is a need to withdraw a child from school during school hours for an appointment. Pupils must be brought to the front door by a parent or responsible adult if they arrive after school has commenced.

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 be reassured that genuine complaints are always treated seriously and can sometimes be a way of helping us to further improve. 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 / Enrolment

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. Parents wishing to enrol their children should make an appointment with the Head Teacher by telephone or call at the school during school hours. Enrolment forms can be obtained from the school.

Communication

The school communicates with parents and carers in a range of ways including the website, newsletters, emails, Facebook Groups and written notes.

We try very hard to develop and maintain open lines of communication by providing:

- Open easy access to speak with relevant person
- Always responsive – within 24 hours wherever possible
- 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. Facebook

Teacher contact:

It is advisable to make an appointment in order to see any of the teachers as they are in the position of teaching full time. However, an 'open-door' policy is operated and if the matter is urgent, parents should feel they can come to school or telephone between 3.00 and 3.30 pm any day to discuss a matter with the appropriate teacher or email the school and the information will be passed on to the appropriate person as soon as possible.

The Head Teacher currently teaches on Fridays so Monday - Thursday are the best days for appointments with her, if the matter can wait.

Facebook Groups

Each teacher sends out an invite to parents to sign up to be a part of their class Facebook group, which is a private page only accessible by parents of that class. Teachers upload class photos/information regularly to enable parents to see the learning that is taking place in the classroom and is an instant way of alerting parents to news or sending out reminders e.g. to bring swimming kits.

Parents' Evenings:

Parents' Evenings are held to discuss pupil progress and meetings with individual parents take place on a regular basis if pupils are encountering learning difficulties. There is a Learner Led event in September and a Parents' Evening in March with an optional appointment in June.

Parental Involvement

We very much value parental involvement in the life of the school. Research evidence is clear that the children of parents who are interested and involved in their child's education do better in school.

Throughout your child's time with us they will receive homework. Tasks for P1 are set daily whilst for P2-P7 tasks are set on a Monday to be completed by Thursday, allowing pupils the opportunity for taking responsibility for their own learning and managing their time appropriately. The school's Homework Guidelines is available on request and on the school's website.

We are always looking for parents with a particular interest or area of expertise to come into school to share what they can. In the past we have had parents deliver material on their jobs, on health topics and hobbies they have. Other relatives have shared their experiences of war time or foreign countries. Children are always very proud when their parents are involved in this way. Parents are also involved in accompanying pupils on school trips and to their swimming lessons, gardening, school clubs, etc.

The school seeks and takes account of parental views on the education it provides and involves parents and pupils in evaluating the school's performance (e.g. through audits, questionnaires, open events). Some of these are organised by the Parent

Council, others by the school itself. We would strongly urge you to participate in these opportunities so that the views of all parents can be taken into account in the decisions we make.

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

The direct link is: <https://education.gov.scot/parentzone>

Parent Council

The Tingwall School Parent Council consists of a Chair, a Vice Chair and eight members to represent all primary classes and pre-school links. There is also a clerk/treasurer. The Parent Council meets once per term and their objectives are:

- Work in partnership to support the school and its work
- Identify and respect the views of the parents/carers
- Encourage parental involvement in the school.

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

The direct link is:

<https://education.gov.scot/parentzone/getting-involved/parent-councils>

The Chair of the school's Parent Council is currently:

Allason Manson,

Tel: 01595 840824

Email: Allason.manson@hotmail.co.uk

School Ethos

Our Vision Statement was produced in consultation with pupils, parents and staff. It was updated in September 2019.

Tingwall Primary School

Vision, Values and Aims



We encourage our learners to 'Try Dee Best' to be Healthy, Active, Confident, Caring, Respectful and Responsible individuals, who **THINK** about our values and can Achieve their potential, in a Safe and stimulating environment.



The School in the Local Community

The local community is an effective resource and an effective support for the school. We make visits into the local community and invite representatives in to school to support curriculum initiatives, support individuals and engage with local groups and community projects.

Anecdotal evidence suggests that the school enjoys a very good reputation in the area. We receive no complaints and local organisations and businesses make us very welcome. Visitors are keen to return. We have few issues with vandalism, security or litter. Our premises are used by a number of local groups and we support access to our recreational areas and facilities.

Local events:

A Christmas assembly is sometimes held in the local church and concerts are held in the public hall. Pupils have been involved in organising fund raising events such as the Christmas Market to raise funds for the school, but also participate in a number of national fundraising events including Children In Need and Red Nose Day.

Local facilities:

Good liaison with the hall committee enables us to use the hall for PE, drama, lunch break activities and after school clubs. Strong links have been formed through visits over the years to the local community: Tingwall Airport and the Plantiecrub Garden Centre.

Local environment:

Pupils are encouraged to improve their environment by developing the school garden and taking part in 'Da Voar Redd Up'. They have also been involved in weeding and painting at the Capt Young Memorial Garden.

We have continued to engage with a number of charitable projects, helping our pupils to be outward looking and tolerant of others' beliefs. Internationally we have contributed to, UNICEF, Book Aid International, Sport Relief, Comic Relief and Children in Need.

