

SANDAY COMMUNITY  
SCHOOL

SPECIAL  
POINTS OF  
INTEREST:

- Our Primary Department has achieved a Silver Sports Award.
- Our pupils regularly win national competitions in a number of different subject areas.
- We have our own putting green run by the Peedie Putters.

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# School Handbook

## 2019–2020

JANUARY 2019



The heart, soul and future of our island community.

## Welcome to our school

We want to make sure that your child will be happy and thrive here. As a school we work together to encourage children to work hard and achieve the best that they can. We see the school as sitting at the heart of our island community and encourage and seek links with the wider community.

Our small class sizes allow us to get to know the children well, which in turn enables children to set and achieve their own personal targets.

Making a move to a new school, or moving from Nursery to Primary school, or Primary to Secondary can be difficult. Here in Sanday we try to make transitions as natural and easy as possible.

We strive to ensure that everyone feels at ease coming to our school. We are more than happy to answer any questions or queries that you may have.

You can contact the Acting Head Teacher—Kristen Muir directly or arrange a mutually convenient time to speak with your child's teacher.

The school telephone number is 01857 600 228.

You can email us at: [admin.sanday@glow.orkneyschools.org.uk](mailto:admin.sanday@glow.orkneyschools.org.uk)

This handbook aims to provide you with brief a outline of life at our school. You can keep abreast of our current events at our website: <http://sandayschool.weebly.com/>



Having fun at Backaskall beach.

# Contents Page

If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook for parents whose first language is not English.

Enquiries should be directed in to the Education, Leisure & Housing telephone 01856 873535 or email [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk).

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SANDAY COMMUNITY  
SCHOOL



## The Council Plan 2018-23 Mission, values and strategic priorities

Orkney Islands Council shares its mission and values with The Orkney Partnership and the Council Plan supports the strategic priorities of the Community Plan.

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01856 873535 or email

[education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk)

Our shared mission is: **Working together for a better Orkney**

Our shared values are:

Resilience  
Enterprise  
Equality  
Fairness  
Innovation  
Leadership  
Sustainability

The Council's strategic priorities for 2018-23, developed together with the Orkney community, are:



# Sanday Community School Charter

These are our 12 core values as selected by pupils, parents and staff:

Respect	Friendship	Confidence	Love
Teamwork	Trust	Honesty	Manners
Happiness	Responsibility	Resilience	Humour
Commitment			

## Aims

We have agreed our aims in consultation with parents, pupils and staff.  
(May 2016 – Feb 2017, these were revisited in Feb 2018)

- \* Our children and young people will have a broad education to prepare them for the wider world, wherever that may take them.
- \* Our children and young people will become confident and independent learners.
- \* Our children and young people will try hard to achieve and excel through their efforts.
- \* We will celebrate, encourage and recognize their many achievements.

## Curriculum Rationale

The curriculum that our learners experience will give our island pupils: a wide range of experiences and skills to ensure that they will be prepared for the wider world, wherever that may take them.

We want our pupils to:

- be healthy, happy and resilient; literate and numerate; experience success and have high aspirations;
  - take an active role in the life of the school and the wider community;
  - understand Sanday's unique location, culture and history and how this fits with the other islands of Orkney promoting a sense of belonging;
  - have an understanding and awareness of the wider world, to ensure that they see beyond our horizon;
  - have confidence, awareness and the information needed to help them make positive future life choices.
- So that they are successful learners, confident individuals, effective contributors and responsible citizens in an ever changing world.

# Our School



Sanday Community School is a non denominational Junior High School. Our pupils range from Nursery to S4. Currently we have 67 pupils in our school: 5 children in nursery, 36 in primary and 26 secondary pupils. A number of the teachers are resident on the island, others fly in to Sanday on a daily basis.

Our school was built in 1964. We have an early years P1-4 classroom which links directly to the nursery and a P5-7 classroom. Our classrooms are well resourced each having a interactive white board and computing equipment. We also have Wi-Fi access.

We make sure that all pupils have access to the range of well equipped specialist facilities: the Home Economics, Science, Craft and Design, Music and Art rooms. We have a well stocked library to which the community also have access.

We offer a range of subjects in the Secondary Department : French, History, RME, PSE, Geography, Modern Studies, English, Maths, Chemistry, Biology, Physics, Art, Craft and Design, Engineering Science, Home Economics, Health and Food Technology, Rich Tasks and ICT. Pupils follow a broad general education until S3 and then make subject choices which will lead to attaining a variety of qualifications in S4.

We offer the opportunity to learn to play the violin, cello and accordion.

We are keen to promote a range of sports. We have a large hall and use the swimming pool which adjoins the school buildings.

Outside in the playground we have a super play park with a variety of play equipment which is enjoyed by all the children both in and out of school hours.

Younger pupils each have their own growing box and in addition we have a poly tunnel and greenhouse where we grow some vegetables.

Our pupils regularly compete in various local and national competitions and have enjoyed much success in these. Our school band, The Belkies, who have launched their debut CD.

We have a very active programme of after school activities which are run both by volunteers and teachers.

Sanday has had a Community School since 1991. During the day both the school and the community share use of the library, hall, changing rooms, community room and swimming pool. For security reasons, community use of the school during the day can only be through prior arrangement. In the evenings much of the school and its facilities are available to community user groups. This arrangement works very well and the

Community Association share management responsibility with the Head Teacher. The community bookings secretary is Irene Brown who can be contacted at the school.

The library is a facility for use by everyone on the island. The school provides a large number of children's books including popular tape/book sets. The adult books are gifted from a number of sources and include the Towrie Cutt collection which, until recent years, gifted every book printed in Orkney and more recently the Stan Johnson collection.

SANDAY  
COMMUNITY  
SCHOOL  
SCHOOL  
HANDBOOK

Making use  
of the  
outdoors to  
do art.



# Enrolment

We are delighted that you are enrolling your child in our school. You should receive an enrolment pack which will contain a transport application form and a free school meal and clothing grant form. If you wish to arrange a visit please contact the school and we will be delighted to show you around.



**Choosing a School: A Guide for Parents** - information on choosing a school and the placing request system:

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0> or at <https://education.gov.scot/parentzone/>

A new school is an exciting but also challenging step in any child's life and we would like to make this step as easy and relaxed as possible for both you, and your child.

THE HEART,  
SOUL AND  
FUTURE OF  
OUR ISLAND  
COMMUNITY

## Joining Sanday School

We appreciate that we may sometimes assume new pupils "just know" about the organisation, traditions and routines of the school, so we will endeavor to provide a one to one induction with a member of staff and provide a "buddy" (a responsible pupil) until they find their way around and make their own friends.

## Starting P1

During the school year, nursery children spend regular time in the primary classroom. There they meet the Primary teacher and become familiar with the classroom through regular planned activity times, or by working together on shared projects. Good relationships between the staff and children are well established prior to the move.

Children are admitted to Primary 1 in August providing they reach the age of 5 by the end of February of the next year. Alternatively parents may wait until the first entry date (August) after their child's fifth birthday. If you have any doubts as to your child's readiness for school or the benefits of deferral, please discuss your concerns with the nursery staff in the first instance.

The ability to do the following things will increase a child's confidence before starting school:

- Show confidence when separated from parent
- Go to the toilet unaided and wash hands
- Dress and undress independently and deal with buttons and zips
- Use a knife, fork and spoon
- Use scissors and a pencil
- Be able to play and socialise with other children
- Listen to stories and instructions
- Accept appropriate discipline



Mark making in P1.

# The staff

2018–2019



**OUR  
PUPILS'  
SAY,**  
**"NICE  
STAFF"**

**"WE ARE A  
FRIENDLY  
SCHOOL  
COMMUNITY"**

**"THE  
TEACHERS GO  
BEYOND THE  
CALL OF  
DUTY TO  
HELP YOU."**

**Team  
work!**



We have an experienced team who will be working with your child.

## Acting Head Teacher

Kristen Muir

## Principal Teacher

(usually Kristen Muir)

## Primary

Angela Lennie—Early Years Worker

Jo Jones P1-4 teacher

Kristen Muir P5-7 teacher

## Secondary

Catherine Lennon—English

Simon Oldfield—Maths/ Science/Chemistry

Cate Evans—Biology/ Science

Carolyn Dixon—Technical Subjects

Christine Knox—Home Economics

Kate Hooper—History, Geography, Modern Studies RME, PSD, Guidance

Kate Fletcher—Music

Carolyn Dixon—Art

Catherine Lennon—Drama

Maggie Dearness—PE

Antoine Pietri - French

Elizabeth Sullivan—Instrumental Music Instructor (Violin)

Linda Hamilton—Instrumental Music Instructor (Cello)

David Bowen—accordion

## Support for learning teacher

Catherine Lennon

## Support for learning assistants

Jeff Lennon

Gail Speers

Julie Allan

Charlotte Hoque

Beth Barnes-Wilcox—**Auxiliary**

Caitrion Leslie—**School Secretary**

Helen Scott —**Janitor**

Brigid Sinclair—**Cleaner**

Gloria Yould—**Cleaner**

Fiona Rae—**Cook**

Susan Boyd —**Catering Assistant**

Helen Scott —**Swimming Pool Attendant**

Martin Kenny—**Relief Pool Attendant / School technician**

# Our values

Our values are:

Respect, Teamwork, Happiness, Humour, Love, Friendship, Trust, Responsibility, Commitment, Manners, Confidence, Honesty, Resilience

# The school day

**School starts: 8.50**

**Break time: 11.00 – 11.15**

**Lunch time: 12.35 - 1.20**

**Primary Closes: 2.50**

**Secondary Closes: 3.20**

**We have a school assembly every Friday at 10.40.  
Parents are welcome to attend this event.**

**School clubs run until 4.00 or 4.30 daily. Transport home from clubs is the parents' responsibility.  
Please ask for help in case of difficulty.**

**Pupils should arrive no more than 20 minutes before the start of the school day.**

**The staff cannot take responsibility for pupils left to play on the premises before or after school hours.**

## What to wear to school

We do not have an official uniform in Sanday, but children are expected to come to school wearing clean and tidy clothes that are appropriate for work.

