



Shetland Islands Council

**Baltasound Junior High School**  
**Information Handbook**  
**2020-21**



## Introduction

Unst is the most northerly populated island in Britain. It's a 2 hour journey and two ferries from Lerwick.

Although only 20 km by 8 km miles and with a population of only just over 500, it has its own unique character. There are soaring cliffs, sandy beaches, wildlife, archaeological remains. Unst has two Nature Reserves - Hermaness and the Keen of Hamar. Hermaness is home to 25,000 pairs of Puffins each summer. The moonscape of the Keen of Hamar is the habitat to Edmonston's chickweed - a plant found nowhere else in the world!



Unst is rich geologically, with outcrops of talc and soapstone. Recently, gold has been prospected in the Unst hills. Historically, Unst has much to offer - from prehistoric standing stones and Viking houses to a 16th century castle and the remains of a wartime radar station. There are three main centres on the island - Uyeasound in the south, Baltasound in the middle, and Haroldswick in the north. Facilities in the island include a care centre, a heritage centre, a boat museum, a leisure centre and swimming pool, a boating club, a music group - and a world famous bus shelter!! In February, there are two Up Helly Aa festivals, one at Norwick and one at Uyeasound. Former members of staff have been the Jarl at Norwick and Uyeasound respectively in recent years. People in Unst tend to work in a variety of jobs - including crofting, salmon farming, ferries, a distillery, and research into renewable energy. Our island may be small - but there's a lot in it!

Parents are always welcome to come in and visit school, or for a chat with the Head teacher and staff about any concerns they may have. We believe parents play a vitally important role in their child's learning and hope we can work together during their child's education. Research proves that parental support in their child's learning, whatever the age, makes a valuable contribution to their achievement, positive relationships and behaviour.

We are fortunate to live in a community where education and learning is valued. We aim to promote Home-School partnerships to the benefit of our pupils. Parent and adult helpers perform a valuable role at school. Real success lies in parents and teachers working together, developing mutual trust and respect in supporting young people.

This handbook provides information for parents for the school year 2020-21. Although the information is believed to be correct (Jan 2020), it is possible

that changes have occurred, or will occur during the course of the year, that will affect the contents for this year or for the following school years. It is not exhaustive and is certainly not intended to replace direct contact between parents and school, which all staff are keen to foster in developing a positive learning environment.

We take this opportunity of wishing all pupils a very enjoyable and worthwhile stay at the school. Please feel free to contact us if you have any concerns about your child. For further information or clarification, please contact the school and/or look at our school website.

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

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

The direct link is:

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

## Contact Details

Name: Baltasound Junior High School

Address: Baltasound, Unst, Shetland. ZE2 9DY

Telephone: 01595 807020

Website: [www.unst.org/web/bjhs](http://www.unst.org/web/bjhs)

Email: [baltasound@shetland.gov.uk](mailto:baltasound@shetland.gov.uk)

Stages of education: Nursery/Primary/Secondary 1-4

Roll: Nursery 17 ; Primary 39; Secondary 30

Total 86

Denominational status: non-denominational

Headteacher: Mr Paul Thomson

Parent Council email: [v\\_bizarre@hotmail.com](mailto:v_bizarre@hotmail.com)  
[hazel.sinclair@shetland.gov.uk](mailto:hazel.sinclair@shetland.gov.uk)

## Concerns

Baltasound JHS staff really wish to work closely with parents to make sure that every pupil has an educational and social experience of the highest quality. However, issues do happen from time to time and parents are encouraged to contact the school for an appointment to discuss any concerns as soon as they arise.

For learning matters regarding pupils in the nursery or primary classes, it is probably best to speak to your child's class teacher in the first instance but the HT and DHT are also available as required.

For pupils in the secondary department our Pupil Support teacher would be the first point of contact to discuss any concerns you may have. Again the HT or DHT would be available if you believe this to be more appropriate.

## Absence/Sickness

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

The Education (Scotland) Act 1980 requires parents to ensure that their children attend school regularly and clearly it is in the children's interest to do so.

**If your child is absent please phone the school before 9.30 am** every day your child is off to inform the school of the reason for absence. (e-mail is also acceptable; [baltasound@shetland.gov.uk](mailto:baltasound@shetland.gov.uk))

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

<http://www.documents.hps.scot.nhs.uk/hai/infection-control/guidelines/exclusion-criteria-childcare-A3-2011-12.pdf>

In cases of unsatisfactory attendance, the Head teacher, Depute Head or Pupil Support teacher will discuss the problem with the parents in the first instance. Where unsatisfactory attendance persists, the matter will be referred to the Schools Service, in line with SIC policy.

## **Latecomers/Leaving School during the Pupil Day**

Pupils must make every effort to arrive punctually at school, to be in the appropriate class at 08.55 am at the latest. If a pupil arrives late in school, for any reason, they must report to the school office before going to their classes.