Behaviour

The system of Golden Time is the mechanism for promoting positive behaviour in school. These are the moral values agreed by everyone that inform and develop the 'culture' of the school. They are as follows:

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Breaches of the rules result in a 'traffic light' system of warnings with the loss of blocks of 5 minutes Golden Time (the time on a Friday afternoon when children are free to

choose from a range of activities) if they reach the 'red light'. Re-enforcing these golden rules at home will emphasise to pupils the importance placed on them. We also have some practical safety rules such as:

No running in school

No chewing gum in school

No throwing snowballs

The use of mobile phones is not permitted during the school day.

No fighting/physical violence

Swearing in school is not tolerated. Pupils who use bad language or engage in fighting / physical violence (need for instant sanctions) will miss 15 minutes of their break time. Further information can be found in the school's Positive Behaviour Policy.

Underpinning our rules we also emphasise the philosophy of a Rights Respecting School, helping children to link their rights and their responsibilities. This topic is regularly addressed in assemblies.

Parental involvement in the continuing development of good behaviour is very important. We look for the support and co-operation of parents when misbehaviour is dealt with in school. In the event of serious or persistent misconduct, parents will be notified and invited to come to school to discuss the problem.

The School has a commitment to the creation of a no bullying community, and to an inclusive school, and to this end an anti-bullying policy and inclusive practice policy are in place.

The school has an active pupil council to help pupils become confident and effective community contributors. There are elected members from P2 upwards and the groups meet at least once per term or more often if they are working on a particular project.

Curriculum – overview

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

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

The curricular areas within the new framework are Language, Mathematics, Science, Social Studies, Health & Wellbeing, Expressive Arts, Religious and Moral Education and Technologies. There will be a strong emphasis on Literacy and Numeracy and Health and Wellbeing across all areas.

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.

These stages of learning reflect the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

The Curriculum for Excellence aims to improve our children's life chances, to nurture **successful learners, confident individuals, effective contributors, and responsible citizens**, building on Scotland's reputation for great education.

It aims to raise standards and prepare our children for a future we do not yet know and equip them for the jobs of tomorrow in an ever changing world.

Teachers and practitioners are encouraged to share information to plan a child's 'learning journey' from 3-18 with smooth changes at points of transition such as moving out of nursery or moving into secondary.

The curriculum develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections.

The Curriculum is based on a set of **principles** applicable to all pupils: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

More detailed information about Curriculum for Excellence, for parents and carers, 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: <https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum>



Expressive arts

All children will have the opportunity to develop creativity and use their imagination in the four aspects of this area of the curriculum i.e. art and design, dance, drama and music. We plan progressive programmes of work to help children experience inspiration and enjoyment and of course develop skills in each of these areas often leading to presentation or performance. Currently our delivery of these skills is greatly enhanced by our visiting specialist teachers and instructors.

Health and wellbeing

Within this heading learning is organised around six main themes: Mental and emotional health; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse; and relationships, sexual health and parenthood.

Sex Education is an important aspect of every child's personal development. It aims to help young people make informed, responsible and healthy choices about their lives, their relationships and their contribution to society. A progressive scheme is used to teach pupils appropriate information at the correct level. Prior to any work being undertaken parents are given an opportunity to view the resources being used. Parents have the right to withdraw their child from Sex Education, after consultation with the school.

Personal safety, anti-bullying and substance misuse education are delivered at all stages although the focus changes to reflect risk and maturity.

Physical Education is taught by a specialist teacher for 1 1/4 hours per week with each class teacher topping this up to ensure all pupils receive 2 hours per week. All pupils also receive a six-week block of swimming each year.

Language and literacy

English language: Four areas are covered to include spoken language and listening as well as reading and writing. Listening plays an important part in speech development and is the main means by which knowledge and experience is shared, especially in the early years. Talking to each other and their teacher helps children to express their thoughts and feelings and to build up their confidence and fluency in language.

Literacy is taught in P1 using the Emergent Literacy Programme developed by Highland Literacy with children become familiar with the letters of the alphabet through

Jolly Phonics. The Oxford Reading Scheme is used to develop reading throughout the school. Novels are also read in each class with pupils from P4-7 encouraged to read individually during ERIC time and to use the SRA reading Lab in the summer time.

Modern Languages: French is taught from P1 to P7. Within the framework for modern languages there are four areas: listening, speaking, reading and writing. Although in the earliest stages of language learning from P1-P5. greater emphasis is placed on listening and speaking, throughout P6-P7 all four areas will be covered.

Mathematics and numeracy

The Maths curriculum consists of Number, Money and Measure, Shape, Position and Movement and Information Handling. The emphasis is on providing children with mathematical work-life skills and helping them to see the relevance of mathematical thinking through time. Teachers use a variety of resources (such as SEAL maths, Scottish Heinemann and TeeJay) and learning contexts to break down the material that is to be covered and link this to other aspects of children's learning whenever possible.

Religious and moral education

For the major religions, the lines of development are Beliefs, Values and issues, and Practices and traditions. There is an emphasis on Christianity that takes account of the communities and context in which our young people live and learn. At least three other world faiths will also be studied to equip children to live locally, nationally and internally in a multi-cultural world.