We do however have an unofficial uniform and orders can be placed through the school. You can choose the colour and clothing item that you would like to have the Sanday school logo stitched onto.

Children are expected to change for PE and should wear gym shoes / trainers, shorts and a T-shirt for gym. Secondary

pupils may change into track suit trousers.

Pupils should not wear dangling earrings or dangling jewellery during PE or during some practical subjects in case they get caught in machinery. At other times pupils can wear modest and inexpensive jewellery.

Hair must be tied back for all practical lessons.

Pupils should bring in an old shirt to cover their clothes for use during art lessons.

Shoes worn to school should

cover the feet: sandals which show toes are unsafe in Home Economics, Science, Craft Design and Tech Studies lessons. Pupils may wear shoes with sensible heels and suitable for the weather conditions.

Secondary pupils may wear light make up only.

All children will be encouraged to take part in daily outdoor play at break and lunchtime and should have a suitable coat and shoes to wear as it can be quite chilly.

Only during heavy rain or strong wind will children remain indoors.

**Our dress code is designed to help pupils to develop dress, behaviour and work habits which make them confident, reliable and high achieving adults in the workforce.**

## School Lunches

The kitchen staff are a marvel and the children enjoy healthy school meals in line with Orkney Islands Council's Healthy Eating Policy. Many have noted this as a real strength of our school.

There is a selection of menus which the staff will use throughout the year. Pupils will receive copies of these so that you can discuss them with your child.

All P1-3 pupils receive free school meals. After that Primary pupils pay £2.30 and Secondary pupils pay

£2.40. Please pay for lunches in advance weekly or termly if possible. We will however also accept daily payments.

Lunch money is paid directly to the school canteen and cheques should be made payable to "OIC".

You may be entitled to free school meals if you are in receipt of benefits. You can get a free school meal form from the school office. Applications for Free School Meals and Clothing Allowance are made on one form, and should be submitted to Orkney Islands Council for each school year.

The eligibility criteria are outlined on the following webpage, where application

forms are also available:

[http://www.orkney.gov.uk/  
Service-Directory/S/School-  
Meals-and-Clothing-  
allowances.htm](http://www.orkney.gov.uk/Service-Directory/S/School-Meals-and-Clothing-allowances.htm)

Application forms can also be obtained from the school and Orkney Islands Council (OIC) Customer Services.

Applications must be submitted along with supporting documentation as detailed on the form.

A new application is required for each school session. For help with filling out the form and more information on school meals and clothing grants please telephone Education, Housing & Leisure on (01856) 873535, or email: [education.grants@orkney.gov.uk](mailto:education.grants@orkney.gov.uk)

Alternatively you can visit in person at OIC Customer Services.

Most children have school lunches and children sit at mixed age tables.

This helps to promote our ethos of having a caring attitude towards one another, ensuring that children develop appropriate table manners and social skills.

## Packed Lunches and Snack

Children who wish to have a packed lunch will eat their lunch with the other pupils in the school dining room. We try to encourage the children to have healthy choices in their packed lunch.

Please do not give children glass bottles or fizzy drinks in their lunchboxes.

At break time children can bring a small snack to eat. Here too, we try to encourage children to make healthy choices.

A tuck shop run by P7 operates once a week on a Thursday and the children can buy a variety of treats here.

Low prices: eg. 10p, 20p, 30p



Having lunch.

# Transport

All aspects of the school transport system, including entitlement to transport, are the direct responsibility of the local authority. Any queries or special requests should be directed to:

**Pauline Bruce**  
Education Department  
Orkney Islands Council  
Kirkwall  
Tel: 01856 873 535  
Full details of the authority's School

Transport including entitlement, catchment areas, collection/drop off points, code of conduct and provision for pupils with additional support needs is available on the following webpage:

[http://www.orkney.gov.uk/  
Service-Directory/S/School-Transport.htm.](http://www.orkney.gov.uk/Service-Directory/S/School-Transport.htm)

school or nearest pick up point also qualify for school transport.

**Winter:** Between October and Easter all children who live more than one and a half miles from the school or the nearest pick up point or more than half a mile up a side road from the pick-up point are transported to school.

The school bus contractor is **Ann Tulloch**

Tel: **01857 600 468**

Please contact her with any queries such as the where the pick up point and time is. Please note that Ann cannot deal with specific transport requests.



**Always wear a bicycle helmet.**

## Bicycles

Bicycles must be road worthy and have working brakes. There are racks and a shelter for bikes. Children who cycle to school must wear a helmet and a reflective jacket. Children from P4 will be given bike ability training each year. This programme is run with the help of volunteers.

## Reflectives

Reflective jackets are provided by the school free of charge to all primary children and to secondary children on request. Wearing of a reflective is compulsory to and from school for primary children during the winter months. Secondary children may exercise judgment on the

matter, but are strongly encouraged to wear them if they walk or cycle to school in the dark months.

All children are usually issued with a clip-on reflective to attach to their school bag.



A school bag

P1 children will also be issued with an A4 book bag.

A pencil case containing pencils, pens, ruler, rubber, sharpener.

Secondary pupils need these too and also a calculator.

An old shirt to use as an overall for art.

PE kit—gym shoes, t-shirt and shorts

Swimming kit – swimming costume, towel, goggles

All items should be labelled with the child's name.

Additional lists will be sent out as equipment is required.

To cover the cost of materials in Technical Classes

S1, S2 and S3 pay £5 per term to take part in Craft and Design and £2 per week for Home Economics.

S4 will have to cover the cost of all materials used in their projects. Pupils will not be charged more than £25 for any one project.

## What you need to bring to school

# Absence

Your child may be absent for various reasons: illness, medical or dental appointments, meetings or family circumstance. In such instances please inform the school in advance. If your child is going to be unexpectedly absent from school, please inform the school before 9.30am, otherwise the school

will telephone you. Should we have concerns about the safety or welfare of your child and we cannot contact you, we may call your emergency contact. If there is still no answer and concern is felt, the school will then contact the police. This procedure has been put in place so that no child will be missing without anyone knowing.

If frequent absences occur, and these are not explained to the head teacher's satisfaction,

the parent will be contacted directly by the head teacher. If this does not produce an improvement, the matter is referred to the Education Office. We cannot normally give a family permission to take pupils out of school on holiday during term time and we will record this as an unauthorised absence. However, there are some circumstances where this would be allowed, for example, if a family needs time together to recover from distress or

if a family holiday is restricted to term time because of a parent's job.

Remember, holidays taken during term results in a loss in pupil learning time.

If you intend to take your child away on holiday during term time please notify the school in writing.

Pupils arriving after 11am will be marked as absent for the morning session.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school:

[http://www.scotland.gov.uk/  
Publications/2009/12/04134640/0](http://www.scotland.gov.uk/Publications/2009/12/04134640/0)

<https://education.gov.scot/parentzone/additional-support/specific-support-needs/disability-and-health/Health%20needs>

**If your child is only slightly unwell in the morning but fit to come to school you should send them in. We will look after them. If they begin to feel worse we will send them home.**

# Illness

If your child has sickness and/or diarrhoea, they should not return to school until **48 hours (2 days)** after the last episode.

Please keep the school informed if your child

contracts an infectious illness, as some common childhood illnesses such as chickenpox, measles, slap cheek (parvovirus) or German measles can be very contagious and dangerous to members of staff and parents who may be pregnant. Children who become ill during class should speak to a

member of staff and, if necessary, parents will be contacted.

Please make sure that your own details and your emergency contact details held with the school are up to date.



# Medication

The school has an appointed School Nurse. The school nursing team will give a routine screening service to pupils in P1 to check their growth and vision and again in P7 to have their vision checked. The nursing team can be contacted at:

**Orkney Health and Care  
Health Centre Annexe  
New Scapa Road  
Kirkwall KW15 1BX**

**Tel: 01856 888262**

Please inform us if your child

has a medical condition, or if there are any significant health changes to your child which might put them at risk or affect their educational progress. The confidential nature of this information will be respected.

Sanday Community School has a medical protocol in place for the handling of drugs and medicines. Should your child require any medication at school a letter **must** be sent by the parent detailing the name of the medication, what the medication is for, dosage, times to be administered and the length of time the medication will be needed.

All medication must be clearly marked with the child's name.

Children are not permitted to carry

or administer any form of medication.

All medication will be stored in a locked cupboard and a record of medicine administration is kept for each child.

Staff are given regular updates on asthma and epipen training. Most staff are also trained first aiders.

If your child develops an illness or condition which necessitates significant absence please do advise us so we can organise schoolwork at home in order to reduce difficulties in catching up on return.



# Dentist

The school dental service visit from time to time. They operate a policy of "negative consent" so if you DO NOT want your child to be seen by this dentist it is very

important that you inform us in writing. Parents are not routinely informed of inspections (check-ups) by the dental service but we try to let you

know when the dentist is coming so you can come along if you wish.

# Emergencies

**Make sure that  
you always have  
your contact  
details and the  
emergency  
contact details up  
to date.**

## Fire Drills

We have a series of fire drills throughout the session. These are very serious exercises and are practiced until the head teacher has confidence that safe evacuation procedures are being followed.