If pupils have to leave their class, or the school, during the day, they must sign out at the school office. If they return again on the same day, they must report to the school office again, and record their time of arrival.

For further information on school attendance, a guide for parents can be found on the Scottish Government's website.

The direct link is:

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## **Complaints**

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

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

The direct link is:

[http://www.shetland.gov.uk/education/hpc\\_complaints\\_procedure.asp](http://www.shetland.gov.uk/education/hpc_complaints_procedure.asp)

## **Visiting the school**

You may wish to visit the school if your child has been offered a place or if you are seeking a place for your child. Please contact the school to make arrangements.

## **Communication**

Communication between school and home is a crucial aspect of a child's education and we aim to ensure that this is effective.

Parents are kept well informed about various events, initiatives or developments via regular newsletters and additional informational letters, as and when required. These newsletters / additional letters are sent home with pupils,

e-mailed directly to parents and are published on our website in the "Parents" section.

Urgent communication (e.g. school closure) is made via telephone at the earliest possible time.

Homework diaries, reading records, personal learning plans and termly overviews are all utilised as appropriate to aid communication between home and school.

Parents are able to contact the school daily via telephone or e-mail or a letter from home. All responses are made within 24 hours. A member of the school Management Team is usually available to respond to a telephone call on the same day.

Parents Evenings take place throughout the school year to provide opportunities for face to face meetings between staff and parents.

## **School Closure**

- 1) During periods of snow there has always been the closest co-operation between transport operators, Head Teachers and the Roads Department; the latter being able to give advice on road conditions and changes in weather likely to occur.
- 2) The school will usually try to inform parents of closure by telephone message or via neighbours.
- 3) In winter-time conditions may arise when it becomes necessary to send the children home without delay, e.g. at lunch-time.
- 4) As it is impossible to contact all parents in the event of an early closing, please ensure that your child knows whether or not you will be at home during the day. If you are away from home please make arrangements for your child to go to a neighbour or friend and make sure that he/she understands your instructions thoroughly. Parents should leave an emergency contact number of another who could look after your child if you cannot be contactable.

Websites:

[www.northisles-weather.co.uk/](http://www.northisles-weather.co.uk/)

[www.bbc.co.uk/weather/](http://www.bbc.co.uk/weather/)

[www.meto.gov.uk/weather/europe/uk/nwscotland/](http://www.meto.gov.uk/weather/europe/uk/nwscotland/)

[www.onlineweather.com](http://www.onlineweather.com)



## Radio Stations:

Radio Scotland, 92 - 95 fm/810 mw

Radio Shetland, 92 - 95 fm/810 mw, 1730 - 1800, Mon - Fri

Radio Orkney, 92 - 95fm/810 mw, 0730 - 0800 and 1245 - 1300, Mon - Fri

SIBC, 96.2fm, weather every half hour between 0600 - 0900 and every hour between 0900 and 1300.

## Parental Involvement

We very much value parental involvement in the life of the school and the significant impact it has on the development of our young people. We strive to offer a variety of opportunities for parents to become involved with their children's education at all levels, appreciating the need for a creative and flexible approach to suit variations in family life.

Throughout your child's time with us they will receive homework. Homework is seen as an integral part of learning in Baltasound Junior High School. It is therefore useful and relevant to learning and something that teachers and pupils should approach with a positive attitude. Homework tasks are varied and wide-ranging. They often contain opportunities for open-ended work by pupils.

Supporting this homework to be completed to a high standard is a very important way you can help to take your child's learning forward. It gives children the opportunity to practise skills they are developing and express their learning in more creative ways.

We are always looking for parents with a particular interest/ area of expertise or general willingness to come into school to share what they can. In the past we have had parents and members of the local community share information on the jobs they do and hobbies they have, support Health Week activities and Eco school projects. Other relatives have shared their experiences of war time, living in foreign countries and the history of our islands. Children are always very proud when their parents are involved in this way.

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



to participate in these opportunities so that the views of all parents can be taken into account in the decisions we make.

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

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

## **Parent Council**

The duties of the Parent Council are broadly to promote contact between the school, parents and community. As such, the Council can find out parents' views, will agree to requests for meetings and consider any resolutions passed. The Council reports to parents at least once a year. Minutes etc., are made available at the school and on the website. The Council comprises Parent and Pupil Members, Members Co-opted from the community and 1 Staff Member. There is also a Clerk. The Head Teacher can attend meetings, as can any member of the public.

### **Members at present;**

|                        |                          |                |
|------------------------|--------------------------|----------------|
| Vaila Thomason (Chair) | Jane Macaulay (Co-opted) | Matthew Cox    |
| Julie Thomson          | Cheryl Jamieson          | Derek Jamieson |
| Karen Priest           | Lisa Hunter              | Margo Spence   |
| Erika Brown            | Colva Peterson           | Kevin Priest   |
| Murray Brown           | Victoria Mouat           |                |

|                      |                |
|----------------------|----------------|
| <u>Staff Member;</u> | Adam Ramsay    |
| <u>Pupil Member;</u> | Vacancy        |
| <u>Clerk;</u>        | Hazel Sinclair |

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

The direct link is:

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

## **School Ethos**

We have a very positive ethos across the whole school, something which is regularly commented on by guests, partnership agencies and visiting teachers.