In addition to the curricular programmes for religious and moral education the School welcomes visitors to lead assemblies with a religious observance focus. We have recently had visits from Alasdair Macpherson (Brae Gospel Hall & Christian Youth Camp, Ellen Weir, Youth Worker for Church of Scotland, Cheri Young from Scripture Union and Gordon McCracken (organised by Sound Gospel Hall). The Head Teacher's weekly assemblies are non-denominational but do reflect on moral and social behaviour including UNICEF Rights of the Child, Golden Rules and Values.

Parents should be aware that they have the right to withdraw children from Religious Education, after consultation with the school.

Sciences

Adults of the future will need to make increasing decisions about science and the opportunities it presents, to do this, children need to have at least the basic concepts that make up their studies in planet earth, forces electricity and waves, biological systems, materials and topical science. For some this will be the foundation of further study for others it will help them to recognise the role of science in their lives and on the lives of others and on the environment. Just as importantly we aim to help them develop the skills of critical evaluation to equip them make and express decisions on the moral, ethical and economic issues thrown up by developments in our scientific knowledge.

Social studies

Our aim is to increase our children's awareness of their surroundings and of the part they can, and will, play as a member of society. The teaching of environmental studies is usually done through a termly project and these have been carefully chosen to increase their understanding of the world and about other people in different times, different places and different circumstances. As children move through the school we aim to broaden their outlook from the local to the international while maintaining a focus on the influences that have shaped Scotland.

The children are often involved in field trips and visits out with school to extend and enrich their experience.

Technologies

This is a broad heading of ever growing importance. It encompasses technological developments in society; ICT (computers etc) to enhance learning; business; computing science; food and textiles and craft, design and technology. Our programmes are designed to ensure that children develop their skills in using the tools, equipment, software and materials, but also have the opportunity to work with others to solve problems, discuss and evaluate products, systems and services.



General

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. Learning is not restricted to textbook work and the things that happen sitting at a desk. Our children learn in the playground. They learn through the wealth of visits out with the school and the interesting adults we bring into school. Technology opens up a whole wide world for us allowing students to meet in the virtual world of cyberspace.

At Tingwall we try to give pupils some choices about what they learn. This can be at the beginning of a topic when pupils consider the questions they would like to think about, or it may be an aspect of the project they would like to pursue in more depth. Parents also have input into this process and can influence our broader programmes of study through the work of the Parent Council.

If you would like more information about the curriculum please speak to the Head Teacher.

Assessment and Reporting



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

The purposes of assessment include:

- supporting learning
- helping to plan next steps
- informing learners and their parents of their progress
- summarising achievements
- monitoring the education system and influencing developments.

The Scottish Government launched 'The National Improvement Framework' where schools must report to their Local Authority on the number of pupils who have achieved the appropriate CfE level in Reading, Writing, Listening and Talking and Maths at the end of P1, P4 and P7. Each Local Authority has to collate this information and report back to Scottish Government to ensure that appropriate progress is being made.

Scottish National Standardised Assessments were introduced in 2017 for P1, P4 and P7 pupils to help support Teachers' judgement in awarding early, first and second levels. Opportunities for staff to moderate work within school and with staff from other schools, to ensure a shared understanding of standards, are available throughout the year.

Assessment is for Learning Initiative

This is part of the Curriculum for Excellence where emphasis is put on:

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

At Tingwall there is continuous assessment of each pupil's progress throughout the session, using a wide variety of assessment procedures, including end of topic and of level tests in Mathematics, when the appropriate stage has been reached. We track pupil progress at class and individual level gathering evidence from the work they do across the whole school year. This can be things they have made, drawn, written about or said.

Progress will be shared with parents through the Learner Led Learning event in September, Achievement books, Facebook groups and class events as well as at a formal Parents' evening in March and in written reports in December and June. Where a pupil's lack of progress causes concern, parental consent will be sought, for more detailed diagnostic assessment to be carried out.

Across the school we give pupils opportunities to reflect on their learning and gather evidence to show how well they are attaining and achieving. We would strongly encourage you to tell us about their achievements outside of school and help them prepare for their Achievement talks. At P7 your child will bring home his or her learning profile. This is not a teacher's report. It is a piece of reflective writing produced by your child with support from his or her teacher. Profiles are a summary of our learners' latest and best achievements at this time. They draw together a range of information about your child's learning. Much of this information will be provided through the process of regular in-class assessment and regular reflection on pieces of work carried out in school.

The purpose of the profile is to help young people understand their learning and be able to present their successes to other people. Hopefully it helps to motivate, challenge and support all children to do their best. Most importantly it builds learners' skills and capabilities to reflect on their learning. We share these profiles with the Anderson High School. In this way they also support and inform transition to secondary school.

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

The direct link is:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

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.

During the summer term there are three 'move-up mornings' where pupils changing classes/teacher have an opportunity to experience their new surroundings.

Primary 7 pupils transfer to the Anderson High School (AHS) in Lerwick (01595 808008). If parents wish their child to transfer to an alternative school, a placing request must be sent to Children's Services. The local press will publish dates for the completion of placing requests.