## Emergency Plan

In the case of a major emergency this would be coordinated by Orkney Islands Council.

## Accidents

Irene Brown and Caitrion Leslie are our fully trained First Aiders. Most other staff have basic first aid training. Our first aiders in school will assess the injury. For minor cuts and bruises First Aid treatment will be administered. The child's parents or the child's emergency contact will be informed in the event of accidents. In more serious cases we may take the injured child directly to the surgery, Flegister

House, and meet parents there. We may contact the Balfour Hospital and have the doctor paged depending on the severity of the injury sustained.

We follow Orkney Islands accident reporting procedures and we ensure that all necessary risk assessments have been carried out.



# Child Protection

It is everyone's business to protect our children; staff, parents and the wider community.

From time to time incidents can occur in the school setting which cause concern and could indicate that a pupil is suffering from some form of neglect or abuse.

In terms of Orkney Islands Council child protection policy, education staff have a duty to

report such incidents to Social Work Services. This may result in a joint investigation taking place which will involve Social Work and Police.

The school's protection officer is the Head Teacher.

In the event of the head teacher's absence Kristen Muir will deputise.

All agencies involved in Child Protection are obliged to make the

welfare of children their paramount consideration and this will be the priority for Education Service Staff. More information about Child Protection

Procedures with Orkney Islands can be obtained from:

[http://www.orkney.gov.uk/  
Service-Directory/S/child-  
protection.htm](http://www.orkney.gov.uk/Service-Directory/S/child-protection.htm)

# Lost property and unauthorised items

All items of clothing or belongings brought into school should be named. Any losses should be reported immediately to a member of staff.

The school cannot accept responsibility for money or valuable items lost by pupils unless they have been given to a member of staff for safe keeping.

Pupils should not normally bring large sums of money or valuable items to school.

Lost property will normally be displayed during two school assemblies. Unclaimed property will be put into the Rag Bag bin.

Certain items are not normally allowed in school: these include animals, mobile phones, computer games, chewing gum and aerosol sprays.



*Listen to  
Radio Orkney  
for updates on  
school  
closures  
during bad  
weather.*

## School Emergency Closure, Loss of heating,

### bad weather

#### Morning School Closures

For information of morning school closures you need to tune in to Radio Orkney at 7.30am on FM93.5. You should consider having a battery operated radio and a phone that can plug directly into the phone socket requiring no electric connections.

(Dependent on power) you can also check the OIC School Transport Facebook page or the OIC Updates Facebook page. Please note, Facebook is an independent website and the Council cannot guarantee against alerts being delayed. You don't need to join Facebook to view alerts.

This information is also provided on the OIC answer phone from 07:30 which is reached by calling the

Council's main switchboard number **01856 873535**.

Remember you are responsible for your children until they have boarded school transport each morning and from the moment they alight from the afternoon journey.

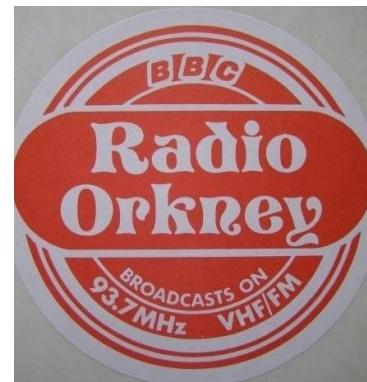
You are responsible for the afternoon journey home if you decide to put your child to school when the morning bus journey is cancelled.

#### Closures during the school day

Make sure your child's emergency contact details are up to date and that you are contactable. Also that mobile phones are switched on, or that you have a mains plug in phone which does not rely on electricity.

We will send pupils home by bus.

Please educate your child on the importance of crossing the road safely and being seen in the dark. Make sure they are dressed in adequate clothing. Remember, be safe, be seen, be warm.



# Homework



**As a guiding principle - whatever age your child is, if there has been no homework for a week it's time to ask questions.**



Homework is an important part of the learning process. Whilst we recognise that homework should not prevent a pupil learning about appropriate use of leisure time including extra-curricular activities, hobbies, youth organisations, reading, home life and chores, all pupils will nevertheless be expected to complete an appropriate amount of homework.

Homework should link with topics and activities which are ongoing in your child's classes. These activities are an opportunity for you to work alongside your child, and for your child to reinforce and extend their own learning.

The type, quantity and regularity of homework is given at the discretion of the class teacher, dependent on age, stage and the differentiated needs of the pupils in the class and the course being followed.

The purpose of homework is to:

- consolidate learning
- provide practice in skills
- acquire essential knowledge
- research material for school
- catch up on work missed through absence

- develop independent study skills
- promote self-discipline, individual responsibility and a work ethic
- prepare for the demands of further education.

In Room 1 the children will take their reading book home for you to discuss the content and for you to read together with your child.

Pupils in Room 2 should be encouraged to read aloud, as this helps children with their fluency and expression.

We ask you, however, to take time to talk with your child about what they are reading, whatever their age.

Children in Room 2 may also have spelling and maths work to complete.

Secondary pupils receive a homework diary to aid with planning of deadlines. They should have some homework every night. As a guiding principle - whatever age your child is, if there has been no homework for a week it's time to ask questions.

If you can help your child with their homework it will help their confidence and should become a rewarding experience. You can also help by checking the schoolbag or diary and ensuring that the homework is done and returned. This is greatly appreciated.

Children also benefit from the provision of suitable conditions for homework - a table top in an area free from distractions.

Homework should not be onerous. If you are finding that your child is struggling with the work please contact the class teacher.

As a rule of thumb, homework should not exceed ten to fifteen minutes for P1-3, and thirty minutes per night for children in P4-7. Lower Secondary may take up to an hour an evening and upwards as pupils progress to National Qualifications.

If you have any concerns about the quantity, regularity or type of homework given please contact the school.

If children are not doing homework we will contact you to discuss the matter.

We can offer a homework club for secondary pupils to check in and do their homework after school. Please speak to your child's teacher if you think your child would benefit from this approach.

# Bullying

**We have a full updated Anti Bullying Policy which you can access on the school website.**

## What is bullying?

Bullying is both behaviour and the impact; the impact is on the person's capacity to feel in control of themselves. This is what we term as their sense of "agency". Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. Respect Me 2017

## Labelling

Labelling children and young people as "bullies", "perpetrators" or "victims" can be disempowering and unhelpful in changing their behaviour or support their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour.

Adults dealing with bullying are expected to be able to distinguish between a person and their behaviour. Any bullying behaviour must be challenged, however, all people (including those causing bullying) should always be treated with respect. This does not diminish the seriousness or the impact of bullying behaviour; rather; it is an essential way of maintaining the adult's focus and response on the behaviour that is problematic.

## Bullying can be:

Verbal—name calling, teasing, being put down, threatened face to face / online

Social—being left out, or having rumours spread about you (face to face and or online)

Mental—threats, pressure to conform

Physical—assault, hit tripped pushed kicked

Material—stolen possessions / damage

Cyber—text, email or social media, sending abusive messages, pictures or images on social media, online gaming platforms or phone

Behaviour which makes people feel that they are not in control of themselves or their lives (face to face or online).

## Prevention

Our aim is to make sure that all children are aware that bullying is wrong and we will not stand for bullying. We are keen to spend time building positive relationships between the pupils. To encourage pupils to see where they have upset one another. We will work within a positive restorative approach, we will encourage pupils to have growth mindset, pupils will work with anti bullying materials within our Health and Wellbeing lessons. We will also encourage positive use of technology and promote internet safety. This awareness is a key factor to ensuring that bullying does not take place.

Anyone can be bullied.

A person who is experiencing bullying behaviours will feel a variety of emotions.

We encourage children to TELL SOMEONE and not to keep their emotions bottled up.

## Reporting a bullying incident

Listen patiently to the child and take it seriously.

Give reassurance that the problem will be solved.

Investigate sensitively and patiently. Remember that all those involved in the bullying situation need support. Try to find out facts.

Do something to stop the bullying.

We take bullying seriously and will always take steps for the situation to stop once we know that it is happening.

**Respect Me**  
Bullying incidents will be recorded as per Council policy and we will work with all parties to support them. All involved will be kept informed of the on-going situation until the situation has been resolved.

If parents and carers are unhappy as to how a bullying situation has been dealt with they have the right to escalate this further through the complaints procedure.

Details in the complaints section.



# Behaviour

We have a positive behaviour policy in operation in the school. If you would like a copy of this policy please ask for a copy from the school office.

The expectation for everyone in our school community should be that we will:

- expect high standards of behaviour and conduct,
- encourage and acknowledge good manners,
- respond to one another in a positive manner,
- enhance our pupils self esteem by highlighting their successes,
- solve our problems using restorative practices.

In order to promote good behaviour in class, teachers will employ a variety of techniques and strategies to engage pupils. Better learning, engaging and stimulating experiences and lessons are proven to lead to better behaviour.

Teachers may use verbal praise, stickers (Primary), house points (Secondary), applause or notes to parents via the learning logs.

Teachers will establish class rules and boundaries within their classrooms.

Circle time (Primary) and Personal and Social Education (PSE) (Secondary) activities help to have a positive impact on pupil behaviour. Circle time allows all children the chance to share their thoughts and concerns in a non judgmental and secure environment. Daily emotional check ins helps staff to gauge pupils' feelings. Knowing what is likely to upset a child can de-escalate problems before they arise.

Should problems arise all staff have been

trained in restorative practices which ensure that pupils are encouraged to consider their actions towards one another both emotionally or physically. Staff will support children to resolve problems and children will often work with each other to solve the dispute.

Every child is encouraged to talk to any member of the school team if they have worries. The school team will help the child with their worries.