Prior to transfer we have an extended series of meetings with AHS staff and share information about pupil progress. Enhanced transition for those pupils with additional support needs begins in the P6/7 school year. The first visit for most young people is a teambuilding day in May. In June there is a co-operative learning day in which they familiarise themselves with the school and some of the peer group as well as having lunch there, followed by two further days when they follow a typical S1 timetable. In the run up to the year end there is also a literacy project that runs across P7 and S1 allowing teachers to share the standard of writing for each child as well as a joint 'Careers' project which is started in primary 7 and completed in S1. P7 pupils will also complete a maths assessment designed jointly by P7 teachers and secondary maths teachers. This assessment will be used, alongside professional dialogue, to determine which maths class pupils will be in when they start high school in August.

Points of transition can be a time of anxiety for our children and it is important that we make time to listen to any concerns they may have. In May there is a Cluster parents' evening run by AHS which can help answer any questions you may have about how things work in the Anderson, but feel free to contact Tingwall if there is anything we can help you with before that.

Pre-school contact

Parents of pre-school pupils will be invited to attend a meeting with staff during the fourth term of the session. The meeting will give parents the opportunity to ask about school procedure. It will also give the school the opportunity to explain the curriculum, discipline matters and objectives of the school as a whole. A brochure specifically for pre-school parents has been prepared. A member of the parent council will be invited to attend.

The P1 class teacher has good links with the nursery. She visits the pupils and staff regularly and they organise 'Free Flow' Play sessions between nursery and the P1/2 classroom. She will also arrange a visit accompanied by some new P7 pupils who will act as 'buddies' at break and lunch times when the new P1's start school. In the fourth

term the pre-school pupils will be invited for at least two visits to their new classroom as well as lunch with their parents.

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

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

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

Placing Requests

If you do not wish 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/documents/AdmissionsPolicy2015-16.pdf>

Please make your Placing Request in writing to:

Placing Requests
Children's Services
Hayfield House
Hayfield Lane
Lerwick
ZE1 0QD

or by email to: placingrequests@shetland.gov.uk

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/documents/AdmissionsPolicyFINAL.pdf>

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.

It is the duty of education authorities to give some extra help in school to all children and young people with additional support needs. Children and young people may need this help because they have a difficulty with reading or writing; they may be physically challenged; or they may have difficult family or other circumstances, which is a barrier to their progress. Sometimes children with particular gifts or talents may also receive learning support to ensure that they too are moving on from their prior levels of learning and understanding.

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

The Additional Support Needs Teacher works Tuesday - Thursday. She works with a number of children both in their classroom and out with to provide some individual or

small group tuition. Some pupils require an Individual Educational Plan. An IEP contains details of curricular aims, and long and short-term targets. Targets are usually reviewed and updated each term by the class teacher and ASN team, in close involvement with the child and their parent/carers.

We have effective links with a number of external agencies including Speech and Language Therapy, Psychological Services and Social work and can call on them to provide additional support as necessary.

Please talk to the Head Teacher if you have any concerns in this area.

All pupils have the opportunity through the year to talk to their class teacher or head teacher to discuss their learning and help them set appropriate goals for the next stage in learning.

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

An educational review for a child with ASN should take place at least once per year, for those with more complex needs this could be every 6 months or more often as needed. All members of the multi-agency team involved with a child should be invited to attend the review meeting. Parents/carers and others involved with a child's education will be sent a copy of the summary of any review meeting.

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 Public Protection Committee provides help when there is a need. Their website gives information on how to access that help: <https://www.safersheland.com/child-protection>

Given ongoing public concern on the subject of child abuse and changes in the law, schools are now required to report if they think that any child is the victim of abuse or neglect.

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school. As a school we have good contact with social workers and the police – any or all of whom may become involved if abuse or neglect is suspected.

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>

Standards and Quality Report 2022-23

Priority 1: Promote wellbeing – improve everyone’s ability to recognise their emotions and the emotions of others and have a range of tools/strategies to manage their emotions and improve their own wellbeing			
Target	Implementation	Impact	Next Steps
<p>Target 1: By June 2023 100% of learners will be able to recognise their emotions</p> <p>Target 2: By June 2023 75% of learners will be able to use a strategy of their choice to regulate themselves when they experience a strong emotion</p> <p>Target 3: To increase engagement, motivation and overall attainment</p> <p>Target 4: By June 2023 100% learners in P6/7 have taken part in pupil voice groups which support opportunity for positive change within the school community</p> <p>Target 5: By June 2023 90% learners in P6/7 can talk about their leadership skills and how they have applied these to their learning</p> <p>Target 6: By June 2023 100% of pupils P1-7 will have engaged with pupil voice activities</p> <p>Target 7: By June 2023 80% learners (P4-7) will state they are knowledgeable about the UNCRC and how this impacts on their learning at TPS</p>	<p>Implemented the Zones of Regulation across P1-7 which included:</p> <ul style="list-style-type: none"> • Staff attending ZoR training and completing the Self-Regulation iLearn module • Sharing information with parents through newsletter and leaflet • Delivery of the 8 Zones lessons across all classes • Promotion of the Zones through visual displays in classes/main corridor • Implementing a daily emotional ‘check-in’ system with each class <p>Delivered targeted Nurture group support to individuals using our Kitbag Ambassadors</p> <p>Used some elements of ‘How Good Is OUR School’ to engage learners on a range of relevant themes at Assembly</p> <p>Re-established committees (JRSO & Pupil Council) which included:</p> <ul style="list-style-type: none"> • Regular meetings to discuss issues raised by pupils, actioned where appropriate • JRSO’s running road safety competitions & teaching nursery children about road safety 	<p>All learners recognise their emotions and have an understanding of the emotions of others. The lessons allowed all children to explore their feelings and emotions and most children have learned to use a strategy to regulate themselves when they experience a strong emotion. A minority of children still find it difficult to self-regulate and they are supported in this through redirection, sensory regulation and nurture. Daily check-in has proven very successful in ensuring almost all children’s wellbeing throughout the school day.</p> <p>Almost all children feel safe, healthy, responsible and nurtured</p> <p>Nurture groups have helped build confidence, self-esteem and resilience in identified children.</p> <p>Unfortunately nurture groups were not able to run every term due to staff constraints, however with the ZoR adopted these children have been able to use check-ins and regulation strategies to help manage their emotions.</p> <p>All children were consulted on the theme of ‘relationships’ using the ‘How Good Is OUR School’ resource at a</p>	<p>The ZoR has been embedded across the school. The next step will be to incorporate this into the nursery setting for continuity.</p> <p>There is no capacity in our current staffing to be able to offer nurture groups. This will be revisited next year.</p> <p>The other themes explored in ‘How Good Is OUR School’ are to be used to engage learners in pupils voice activities for 2023-24. Further embedding of the values to promote understanding.</p> <p>New Pupil Council to be elected for this school year. There will be no JRSO’s this year as there is no capacity in school to support this.</p> <p>Priority for SIP 2023-24 is continued promotion of leadership opportunities for P7 which will include the adoption of a House Captain system to encourage these learners to take on leadership roles</p> <p>Pupil engagement activities to continue throughout the school year. Specific activities being undertaken in direct response to pupil voice (e.g. fundraising activities)</p>

	<ul style="list-style-type: none"> • Worked in collaboration with partners (Active Schools, AHS etc.) to promote Young Leader and World of Work transition project • JRSO's presentation at the Town Hall • Engaged all pupils in pupil voice activities through regular assemblies, self-evaluation and engagement activities 	<p>whole school assembly with the HT.</p> <ul style="list-style-type: none"> • Almost all children feel the school is welcoming, everyone is included and behaviour is good • Most were familiar with the schools values and could state what the 'THINK' acronym meant • The majority felt they could talk to an adult but they didn't always feel listened to <p>Representing their class/school through the Pupil Council/JRSO developed leadership skills amongst these pupils. Confidence speaking in front of an audience was promoted through presenting at school assemblies and JRSO presentation at the Town Hall. Pupils on both committees took their responsibilities seriously and acted with pride and maturity.</p> <p>All P6/7 learners were given the opportunity to develop their leadership skills by their class teacher, through cooperative learning tasks, classroom economy system and individual learning talks.</p> <p>All learners have had the opportunity to engage with a range of pupil voice activities which has resulted in them feeling listened to, respected and heard. For example, a P5 pupil was inspired to create a petition for a new</p>	<p>There was no time to be able to fully dedicate to the UNCRC, assemblies have covered this topic but not in great depth. This will be a priority for a future SIP.</p>
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		slide in the playground which was brought to the attention of the Director of Children's Services which resulted in numerous learning experiences (e.g. discussing the practicalities and helping develop an appreciation of the process of acquiring new equipment whilst motivating learners to be a voice for change)	
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Priority 2: To improve attainment in literacy (engagement of reading and improved

Target	Implementation	Impact	Next Steps
<p>Target 1: By March 2023 75% of P5 pupils will have achieved First Level CfE writing outcomes (currently 66.7%)</p> <p>Target 2: By June 2023 70% of P4 pupils will have achieved First Level CfE writing outcomes (currently 53%)</p> <p>Target 3: By June 2023 82% of learners in P1-7 will be on track in writing (currently 76.3%)</p> <p>Target 4: By June 2023 100% of learners in P1-7 will have had access to a dedicated library space</p>	<p>Participated in the CYPIC National Improving Writing Programme (P2-5 CTs & HT), a 12-week programme designed to improve writing attainment</p> <p>Delivered the writing bundle daily for pupils in P4 and P5, extending this to P2 and P3 in the last term</p> <p>Engaged in writing moderation activities (Cluster in-service in Jan 23 and collaborative writing moderation with Whiteness Primary School in May 23)</p> <p>P6/7 CT planned and implemented high quality holistic assessment</p> <p>Evaluated and reviewed our current approach to literacy planning and tracking to address gaps and areas for development</p>	<p>By June 2023 100% of P5 pupils (previously 66.7%) and 75% of P4 pupils (previously 53%) had achieved First Level CfE writing outcomes (previously 66.7%).</p> <p>It is evident that the implementation of the CYPIC Writing bundle vastly improved learner's writing skills. Our outcomes exceeded expectations considerably.</p> <p>We were 1% away from our outcome of 82% of learners in P1-7 being on track in writing. The CYPIC writing bundle had been used with learners in P2-5 which helped achieve this outcome.</p> <p>Writing moderation with our peers in Whiteness Primary School was valuable in sharing good practice around learning intentions and success criteria alongside purposeful feedback. The HT consulted with P5-7 on their feelings about feedback and these results, along with training from CYPIC, were used to</p>	<p>HT has joined the CYPIC Writing Science Improvement network to keep abreast of further developments.</p> <p>The school will move to adopt the CYPIC writing bundle through a school wide spread to include the upper primary and use this as an overall approach to writing instead of a targeted intervention. The HT has joined the CYPIC Writing Spread network to keep connected with peers across the North of Scotland to share good practice and support roll out.</p> <p>Improvements in writing attainment will continue to be captured through SEEMIS data and CT tracking and monitoring of progress.</p> <p>Moderation of writing to continue to feature in the WTA, with commitment to cluster moderation at least one in the academic year.</p> <p>Holistic assessments to continue to be used in</p>