Children can also put their worries into the worry box in the school corridor next to the school office.



# Inclusion and Excellence

The school is continually seeking funding to offer further opportunities for the island's children, to ensure that no opportunity is denied them due to their location, and to enable them to develop and demonstrate excellence in sports and musicianship by travel and competition.

No child will be excluded from participating in any experience due to grounds of financial difficulty. Please come and speak to the school in confidence.



## Equal Opportunities

Orkney Islands Council is committed to promoting equal opportunities, challenging discrimination and fostering good relations, both in employment and in carrying out its work and delivering services, and we at Sanday School are part of that commitment.

The Council is a member of Orkney Community Planning Partnership. The Partnership has developed an Equality and Diversity Strategy which determines how the community planning partners promote equality and diversity in the work they do. It also sets out how the public agencies and organisations within the Partnership are meeting their duties in terms of equality and diversity legislation, the needs of the local community and the aspirations contained in the Orkney Community Plan.

The Equality Act 2010 introduced a single equality duty covering the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The equality duty requires the Council to have due regard to the need to eliminate unlawful discrimination, victimisation and harassment, advance equality of opportunity and foster good relations across the protected characteristics. The message of the Act is that everyone has the right to be treated fairly, whether at work or when using services.

Education, Leisure & Housing has policies and statements to address equalities issues specific to education to enable us to fulfil these legal duties. All schools have copies of these policies.

Please see: <http://www.orkney.gov.uk/Service-Directory/S/equal-opportunities.htm>

# Materials for Practical Subjects

A small contribution for materials or ingredients is requested for home economics, and craft & design. Pupils in S1 – 3 currently pay £2 each week to cover the cost of cooking within the Home Economics department. Parents are asked to contribute £5 per term towards Design and Technology costs. (Aug –Dec, Jan-March, April – Jun)

S4 will have to cover the cost of all materials used in their projects. Pupils will not be charged more than £25 for any one project.

If you are unable to meet these costs please contact the school and we will support you with this.

*"I like this school  
because you are  
with the young  
ones and because  
it's all ages mixed  
together its more  
social."*

*S4 Pupil*

## The Belkies

In September 2014 The Belkies were formed as an after-school music club when tutor, David Bwoen moved to the island. This group of pupils play a variety of instruments and have launched a debut CD in December 2017. We have a group of up and coming pupils in the Peedie Belkies, The school has a strong musical heritage and currently over fifty percent of the school population are learning to play a musical instrument.

You will enjoy listening to the pupils perform at lots of events on the island. If you are reasonably proficient you will be invited to join this group, or let us know that you have talent. We'd love you to join us.



# Instrumental Lessons



Violin, cello or accordion instruction is available and may be provided individually or in small groups at the discretion of the instructor. There is no charge or aptitude testing for this service, however parents will be asked to provide an instrument (we can help with funding or lending instruments) if the child wishes to continue after the first few lessons. There may be a short waiting list from which the eldest children will be taken

first.

Children who clearly do not enjoy or make sufficient effort on their instrument may not be allowed to continue.

Once pupils are sufficiently proficient they will be given the opportunity to take part in the Belkies music group. This group plays a variety of styles of music.

They have launched their debut CD and their playing has been enjoyed at dances and concerts here and in Kirkwall.

## Assemblies and Religious Observance

The Scottish Government advised that there should be at least six occasions during the school year when we take time for Reflection. Time for reflection is an important part of helping us grow as individuals as we recognise there is a spiritual element to being a human being. This does not however, mean that we are endorsing any one Faith group. For more information please see:

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/creatingaplan/religiousobservance/about/index.asp>

Once a year the whole school attends the Harvest Thanksgiving service at Cross Kirk. We hold an annual

Christmas Carol Service. These services are of a predominately Christian nature, but we ensure pupils views are not compromised through the attendance at these services.

Circular 1/2005 of Provision of Religious Observance for Parents states that parents have the right to withdraw their children from any such religious activity. However, assemblies are non-threatening, and are not a place of doctrine or worship.

If you wish to remove your child from these occasions please contact the school and alternative arrangements will be made for your child.

We hold weekly assemblies on themes related to everyday life, and to promote moral values. We also celebrate our successes at these

assemblies and where merits and commendations and house points tallies are presented.

Assembly themes are often presented by the children, and will be topical. All parents are welcome to join us at assemblies, they are normally held at **10.40 on a Friday morning**.



P7 at the Harvest Thanksgiving



**A trip to see the plane.**

**We are preparing  
children to be  
able to do jobs  
that have not yet  
been invented!**



## Curriculum for Excellence

At Sanday Community School all pupils should experience learning which is challenging but also FUN! We want all pupils to reach their full potential.

To achieve this, pupils are entitled to personal support; this takes the form of having opportunities to talk with an adult about their learning and, together, helping pupils to plan their next learning steps. Pupils are treated as individuals with their own unique needs. We work hard to meet these needs given our geographical location.

We also work hard to instill in pupils a “can do” attitude and pupils learn about the importance of a “growth” rather than a “fixed” mindset.

Room 1 and Room 2 pupils are given the opportunity to direct their learning by asking key questions about the topics planned by the class teacher and this helps to direct the course of learning in the class.

The aim of the curriculum is to ensure that pupils achieve the four capacities which are:

**Responsible Citizen**

**Successful Learners**

**Effective Contributors**

**Confident Individuals.**

These four capacities ensure that our children, the adults of the future, are equipped for an ever-evolving world. Look how far we have come in our own lifetime, for instance who would have believed a few years ago that

we would be able see the person on the other end of the phone!

We ensure that our pupils are active in their learning. This does not mean always mean getting out of your chair, rather, this is about being active thinkers, being encouraged to question facts and to enquire. Children need to understand WHY they are learning!

Children need to learn to become skilled team players, to negotiate, to reason and problem solve, as well as work effectively on their own.

We make use of the outdoor environment where possible and create links with the wider community. This makes learning memorable and relevant for the pupils.

The curriculum encompasses nursery to 18. There are six levels through which your child will progress. Some pupils may complete these levels sooner or later than others.

- Early—The pre-school years and P1
- First -P2 to the end of P4
- Second-P5 to the end of P7
- Third and Fourth-S1 to S3
- Senior Phase -S4 to S6

The curriculum is organised into eight curriculum areas: *Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies, Technologies.*

Information about how the curriculum is structured and curriculum planning can be found at:

[www.educationscotland.gov.uk/  
thecurriculum](http://www.educationscotland.gov.uk/thecurriculum)

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas can be found at:

[www.educationscotland.gov.uk/  
thecurriculum/  
howisthecurriculumorganised/  
experiencesandoutcomes/  
index.asp](http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp)

We are keen to ensure that pupils experience progression within their learning so that they can build on their learning and to apply this to a variety of situations.

All pupils up to S3 are entitled to a broad, general education, meaning that pupils undertake a wide range of subjects and do not specialise until S4. A parents leaflet with further information about S3 can be picked up from the school office.

In S4 pupils select subjects to study in more depth which may lead to attaining Scottish National Qualifications. National 4 qualifications are internally assessed whilst National 5 qualifications are assessed in part by sitting an examination in May of S4. For information please contact the school. General information can be found at:

[https://www.sqa.org.uk/  
sqa/41292.html](https://www.sqa.org.uk/sqa/41292.html)

At present we are unable to offer a full curriculum beyond S4 and pupils may transfer to Kirkwall Grammar School or Orkney College to complete their school studies. See “*S4 and Beyond—The Orkney Offer*”

# Transitions

As this is a small school we try to make the all transitions as natural as is possible. We are able to have lots of opportunities for children to work with other year groups and staff over the course of the year so therefore no transition in the school should be a daunting thought.

Room 1 and Nursery take part in some shared activities during the course of the week and the nursery pupils are very familiar with the Room 1 teacher who regularly works with the nursery children.

Nursery children join the rest of the school at break time and during their last term in nursery they will join P1 in the dining

room for school lunches. This means that the change from Nursery to P1 is less daunting and the staff are familiar with the children, having already formed good relationships with the children.

When children move from Room 1 to Room 2 they are normally already familiar with the classroom and teacher as they will have participated in joint activities with the older class.

Pupils moving to Secondary will also spend some time in the Secondary department, taking part in a variety of different activities with the staff and most staff will be familiar with the pupils before their move.

Settling in reports are sent home within the first fortnight of pupils



**Our pea harvest.**

making the transition to another stage to let parents know how their child is coping with the changes.

Pupils who require additional support for times of transition will take part in a longer and more enhanced programme which give children a longer time to prepare and get ready for changes that will be happening to them. Parents will be fully involved in this process and be invited to be part of the planning team. From time to time we may seek advice from other agencies in times of transition.

February, the pupil may leave at the Christmas holidays.

For more information about KGS see:  
<http://www.kgsorkney.com/>

## Kirkwall Grammar School

Kirkwall  
 Orkney  
 KW15 1QN  
 tel: 01856872102  
 fax: 01856872911  
 email:  
 admin.kgs@glow.orkneyschools.org.uk

For more information about Papdale Halls see:

[http://www.orkney.gov.uk/  
 Service-Directory/E/  
 papdale-halls-of-  
 residence.htm](http://www.orkney.gov.uk/Service-Directory/E/papdale-halls-of-residence.htm)

Berstane Rd, Kirkwall,  
 Orkney KW15 1NA  
 01856 876060



## Careers Guidance

[www.skillsdevelopmentscotland.co.uk/](http://www.skillsdevelopmentscotland.co.uk/)



**Helping your child  
to learn their  
number facts and  
timetables can  
boost your child's  
confidence.**



# Maths and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. *Building the Curriculum 1*

Maths equips us with many skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings. *Curriculum for Excellence*

Maths and Numeracy, are the responsibility of all teachers, regardless of subject, and staff need to consider pupils mathematical ability across the breadth of subject. This ensures that maths activities are contextualized and have real applications. Maths and Numeracy is also taught as a subject on its own in order to grow and develop basic skills.