		<p>improve feedback on improve their writing.</p> <p>Adopting a termly holistic assessment has been a valuable addition to the suite of data used to track and monitor pupil progress. It has allowed the P6/7 CT to assess a range of different CfE outcomes in a more focused way. All our P6/7 learners responded to this type of assessment very well, preferring to complete a task covering many outcomes to individual topical assessments.</p>	<p>P6/7. Staff will look at adopting these sorts of assessments as a whole school at a future date, but not currently a priority.</p> <p>Unfortunately, we did not progress with a dedicated library space as it has been very difficult to allocate any free space to do this. We have lots of ideas, and support, to provide a library service to our learners and this will be a focus of the 2023-24 SIP.</p>
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Priority 3: To continue to embed the National Practice Guidance Realising the Ambition: Being Me to ensure high quality provision in the Nursery Setting

Target	Implementation	Impact	Next Steps
<p>Target 1: Help staff improve their knowledge and understanding of RTA to provide high quality ELC provision</p> <p>Target 2: Improve interactions related to learning</p> <p>Target 3: Continue to improve the quality of provision and outcomes for children through improvement planning</p>	<p>Attended training 'Being Me: Starting where I am' training</p> <p>Completed the iLearn module 'Realising the Ambition'</p> <p>Reflected on and discussed the core messages delivered by Julie Fischer (Interacting or Interfering training – June 2022)</p> <p>Reflected on how learning is captured to find the most effective method</p> <p>Set up regular Practitioner meetings to decide topics and how to include children in the planning process</p>	<p>Staff confidence in implementing recommendations from RtA has improved and, as a result, staff have taken a more pro-active approach to service delivery and high quality provision</p> <p>Staff interactions with children in the setting support independent play and exploration. Staff are more confident in their interactions and the regular practitioner meetings allow for sharing of good practice, evaluation of provision and timely planning. As a result children are confident in their exploration and play and being involved in the planning process ensures play provocations are relevant and engaging</p> <p>Continuous provision has become more established which has had a positive</p>	<p>Staff will continue to pursue CPD opportunities to keep abreast of policy and recommendations within ELC.</p> <p>Quality of provision and a focus on developing a process for tracking, monitoring and planning to be a priority for ELC in the 2023-24 SIP as this will inform the experiences, spaces and interactions in the setting</p> <p>Consider how resources are linked observations, planning and information from tracking and monitoring processes to ensure a shared understanding of each child as a learner</p>

		impact on the quality of experience for the children and resulted in spontaneous play opportunities with time and space to follow individual interests.	
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School Improvement Plan 2023-24
Where are we going now and how will we get there?

Improvement Priority 1: Raising attainment in Literacy – Reading

Our key areas for development to take this priority forward are:

Target 1: Appropriate assessment tool will support the identification of learner reading levels and progress within and achievement of Early, First and Second Level

Target 2: By June 2024 84% of learners will be on track at Early, First and Second Level Reading (currently 76%)

Target 3: By June 2024 100% of learners will have had access to a wider variety of texts to motivate them to read and challenge their thinking

Target 4: By January 2024 teaching staff will be implementing a robust progression framework for reading and comprehension

Improvement Priority 2: Raising attainment in Literacy – Listening & Talking

Our key areas for development to take this priority forward are:

Target 1: By June 2024 90% of learners will be on track for Early, First and Second Level Listening & Talking (currently 83%)

Target 2: By October 2023 100% of learners will be part of a 'House' system

Target 3: Staff confidence in achievement of a level will be enhanced through more focus on using the CfE benchmarks

Improvement Priority 3: Enhance provision in our ELC

Our key areas for development to take this priority forward are:

Target 1: By October 2023 100% of children will have an up-to-date Personal Plan, completed in partnership with parents

Target 2: By December 2023 a robust tracking, monitoring and assessment framework will be in place to support ELC staff with planning

Target 3: By June 2024 75% of learners will be able to talk knowledgably about their learning journey so they have ownership of their learning and understanding of their progress

Target 4: By June 2024 a more consistent, planned approach will be in place for P1 Transition

A full version of the School Improvement Plan/Standards and Quality Report is available on the school website www.tingwall.shetland.sch.uk or from the school office.