Pupils will be introduced to maths games and stories while in the nursery, making maths a familiar everyday experience, and pupils will continue to build upon their early maths experiences as they move through the school. Our maths lessons are engaging and link maths with everyday experiences. Pupils may explore maths through their class topics or within short standalone projects. As the Curriculum for Excellence highlights, —*Mathematics is at its most powerful when the knowledge and understanding that have been developed are used to solve problems*. Pupils will develop mental agility, problem solving capacities and critical thinking skills. Pupils can study up to National 5 maths and numeracy.

Pupils will experience maths under three main organisers each containing a number of sub-divisions.

## **Number, Money and Measure:**

*Estimation and rounding, number and number processes, multiples, factors and primes, powers and roots, fractions, decimal fractions and percentages, money, time, measurement, maths - its impact on the world - past, present and future, patterns and relationships, expressions and equation.*

## **Shape, Position and Movement:**

*Properties of 2D shapes and 3D objects, angle symmetry and transformation.*

## **Information Handling Data analysis, ideas of change and uncertainty.**

We use active maths approaches at all stages supplemented by Tee Jay Maths. Pupils participate in number talks which encourage pupils to explain their mathematical thoughts. Pupils in both primary classes have the opportunity to work with the secondary maths teacher. When pupils move to the Secondary Department a variety of maths resources is used. For more information see:

<http://brownbagteacher.com/number-talks-how-and-why/>

<https://www.youcubed.org/>

[https://education.gov.scot/parentzone/learning-at-home/supporting-numeracy/  
Introduction%20to%20supporting%20numeracy](https://education.gov.scot/parentzone/learning-at-home/supporting-numeracy/Introduction%20to%20supporting%20numeracy)

# Literacy and Language.

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being able to read and write increases opportunities for the individual in all aspects of life. *Curriculum for Excellence*



**Early phonics work.**

The 3 organisers of literacy are:

**Listening and talking**

**Reading**

**Writing**

Language and literacy are also the responsibility for all teachers, this means that teachers need to consider ways they use 3 components as listed above in their current teaching. All teachers are expected to consider the literacy needs of all the children in their class. Providing both challenge and support to the pupils in their care.

## **Reading**

At the early stages of reading children are taught the initial sounds through the Jolly Phonics programme. The children do not learn the sounds in alphabetical order, and will learn s,a,t,p,i,n as the first set of letters. Learning this grouping of letters allows the children to very quickly form short 3-letter or CVC (consonant, vowel, consonant) words such as sat tin pin etc.

Pupils will move through a variety of schemes. You can help your child by reading with them, talking about the characters and story, you can encourage the children to search for words in the story. In the later stages you can hear your child read and encourage fluent reading skills which demonstrates expression. Talking about the books with your child is also important. Furthermore you can encourage your child to read at home through introducing them to comics, magazines, electronic books, audio books and books.

Pupils will move on to using more challenging books with longer stories and chapters. In the Secondary Department staff will challenge pupils reading and encourage them to read an array of literature. Pupils will read texts as a class and spend time considering the literary conventions, talk about the books and be encouraged to develop opinions based on their knowledge of text.

When pupils are proficient readers and at all stages in school we will expose them to a variety of different styles of books or genres, such as non-fiction or factual books, plays, poems and different kinds of fiction novel, such as humorous, mystery, crime and classical stories.

All pupils are encouraged to take reading books home as a homework task. You can help by reading these with your child. We also try to encourage pupils to read for enjoyment, pupils make regular use of the library van. You can support your child by using the library van or giving books as gifts. You can also be a good reading role model for your child by reading yourself and talking about the books you are reading.





### **Learning to write.**

**Modelling writing opportunities helps young children learn, such as writing a shopping list.**

# **Literacy and Language**

## **Writing**

Pupils will write within a variety of contexts often linked to topic work. Children will learn how to write stories, reports, posters, invitations, letters, poems and plays, this list is not exhaustive. We use elements of the Big Writing programme and pupils will become familiar with the terms VCOP, (Vocabulary, Connectives, Openers and Punctuation) which all help to improve and develop writing.

## **Spelling and Phonics**

After pupils are familiar with all the letter sounds of the alphabet and have learned these using the Jolly Phonics Scheme, pupils will move on to the Jolly Grammar Spelling work. This is a graded scheme which pupils work on throughout the school. It teaches letter patterns and spelling rules. Pupils also learn the 100 most common spelling words.

Should pupils have difficulty learning how to spell, we use a variety of strategies to support these pupils.

## **Handwriting**

We teach pupils how to form their letters correctly and, from P3 upwards, we teach the pupils how to join their writing in cursive script. We are keen to instill in the children pride in their secretarial skills.

## **Listening and talking**

This is taught throughout the curriculum and pupils are encouraged to participate in a wide range of contexts. Pupils will work in small group situations, take part with the whole class, or listen to find specific information. Pupils will learn the skills of listening and talking through this medium. Links will be made with the rest of the curriculum. Pupils are also given Big Talk homework tasks which you can support your child with. From time to time pupils will learn the skill of public speaking and will be expected to speak in front of the whole class to present their ideas.

# **Dyslexia Friendly School**

Sanday School is in the process of becoming a Dyslexia Friendly School.

A key attribute of a Dyslexia Friendly School is the willingness to respond quickly to perceived needs without waiting for a formal assessment. This inclusive, dyslexia friendly response comes from class teachers and support for learning teacher who are empowered to identify learning issues and respond appropriately as part of their day to day teaching.

In our dyslexia friendly classrooms, learners are supported to be the best that they can be. We use a range of strategies that promote effective teaching and learning for all pupils throughout the school.

# Health and Wellbeing.

Learning about health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. *Building the Curriculum 1*

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes when they need for mental, emotional, social and physical wellbeing now and in the future.

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

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life and which will help to promote the health and wellbeing of the next generation of Scottish children.



**Beach cleaning.**

## *Curriculum for Excellence*

Health and Wellbeing covers a range of activities in the school, and is also promoted through our school ethos. Pupils can develop healthy mental attitudes, learn about body changes, strategies to cope with the wider world through Personal and Social Education. We use the Jigsaw programme of study throughout the school. Staff continually encourage pupils to have a healthy mental attitude to dealing with challenge, success and failure. We engage the support of Ytalk to provide counselling support for children and young people who need further help. Lessons such as S1 and S2 Rich Task can help to place learning within real life contexts.

The Expressive Arts allow opportunities for creativity and expression of feelings and emotions. These subjects therefore help to promote health and wellbeing.

We are also a very sporting and active school.

# Sporting Opportunities



All pupils have weekly PE lessons with our specialist teacher of 1 hour 20 minutes. This is supplemented by a further 40 minutes of PE each week by the class teacher in the Primary Department and as part of Rich Tasks for S1 and S2. S1-4 take part in the Sky Sports Living for Sport Programme each year, and are supported in this by visits from Commonwealth and Olympic athlete mentors. Currently Steph Frew, a gymnastics champion, has been linked to our school. This helps to inspire pupils to achieve their very best.

The PE programme typically involves orienteering, swimming, gymnastics, golf, racket sports, team sports, athletics and dance. We hold a whole school Triathlon in October, a gymnastics display in December, a swimming gala in March and a sports day in June. We also take part in inter-school competitions like the Fun5z Primary netball tournament and the North Isles Sports.

This year a number of our pupils have been selected to take part in Netball, Football and Athletic training with the local teams. Other pupils have undertaken dance leader training. The PE department runs after school clubs throughout the year, supported by young leaders from the Secondary department. We have one Sports Ambassador. This S3 pupil helps to promote sport and sporting activities in school. They help to find out the views of the other children and to support the running of various clubs.



**Having the chance to participate and develop an interest in the arts can lead to a life time love and unlock untold personal creativity.**

## Expressive Arts—Music, Art and Drama

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.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

One of the main purposes of learning in the expressive arts is to develop lifelong appreciation of, and participation in, expressive arts and cultural activities.

### *Curriculum for Excellence*

Expressive Arts is the area of the curriculum which covers Art, Music, Drama and aspects of PE. These areas allow pupils to express themselves creatively. Aspects of these areas may become lifelong interests and are important to nurture. Therefore Expressive Arts and Mental Wellbeing have close links.

We have weekly visits from art and music specialists who works with Room 1 and 2 and Secondary pupils. Pupils can choose to access National Qualifications in S4 dependant on the numbers of pupils and availability of the specialists at that time.

We have a resident drama teacher who works with the Primary and Secondary department.

Pupils can receive instrumental tuition for violin and cello partly funded by Orkney Islands Council and we have funded an accordion instructor with help from the Spurness Wind Farm. See section: *Instrumental Lessons pg 15*.

Pupils have the opportunity to showcase their work through art exhibitions, musical performances, concerts or drama performances.

We have a range of sporting and creative and musical after school clubs for children to participate in.

We are keen to encourage parents and friends of the school who have a talent in any of these areas to support the school and would like to run or help support our after school club programme.



The pupils performed Wendy's Wedding Music composed by Sir Peter Maxwell Davies.

# Modern Languages

Learning other languages enables children and young people to make connections with different people



and their cultures and to play a fuller part as global citizens. It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace. One of the key aims of modern languages teaching is to develop young people's communicate competence so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.

## ***Curriculum for Excellence***

Children in our school begin to learn French in nursery and continue until the end of S3 where they can make the choice to pursue the study of French in more depth. Our Modern Language teacher visits school twice a week and pupils from P6—S4 work with him. We sometimes have a visit from the Foreign Language Assistant. These lessons use lots of music and games to learn the language. Pupils can study up to National 5 level in the language should they wish to pursue this route.

As part of the Government's initiative to promote languages, Spanish is being introduced to the school curriculum starting with P6&7. Pupils will have a fortnightly lesson in addition to their French lessons.

# Religious and Moral Education

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought provoking background for our children and young people to develop their own beliefs and values.

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people.

## ***Curriculum For Excellence***

Each year group has timetabled RME lessons which focus on Christianity, World Religions, Development of Beliefs and Values. Through these lessons we hope the children will develop reflective and critical thinking skills. We also hope that these lessons will ensure our pupils have tolerance of other religions.

These lessons are at no time an indoctrination of Faith. Teachers will ensure that children and young people from every Faith are treated sensitively. While some may wish to discuss their Faith, others may not.





Field trip to Cata Sand

**Social Studies**  
**helps pupils learn**  
**about the world**  
**around them,**  
**both historical**  
**and geographical.**

**Secondary**  
**pupils**  
**undertaking an**  
**archaeological**  
**dig.**



## Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

### *Curriculum for Excellence*

Social Studies will be studied mainly through a themed approach and may link with other areas of the curriculum. The school has a 3-year rolling programme within the primary department. This ensures that the children are able to experience progression and breadth in the curriculum within the area of Social Studies. The curriculum is aligned with the Experiences and Outcomes as defined within Curriculum for Excellence. Pupils are able to make choices as to what they intend to study in order to meet the outcomes.

### **People in the Past**

### **People, Place and the Environment**

### **People Society, Economy and Business**

Pupils in Secondary 1–3 study all of the Social Studies disciplines of History, Geography and Moral Studies. In S4 pupils can choose to study History and Geography up to National 5 level.

Through all topics we try to ensure that the content is relevant for our pupils. We ensure that we create links with our island community, mainland Orkney and much wider afield, Scotland and beyond!

We really see our world as our oyster!

<https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas/Social%20studies>

# Science



Pupils attending the science festival.

*Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.*

## Curriculum for Excellence

Pupils will study science through their class topics and each year pupils will focus on a scientific topic. Pupils will cover Biodiversity and Interdependence, Energy Sources and Sustainability, Process of the Planet, Space, Electricity, Sound and Light, Forces, Water and Properties, use of substance and chemical change.

Pupils in Secondary 1 and 2 participate in general science lessons, and in S3 they have the opportunity to study Chemistry, Biology and elements of Physics.

In S4 pupils can study Chemistry or Biology to National 5. Pupils can participate in the Engineering Science course National 5 which is a pathway for those that wish to study Physics at Higher level. We hope to introduce Physics to our National Examination presentation in the future.

Staff from the Secondary department give weekly science lessons to P7 and they will often support the Primary department in the delivery of scientific projects.

<https://education.gov.scot/parentzone/learning-at-home/Supporting%20science%20at%20home>





**Our pupils won  
the prestigious  
Junior Saltire  
Award with their  
tidal wave energy  
device.**

**Using the  
interactive white  
board**



## Technologies

The technologies curriculum area relates particularly to context that provide scope for developing technological skills, knowledge, understanding and attributes through creative practical and work related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

### *Curriculum for Excellence*

In our increasingly sophisticated world technology affects every part of pupils' daily lives. This covers a range of diverse activities. Staff will ensure that pupils experience these outcomes through theme based topics which may involve interacting with a variety of computer hardware and software. This may involve using the interactive smart boards, accessing the internet, taking pictures, videoing and recording their work and manipulating programmable toys at all stages in school. The list is not exhaustive as the pace of change in technology applications seems to be increasing daily. Pupils are also required to learn how to keep themselves safe digitally and use the internet responsibly.

As well as using technology pupils will consider sustainable and ethical choices. They may participate in small enterprise projects. Within the primary curriculum this subject will not be taught discretely but form part of a larger topic.

In Secondary these outcomes are met through specific subjects such as Health and Food Technology, Design and Technology, Design and Manufacture, Engineering Science, Art and Computing. <https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas/Technologies%20in%20Curriculum%20for%20Excellence>

## Computing—ICT

Computers and the use of the internet are now an integral part of daily life. All pupils will use technology as a natural part of the day to support their learning. Each classroom is equipped with a Smart Board and projector. This allows a variety to media to become part of the normal tools of teaching, such as use of video clips, PowerPoint presentations or interactive games. Each class has access to their own bank of laptops for pupils to use. In addition we have a computer suite equipped with another bank of laptops.

There is a recently installed video conferencing facility which can be used by the pupils, staff or community for a variety of purposes.

Pupils are encouraged to use technology as an integral part of their daily school life. We want all our pupils to be digitally literate.

Computing science has begun to be taught throughout the classes with pupils being introduced to computer coding.

We are keen to promote safe use of the internet and teach e-safety through our computing and personal and social education classes. All pupils and parents will be expected to sign the safe use of ICT charter at the beginning of each academic year.

# Technological Studies

## **Design & Technology: S1 and S2**

This is a course introducing core design and manufacturing skills (workshop safety, correct machine and hand tool use, processes for wood, metal, and plastic) through a series of structured design projects. Through these projects students are also introduced to basic concepts in key engineering technologies: electronics, mechanical engineering and systems theory.



**Filming of the testing the tidal wave generator.**

## **Design and Manufacture:**

This is a course building on the designing and making processes encountered through S1 and S2.

All students have a weekly double lesson which introduces them to this course and on which they can base their S4 examination choice. It is taught at N4 and N5 level. Students complete 2 units, " Designing" and "Manufacturing" through a series of practical projects and then complete an externally set assignment.

## **Engineering Science**

This is a course investigating Technology, its impact on and uses to modern Scotland. As with all courses in this department, there is an emphasis on learning through practical enquiry and problem solving, it has modules in "Digital and Analogue Electronics and Control", "Mechanical Systems" and "Structures and Engineering Contexts and Challenges".

# Health and Food Technology

In S1, S2 and S3 our students follow a core program that initially has three main units: 'Food Hygiene', 'Food and the Consumer' and 'Skills in Food and Textiles'.

In S3, the students primarily cover a unit called 'Food for Health', which looks at the important aspects of a healthy diet, including the Eatwell plate, macronutrients and all the vitamins and minerals. All students cook on a regular basis in the well-equipped kitchen and enjoy making a wide variety of dishes that complement their learning.

In S4, the students are able to choose to continue with Health and Food Technology to gain an SQA qualification. We cover 'Contemporary Food Issues' and 'Food Product Development' as separate units as well as an in depth assignment where students are able to develop their own unique food product.





**Glacier Walking in Iceland.**

**Secondary pupils have had the opportunity to travel abroad, to visit a city in Scotland and participate in an outward bound course.**

## Trips

To make learning real and to bring to life topics studied in the classroom, from time to time the children will take part in class trips. These trips build on the children's learning, and give them rich opportunities to be independent and confident.

We believe that excursions, both local and further afield, are a valuable aspect of education. A wide ranging programme of sporting, curricular, cultural and social trips is organised each year involving children of all ages. Often these trips involve meeting children from other schools and areas. Local Authority guidelines are always adhered to.

You will always be given full information about any proposed trips and asked to complete a consent form on each occasion.

### Costs

The school fund subsidises all trips, but parents are asked to contribute half the boat fare for trips to Kirkwall and sometimes a small contribution towards the event.

We may undertake a residential experience for all secondary pupils. This is considerably more expensive than the normal day trips. We ensure that parents can spread the cost of these trips.

No child will be denied a place on a school trip due to financial difficulties. All parents are encouraged to assist with the fundraising that enables such experiences to continue.

### Dress and Discipline

Children represent their school and their community on excursions and are expected to dress smartly and behave well. Although we do not have a school uniform, school kit will be used where appropriate. Where there is the slightest doubt over a pupil's ability to meet the expected standards they will be unable to participate. School rules apply on school trips. We do not allow primary pupils to bring mobile phones on primary school trips and although secondary pupils may bring mobiles on trips, strict rules govern their use.

**Secondary Trip to Birsay**



## Extra Curricular Activities

We are keen to create additional opportunities for the children, and most staff during the course of the year will run an after school club. These clubs are diverse and cater for a wide range of interests and pupil ability. Nearly everyone in the school community takes part in at least one club.

We are pleased to have some members of the community to help with the activities and work alongside staff or take the lead in running a club. We have a volunteering policy which is aligned to the Council Volunteering Policy. If you are interested in helping please make an appointment to talk with the Head Teacher.

Children who normally travel on the school bus will require to be picked up from any after school activity. Parents should wait at the school reception for children attending clubs, particularly those held during the dark winter months. We will not release unaccompanied children from the building into the darkness.

Clubs which have been run by the school are: science, kite-making, sewing and other crafts—chess and board games, cookery, traditional and highland dancing, junk model making, role-play, drama the list could go on! After school sporty activities may include netball, football, fencing, volleyball, fun and games and athletics.

Children can also attend other clubs which are run outwith the auspices of the school. These are: Guides, Brownies, Rainbows, Junior Football, Youth Club and the Duke of Edinburgh Award Scheme. These are run by volunteers out of school.

## House Representatives

An elected group of pupils including House Captains regularly meet with the Head Teacher, Mrs Muir and Mr Oldfield. These pupils arrange a variety of fundraising activities, such as Children in Need Day or Comic Relief. They will also bring to the attention of the school staff anything that causes issues for the pupils and make suggestions as to improvements in the organisation of the school.