Other useful websites

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

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

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/what-we-do/inspection-and-review/reports>

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/>

School Policies and Practical Information

Tingwall Primary has an extensive list of policies describing and directing our practices and procedures across the life of the school. A list of these and the policies themselves can be obtained from the school office. The higher profile ones are available on the school website. www.tingwall.shetland.sch.uk

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

Activities and Clubs

We have been able to offer a variety of activities both within the school day and as after school clubs. This has included Young Leaders' games, netball, football, and carpet bowls and Peeriemakkers (knitting). Clubs and activities vary each term and information is emailed or sent home to parents via bag drops as preferred and included in newsletters and on Class FB pages.

Bikeability

Instruction is offered to pupils in P6 in the summer term by an SIC safety officer. Each child must have access to a bike in good working order for this activity.

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

Pupil Council

We encourage pupils to be involved in decision making that affects their learning. All children are consulted over the course of the year. There is also a more formal mechanism for their views to be represented and that is through the Pupil Council. The Pupil Council is made up of one or two elected members from each class from P3 to P7.

Junior Road Safety Officers

Pupils from P6 volunteers are chosen to become Junior Road Safety Officers (JRSOs) and they are responsible for promoting Road Safety throughout the school.

Food in School

A two-course lunch is available daily to all who wish them and is served in the dining hall. Lunches are free for pupils in P1 – P5. Lunches for pupils in P6 – P7 are paid online via ParentPay. Pupils have individual login details and can link pupil accounts.

You can claim free school meals for your family if you are in receipt of eligible benefits. Further information and application forms are available from SIC Schools Service, Education & Social Care, Hayfield House, Hayfield Lane, Lerwick, ZE1 0QD tel: 744055, or from the head teacher. <https://www.shetland.gov.uk/schools-learning/ema-bursaries-grants/3?documentId=221&categoryId=20050>

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 allergies we request that parents consider carefully the snacks they send to school with their children.

No home bakes or food prepared off site can be brought in from home to share with classmates.

Financial Help for Parents

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

The direct link is:

<https://www.shetland.gov.uk/schools-learning/ema-bursaries-grants/3?documentId=221&categoryId=20050>

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 School Day

0900	Morning Classes begin
1040	Snack
1050 - 1105	Morning Interval
1215	Lunch for Primary 1
1225	Lunch for Primary 2/3/4
1235/1245	Lunch for primaries 5 – 7 (weekly rota)
1330	Afternoon Classes begin
1500	School Closes

An auxiliary is employed for supervisory duties during morning and lunchtime breaks.

Teachers do not have to be at school until 8.50 am although they often arrive much earlier to prepare lessons. However no supervision can be guaranteed until lessons start at 9.00 am.

We are fortunate to have peripatetic teachers and instructors for the following subjects:

P.E. – Monday – Mr Colin Kirkness
Music – Wednesday – Vacant
Art – Friday morning – Mrs Sarah Mulla
Guitar – Tuesday – Mr Arthur Nicholson
Piano – Thursday – Miss Vaila Irvine
Fiddle – Friday – Ms Debbie Scott

Term dates

Term dates can be found on Shetland Islands Council's website.

The direct link is: http://www.shetland.gov.uk/education/term_dates.asp

Calendar of Events

August	Letter from class teachers to parents & Curriculum Overview's distributed
September	Informal open evening/Learner Led event for all Parents Parent Council AGM and first meeting

October	Curriculum Overview's distributed Children in Need fundraising activities
December	Pupil Progress Interim Report for term 1 and 2 sent home Christmas Concert
January	Scalloway Fire Festival Jarl Squad visit Curriculum Overview's distributed
February	Nesting & Girlsta Up Helly Aa Jarl Squad Visit
March	Parents Appointments
April	Curriculum Overview's distributed Da Voar Redd Up
May	Hockey Festival Netball and Football Competitions
May/June	Information evening for Parents of new P1 pupils School Sports Day Bikeability Transition events for P7 moving to AHS and new P1 pupils
June	Move-up mornings for pupils to meet new teachers and visit new classrooms Pupil Progress Final Year report sent home New P1 parents for lunch Junior Road Safety Officers (JRSO's) Presentation at Town Hall Optional Pupil Progress Appointments End of Term/P7 Leavers' Concert

Additional Information

SNOW / BAD WEATHER EMERGENCIES

Since the school staff relies on the co-operation of parents in such an emergency, the following should be noted:

School closures are always announced on local radio. Therefore please listen for early morning announcements on SIBC (96.2 FM) and BBC Radio Scotland / BBC Radio Shetland (92.7 FM). The Council website is also updated with news regarding school closures and transport - www.shetland.gov.uk; as is Shetland News website —www.shetnews.co.uk. In addition, parents can also follow alerts on twitter. A direct link to this can be accessed through the SIC homepage: www.shetland.gov.uk click on twitter 'follow@shetlandsCII' button at the top right corner of the page.