The Reps apply to Spurness Wind Farm for a grant which provides free fruit to all nursery and primary aged children.

We sometimes have whole school meetings.

Pupils say, " We get to have our say and share our opinions"

## House Teams and Points

Each year pupils will be split into House Teams, pupils have decided to name the house teams after famous Orcadian people. Our teams are Haakon, Einar and Magnus. Our names last year were pulled from the sorting hat left at Orkney Library by J.K. Rowling



There are regular challenges which promote leadership and team building.

House teams are also encouraged to lead assemblies and we have been using the House Captains to consult how the house points system should work.

Pupils are very positive about having this system and are keen to earn as many points as possible. Points can be earned for hard work, politeness, trying hard, and doing odd jobs. This list is not exhaustive.

# Assessment

## Why do we need to assess pupils?

We need to assess pupils to make sure that learners are being challenged and are progressing. By assessing pupils we support their learning , track their progress and to plan their next steps. We track the rate of pupil progress recognising and celebrating achievement.

## What is assessment?

Assessment is CONTINUOUS throughout learning. Teachers are constantly monitoring pupils' performance during each lesson and adapting their teaching to meet the needs of the children. Assessment is no longer just "tests" using pen and paper but is based on a variety of sources of evidence chosen to best reflect the learning that has taken place.

### For example:

- a learner may have some written evidence - WRITE
- a learner may make a model - MAKE
- a learner may have given a verbal presentation - SAY
- a learner may have completed an experiment - DO

Performance Indicators in Primary Schools (PIPs) have been used at Primary 1, 3, 5, and 7. MidYIS assessments are used in Secondary 1 and 2. These assessments are computer-based and are standardised tests, created by the University of Durham. These assessments hold a bank of over 100,000 different questions, therefore the test is automatically tailored to the pupil sitting the test. Pupils will be assessed on Spelling, Reading Comprehension, Maths and Mental Maths. This will continue for a final year this year.

National Standardised Assessments are being introduced. School children in P1, P4, P7 and S3 will complete online standardised assessments in literacy and numeracy. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

Staff are able to use these assessments to confirm their judgement about pupil progress and sometimes the assessments are able to reveal whole-year trends and the assessments can be used to influence the development of the school as well as target pupils. The tests can reveal under-performance, when pupils need further challenge and also highlight particular difficulties which may not have been initially noticed by staff, and will require further investigation. The test results are used alongside pupil work to inform staff of progression made by pupils.

These computer-based assessments are not used on their own to reach a conclusion about pupil progress; teachers' professional judgement is at all times called upon through the continuous assessments already mentioned. For more information on the National Standardised Tests follow the link:

<https://standardisedassessment.gov.scot/parents-and-carers/>

Pupils in S4 will undertake continual assessment, and practical assignments as well as participating in an exam diet which is led by Scottish Qualifications Authority. For more information see:

<http://www.sqa.org.uk/sqa/70972.html>

**Assessment is an ongoing part of teaching making sure that both the teacher and pupil are clear about the next steps in learning.**

## Reporting to parents



We hold two Parents' Evenings, one in November and one in June, where each parent is given an appointment to talk to the class or subject teacher. Children are welcome to attend these appointments with their parents.

Tracking meetings take place with the secondary pupils in October, December and March. At these meetings staff talk to pupils about their performance in their subjects, discuss any concerns and encourage pupils. The grades awarded are shared with parents. An annual report card is sent home in May/June using the Orkney Islands Council's reporting framework.

Primary Pupils do not have a summative end of year report but progress is recorded in an ongoing way throughout the year within pupils learning logs, there you can track pupils developments in all subject areas.

If you have any queries or worries at any other time, we are very happy to see you and talk to you about your child's progress. You should never attend a parents evening and be surprised by information that you hear during the meeting. Concerns should be raised early by all staff.

Call the school on 01857 600228 to arrange an appointment with your class teacher or contact the head teacher on [admin.sanday@glow.orkneyschools.org.uk](mailto:admin.sanday@glow.orkneyschools.org.uk). Staff will normally arrange to meet with you at the end of the school day.

## Learning Logs and Profiling

In the Primary Department we use 'Learning Logs' to record what pupils are learning, their targets and their general progression. We hope this will allow you as parents to start conversations with your child about their learning journey. The Learning Logs give a flavour of what your child is doing at school.

Approximately once a fortnight your child will take their Learning Log home. Please take time to have a look and talk about it. There is space at the bottom for you to comment and sign. Some weeks we'll include copies of pupil work or photos. The Log is then returned to school ready for the next entry.

Sometimes pupils 'traffic light' their work, the colours represent your child's evaluation of how they did:

- red = I found this hard. I don't think I understood it.
- orange = I did OK but I still need to work on this.
- green = I'm confident I understand this properly.

If your child does something noteworthy outside school we'd love to hear about it. (This could be helping with chores, baking, gardening, caring for a pet, awards such as badges in Guides or Brownies or music grades, learning a new skill like tying shoelaces or skiing – anything goes!) Use the wider achievement at the back of the learning logs to help record your child's many successes.

Hopefully, at the end of the session, each child will have a book full of information which will give us and you a very clear picture of their strengths and next steps – much more useful than an end of year summary report!

The Learning Logs provide a valuable resource for P7 pupils when they begin to create their profiles. Pupils are able to look back and consider the learning experiences that they have taken part in and the significant achievements they have made. They should be able to comment on the skills they have learned and have a clear understanding of where they are in their learning journey.

# Education (Scotland) Act 2016

## Legal Information

The Education (Scotland) Act 2016 received Royal Assent on 8th March 2016.

The Act introduces measures to improve Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs.

The Act makes amendments to the Standards in Scotland's Schools etc. Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004, the Education (Scotland) Act 1980 and the Welfare Reform Act 2007.

The Act introduces the National Improvement Framework (NIF).

## What does this mean for pupils and parents?

This Act supports a range of improvements to Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs. This act builds on the Additional Support for Learning (Scotland) Act 2006.

The act ensures that we listen to the voice of the child / young people and that they remain at the heart of any planning that takes place.

Additional support for learning means giving children extra help or support so they can get the most out of their education.

A child or young person is said to have 'additional support needs' if they need more – or different support – to what is normally provided in schools or pre-schools to children of the same age.

It doesn't just apply to children who have long-term learning difficulties or disabilities. Children can need support for many reasons. Some may need a lot of support all the way through school. Others will only need a small amount for a short time.

Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school.

The Act strengthens the need for agencies to work together to make sure that needs of all our children and young people are being met.

## Need further information / advice?

If you need to find further help, information and advice in regards to the education and additional support needs system in Scotland, **Enquire Scotland** can help. Enquire will explain how the system may relate to your situation and advise you on possible ways forward. You can contact them via the website <http://enquire.org.uk/advice> or the on the Enquire Helpline 0845 123 2303 or on email at [info@enquire.org.uk](mailto:info@enquire.org.uk).

The **Scottish Independent Advocacy Alliance** is a charitable body which provides a free advocacy service to support parents and young people. They will help if you find that you are involved in an Additional Support Needs Tribunal proceeding. *Independent advocacy is about speaking up for an individual or group. Independent advocacy is a way to help people have a stronger voice and to have as much control as possible over their own lives. Independent Advocacy organisations are separate from organisations that provide other types of services.* - See more at: <http://www.siaa.org.uk/>

You can seek advise from the **Scottish Child Law Centre**, for free legal advice. *We are the only national Law Centre in Scotland that works exclusively for children and young people. We provide services throughout the whole of Scotland. We help children and young people, their families and carers, and professionals working for and with children by providing free expert legal advice and information through our advice line, email and website.* See: <http://www.sclc.org.uk/>

# Support for pupils

All children need support to help them learn. Some children require more help than others.

## Getting it right for every child.

This means that we take care of our children's well-being and make sure they are all right even before they are born. This helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

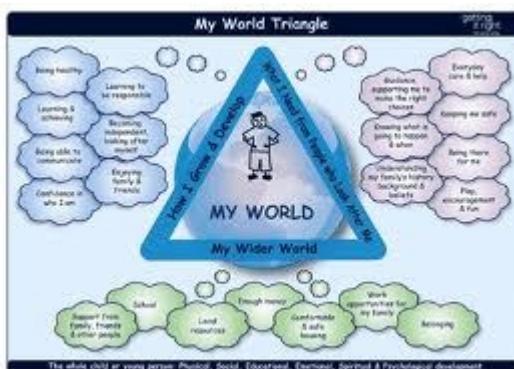
Getting it Right for Every Child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it Right for Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the

future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:



## Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved, for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family is meeting all the child's needs.

Parents can approach the Head Teacher to confirm who is the person with the best overall picture of how their child is progressing.

Schools can link to any sources of information relevant to children, young people, parents, families.

**If you have a concern about your child in school** please contact your child's class teacher in the first instance or the Head Teacher.

You will be fully involved in all decisions affecting your child.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

We have a small team of Learning Support Assistants who may work alongside your child in the Primary and Secondary department.

Should a teacher notice a pupil is having difficulty in any area the class teacher may try a number of their own different strategies. They can call on the assistance of the Support for Learning teacher, Mrs Lennon. She is able to give advice and support to staff and parents.

Mrs Lennon can work directly with pupils to provide extra language or maths support, she oversees pupils' additional support programmes, or she may run groups which can help pupils with social and emotional difficulties.

Mrs Lennon and the Head Teacher, Mrs Bowen, will work closely with the multi-agency team which surrounds the school and helps to co-ordinate meetings for your child.

If you have any concerns about your child's progress these should be brought first to your child's teacher and may be referred to Mrs Lennon.

**Please do not hesitate to make contact with us at the school so that we can help you support your child.**

Further details can be found at parentzone Scotland.

<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/Getting%20it%20right%20for%20every%20child>

## Pastoral Care and Guidance

Pastoral care involves caring for pupils as individual children and meeting their needs as fully as possible. They will become well-known to at least one member of staff and their progress and development will be monitored with interest.

Pupils will also meet with their teachers to discuss their tracking grades over the course of the school year.

Primary pupils' needs will be met by their class teacher (for at least three successive years). Secondary pupils have a close relationship with a number of teachers, any of whom they may choose to confide in or approach to seek support. However a good starting point in Secondary will be your pupils registration teacher. They see the pupils for 10 minutes each day and lead Personal and Social lessons with them. The registration teacher is encouraged to hold an overview of the pupils.

All children and young people are encouraged to speak to any member of staff if something is troubling them.

## How can you get involved as a parent?

You are the most important educators of your child. In your hands you make and mould the life your child will have. It's a daunting thought! We want to recognise and value your role and to work alongside you. There are lots of opportunities for you to become involved in your child's learning, by volunteering to help in class or maybe by sharing your talents or experiences in Assembly or through an after-school activity. You could become part of our Eco School Committee or help in the school garden.

From time to time we host school events such as school assemblies, concerts, work-shops, open afternoons and evenings, sports day and prize-giving. Children are always so proud to have a parent, aunt, uncle or grandparent to see them take part in these events. Please come along to these events as they are very special days for both you and your child.

For more information on Orkney Islands Council Parental Involvement strategy see:  
<http://www.orkney.gov.uk/Service-Directory/P/Parental-Involvement.htm>



Taking part in archery.

# The Parent Council

As a member of the Sanday Community you are a member of the Parent Forum and, if you wish, you can have greater involvement by becoming a member of the smaller group known as the Parent Council, which works together with everyone involved in school life, parents, learners, teachers, school staff and the wider community to support the school. Elections are held once a year at the AGM.

## **What is the role of the Parent Council?**

The main roles are:

- promoting effective communication between parents and the school
- representing parental and community opinion on issues affecting the school
- supporting the development of the school in all its aspects
- suggesting new ideas and initiatives, researching and developing these
- supporting the school by lobbying where necessary
- organising a programme of training for its members.

<https://education.gov.scot/parentzone/getting-involved/parent-councils/About%20parent%20councils>

## **What else does the Parent Council do?**

- Fundraising - to provide "extras" for pupils and the school
- Information - arranging meetings and workshops to inform other parents about aspects of their children's education. Attend Parents Evenings where they provide information and an opportunity for other parents to share views and ideas.
- Social - running social events for parents and children

**The Committee** Chair: Ruth Brough 600 209

Secretary: Emma Neave-Webb

Treasurer: Imogen Sawyer

Also on the committee are, teacher representatives, the Head Teacher, a community representative and sometimes a representative from the Pupil Council.

## **You can help by:**

- Putting your name forward to be one of the parent members.
- Volunteering to help with fundraising events
- Sharing your ideas with the committee

The Parent Council has an important role to play in the school. This body ensures that you have a say in your child's education. The Head Teacher attends the meetings and will explain the improvements and developments which are taking place in school. This is your chance to have input into this. The Parent Council also plays an important role in helping to fundraise for the school. In these tight financial times school budgets are feeling the pinch. The extra funding from the Parent Council enables school trips to take place, and extra resources and equipment to be bought for your child.

# Data Protection

## Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

## Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from [www.scotxed.net](http://www.scotxed.net).

## Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve

education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results.

Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better

- enhance the quality of re-search to improve the lives of young people in Scotland

individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by the Scottish Government through the Pupil Census is used for statistical and research purposes only.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including

Education Scotland,  
Skills Development  
Scotland and the SQA.  
On occasion, in order  
to help meet our aim of  
improving the life of  
young people in  
Scotland, we may make  
individual data available  
to partners such as the  
National Registers of  
Scotland to carry out  
research relating to the  
national population  
census and also  
academic institutions  
and organisations to  
carry out additional  
research and statistical  
analysis to meet their  
own official  
responsibilities.

Any sharing of data will  
be done under the  
strict control of  
Scottish Government,  
and will be consistent  
with our data policy.  
This will ensure that no  
individual level data will  
be made public as a  
result of the data  
sharing and that these  
data will not be used to  
take any actions in  
respect of an individual.  
Decisions on the  
sharing of data will be  
taken in consultation  
with relevant colleagues  
and individuals within  
and outwith Scottish  
Government. At all  
times pupils' rights  
under the Data  
Protection Act and  
other relevant

legislation will be  
ensured.

### **Concerns**

If you have any  
concerns about the  
ScotXed data  
collections you can  
write to

The ScotXed Support  
Office, Area 2D,  
Victoria Quay, Leith,  
EH6 6QQ.

Alternative versions of  
this page are available,  
on request from the  
ScotXed Support  
Office, in other  
languages, audio tape,  
Braille and large print.



# School Improvement

We continually strive to ensure that each pupil is able to reach their full potential and a robust programme of school self evaluation takes place. Therefore, we are always keen that parents are listened to. You can tell us what you think by taking part in the annual school survey, by completing evaluation walls at parents evening, and by attending school workshops and meetings. From time to time the Head Teacher may also run semi focused interviews to better understand the opinions of parents.

Children have a say in the running of the school through the House Representatives, from time to time we hold whole school meetings where everyone has a say in how our developments have gone and to help plan for the future. Groups of pupils will be listened to when sampling of jotters and work is taking place. This helps to inform future practise.

Pupils are given an annual survey. Primary pupils can also express their views through circle times.

Staff continually reflect on their work and use assessment information to inform and improve teaching and learning. We have a staff calendar within which we undertake a number of reflective activities.

Combined, all these processes enable us to have an understood, critical picture of the life of our school.

The main framework for whole school planning and progression is through the School Improvement Plan. There the findings of the self evaluation activities are acted upon. Consultation with pupils, parents and staff occurs during the development of this plan. You can access the improvement plan on our website and by asking for a copy from the school office.

We publish an annual Standards and Quality Report and you can find this in the report section of the school website. We report here on the development of the school in regards to the plans made within the improvement plan.

We make sure that our improvement plan links closely with the National Improvement Framework as directed by government and which addressed the school needs that have been highlighted through our programme of self evaluation activities.

Our main focus within the improvement plan for 2018—2019 is:

- *To raise attainment in literacy with a specific focus of reading.*
- *To raise attainment in maths.*
- *To improve pupils physical and mental wellbeing.*
- *To engage with the career standards..*

You can also find our most recent copy of the Standards and Quality Report on the school website as well as a copy of our last Care Commission inspection report.

<http://sandayschool.weebly.com/>

<https://education.gov.scot/parentzone/learning-in-scotland/National%20Improvement%20Framework>



# Complaints

Should you have a complaint in relation to the school, please contact the school. You can do this by writing a letter, sending an email or telephoning the school to make an appointment to see Mrs Bowen (Head Teacher).

We aim to deal with complaints as swiftly as we can as it is important for us to have a good relationship with all our parents and children.

If you are still unhappy with the service or with our response then you have the right to take the matter further using the Orkney Islands Council complaints procedure. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this.

Completed forms should be sent to:

**Complaints Officer,**

**Education, Leisure & Housing,**

**Council Offices,**

**School Place,**

**Kirkwall**

**KW15 1NY**

Email: [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk).

If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman; our reply will include the contact details.

You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.



The screen machine making a visit to Sanday.



## Sanday Community School

Isle of Sanday  
Orkney  
KW17 2AY

Phone: 01857 600 228  
Fax: 01857 600 246  
Email: admin.sanday@glow.orkneyschools.org.uk  
Acting Head Teacher - Kristen Muir  
E-mail: kristen.muir@glow.orkneyschools.org.uk



### Orkney Islands Council

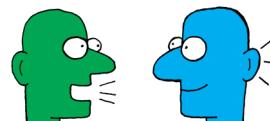
School Place  
Kirkwall  
01856 873 535  
Director of Education: Wilf Weir  
Head of Education: James Wylie  
School Improvement Officers: Graham Bevan / Carol  
McManus/ Morag Miller

### Parent Council

**Chair: Ruth Brough 01857 600 209**  
**Secretary: Emma Neave-Webb**

The heart, soul and future of our community

<http://sandayschool.weebly.com/>



# Communication

We regularly send out letters in your child's school bag.

You can email school on admin.sanday@glow.orkneyschools.org.uk

Keep up to date with our website. You will find our school calendar here.

We have a school facebook page, "Sanday JH Community School." This page has regular updates and announcements posted on it. The Nursery have their own dedicated facebook page called "Sanday Nursery"

We are keen to work closely with parents and from time to time we will telephone you if we have information to share with you, or if we need to ask your advice or suggest a way of working with you.

Regular parents evenings are held throughout the school year.

From time to time we will hold curriculum meetings.

Each week you receive a school bulletin which has information on school activities. Please ensure that you read the bulletin.

Each month the school publishes a news update for the Sanday Sound. Please keep an eye out for this.

Should you wish to talk with your child's teacher please arrange to meet at a mutually convenient time as the teachers will normally be busy in class during the school day.

Most days the Head Teacher is available for informal contacts Mrs Bowen has an open door policy and is happy to meet with parents. On occasion you may need to make an appointment depending on the Head Teacher's diary.

For security reasons, on arrival please wait outside the school office.

**Whilst the information in this handbook is considered to be true and correct at the time of printing, it is possible that there may be changes affecting a matter dealt with in the document.**