- 1 Once the school has opened it will not be closed until the normal time, unless parents have been given prior warning of an early closing either by telephone from the school or announcements on local radio (SIBC and BBC Radio Scotland) as well as the aforementioned websites.
- 2 In the event of any emergency closure, children must remain in school until parents or other responsible adults arrive to collect them, or until parents have been contacted and they have agreed arrangements for the children's return home.
- 3 Parents must judge for themselves, in the light of prevailing weather conditions, whether it is wise to send their children to school in the morning. Parents should also decide in deteriorating weather conditions whether they wish to collect their children from school early. Do not hesitate to telephone the school if you want information or advice.
- 4 Whilst we will make every effort to make access to the school as safe as possible by clearing snow and de-icing paths, everyone should take extra care on their approach to school and in the school grounds. We have an arrangement with the Council's Roads Service whereby our car park will be gritted whenever possible.
- 5 Please remind your child/ren that during snowy weather, in the interest of safety, the throwing of snowballs is not permitted.

Clothing



While there is no formal school uniform at Tingwall Primary school, we do encourage pupils to wear our new school 'hoody'. The hoody can be ordered as an over the head or full zip version. Pupils are able to choose from a variety of colours and request a different choice of print colours for the Tingwall Primary School writing on the sleeve. Fleece, polo shirts, and self-coloured t-shirts etc. with or without the school logo can be ordered at InterSport on Commercial St. Lerwick.

If the hoody is not worn, we do ask that children wear suitable clothes. Help us to promote our dress code by ensuring that children do not come to school with inappropriate slogans on their clothes or fashion items that are too revealing. Hats are not permitted in-doors. In the interests of health and safety dangling earrings and high-heeled footwear should not be worn at school.

It is essential to label clothing as many children wear very similar items of clothing and confusion can easily arise. This is, of course, particularly important in the lower classes where children are perhaps less able to identify their own clothing.

For PE and Movement lessons children require shorts, T-shirt and gym shoes. These should be available to keep in school, but be taken home at the end of term for washing.

An art apron e.g. an old shirt will keep clothes clean.

At both break time and lunch time your child will have time to play outside. Please ensure that your child **always** brings a warm coat or jacket to school

Information and application forms for clothing grants can be obtained from the school or the Schools Service by telephoning 01595 744055.



Transport to School

The local authority provides free daily transport all year round for children living an appropriate distance from the school e.g. 1.5 miles during the winter months.

Parents wishing details about school transport should contact Transport Services, 20 Commercial Road, Lerwick.

For safety reasons, if a child is not returning home as normal the parent must send an informal note to the class teacher informing her of the arrangements, or phone the school office before 1.30pm.

E.g. John will be going to Sam's house after school.
Please include information about school transport if appropriate.

Signature of parent
Date

If this involves travelling on school transport it is the parent's responsibility to arrange this with the transport operator and to include this information in the note to school.

All school buses are now fitted with seat belts and children must wear these.

Illness / Injury / Medication / Sun cream

Whenever a child appears to be too ill to remain at school or has received an injury, which may need urgent medical attention, the school tries to contact the parent immediately. In more urgent cases the school may be forced to seek assistance first and inform the parents later.

It is important to inform the school of changes of address and telephone number and to provide at least one alternative person to contact in case of emergency.

If it is necessary for a child to be exempt from classes or to stay inside at interval times, an informal note should be sent to the teacher on that day.

If a child requires medication during the school day the appropriate form should be completed. Please contact the school for advice. Medication must be delivered and collected by a responsible adult, not sent with the pupil.

If a child requires sun cream, especially on an outing, this must be provided by the parent and applied by the child. School cannot provide or apply sun cream.

Medical Services

The school nurse sees all entrants to Primary 1. Some children may be referred to the school doctor. A health interview is offered routinely to pupils in Primary 7, with some being referred to the school doctor.

Information will be sent to parents prior to health interviews, medicals and screening.

Head lice

One of the most common infections to occur among pupils is head lice. Routine screening of pupils has been withdrawn because it is no longer felt to be the most effective way of detecting head lice. Research has shown that visual inspection overlooks many cases of light infection.

Ensuring that children are free from head lice is essentially the responsibility of parents. Schools and the school nurse, if appropriate, can assist in the prevention and treatment of the condition, mainly through the dissemination of information; in certain circumstances, further action may be appropriate.

If an infestation of head lice is suspected, the school will contact the parent and alert other parents or carers. It is helpful to be notified if you discover that your child has head lice so an anonymous alert can go out to parents to try and eradicate the problem quickly and prevent its spread.

Insurance

The council's insurance arrangements with regard to your child are as follows:

- 1 The council hold public liability insurance, which provides compensation to third parties including school children, in the event of legal liability falling on the council. No provision is made by the authority with regard to personal accident cover. Parents are of course free to arrange such cover if they wish.
- 2 Pupils have permission to leave the school grounds during the school day only when accompanied by a teacher or other responsible adult.

Valuables and Lost Property

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.

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

Please ensure that all your child's possessions are clearly marked.

School Trips

From time to time children are taken on educational excursions, to play games or compete against other schools. Parents will be informed by letter of such trips, which are normally free, and will be asked to sign an attached form giving consent for a pupil's inclusion in any party travelling from this school. To avoid your child being excluded from the trip it is extremely important that parents sign these forms and send them back to the school as soon as possible.