We are very proud of our pupils and use a variety of means to celebrate the success of our young people including weekly assemblies, the school website, local press articles, newsletters and displays around the school as well as in classrooms. We hold an annual prize giving assembly.

On a daily basis, we have high expectations for positive behaviour. The school operates a Code of Conduct, with our pupils and staff reviewing its relevance and effectiveness on an annual basis. This is shared with all new pupils and parents and is displayed in every classroom.

Positive behaviour is encouraged and is essential for the safety, respect and well-being of all. If a child's behaviour is causing concern we will discuss the situation with parents.

## **Code of conduct**

- Pupils are expected to accept the authority of all staff
- Everyone is expected to take responsibility for their own actions
- Be polite and kind to visitors and each other
- Swearing is unacceptable
- The school is a gum free zone
- Help to keep the school and grounds clean and tidy
- Pupils must get changed before/after activities in toilets or changing rooms
- Please take bags and jackets home
- Mobile phones may not be used during school hours

A Golden Time system is employed in our primary department with pupils having a variety of activities to choose from on a Friday afternoon in recognition of their good attitude, behaviour and performance throughout the week.

In the secondary department Merits/Demerits are issued by staff as appropriate. Each week the pupil with the most merits receives a voucher for the Tuck Shop.

Our school has a system of committees in which all pupils from Primary 4 upwards are encouraged to participate.

- Pupil Council
- Green Committee
- International Committee.

These provide pupils with the opportunity to develop skills which they can make use of in the wider community.

Involvement with the wider community is fundamental to the school's ethos. Pupils and staff are encouraged to be involved with community events and we are extremely grateful for the support shown to the school by our community. Examples of this can be seen on the school website and in the annual Standards and Quality Report.

The health and wellbeing of your child is paramount; if you have any concerns then please contact the school. Health and Wellbeing experiences and outcomes ensure that children and young people develop the knowledge, understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

If your child requires assistance in taking medicines or in using medical equipment (e.g. inhalers for asthma) please provide the school with precise instructions and their medication clearly named.

The School Health Service makes regular visits to the school for checks on general well-being and for administration of various 'jags' e.g. Rubella for Secondary girls, BCG as well as sight and hearing tests. Parents are advised of these visits. If a child is unwell and has to go home, parents will be informed. Dental checks at the school are on a regular basis. Checks for head lice are no longer routine, control is the responsibility of parents and help is available from the school and local Health Centre.

If a pupil has an accident requiring a visit to the doctor, parents will be notified at once. Small cuts, bruises and burns will be treated by school First Aiders.

## Curriculum – overview

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

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

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

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

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

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

- how the curriculum is organised
- the entitlements of every child
- how progress is assessed.

The direct link is:

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

## **Curriculum**

Our pupils from the nursery to the end of Secondary 3 follow a broad general education with personalisation and choice built into this at various points along the way. They cover the eight areas of the curriculum.

### **Expressive arts**

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

### **Health and well-being**

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

### **Language and literacy**

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

Reading in the early stages is developed using a wide variety of schemes and texts, involving all our youngest pupils in developing their knowledge of the written word and their skills in decoding, sounding and reading aloud.

French: Within the framework for modern languages there are four areas: listening, speaking, reading and writing. Although in the earliest stages of language learning greater emphasis is placed on listening and speaking, throughout P6-P7 and into our Secondary classes all four areas will be covered.

## **Mathematics and numeracy**

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

## **Religious and moral education**

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

In addition to the curricular programmes for religious and moral education, primary assemblies are planned weekly. These are non-denominational but do reflect on moral and social behaviour.

Whole school assemblies are held regularly to celebrate the wider achievement of all members of the school community.

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

## **Sciences**

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

### **Social studies**

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

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

### **Technologies**

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



## **School Activities**

### **Whole School Activities**

The school promotes inclusion and whole school approaches to learning that involve all students, from Nursery to S4. These can take the form of cross curricular days or whole school activities. These include fundraising events such as coffee mornings and school fetes as well as community activities which include local Up Helly Aa celebrations. Religious events throughout the academic year are often marked or celebrated through whole school activities or assemblies.

### **Outdoor Activities**

Throughout the school year students have the opportunity to take part in planned outdoor activities. This could be part of their Active Learning in the school grounds or out and about in the local community.

### **School Trips**

Local school trips are organised throughout the year and involve students and the local community. These trips can be based on Unst or within a Shetland context. Trips further afield offer a wider understanding of cultures and the lives of others and enrich the development of students within BJHS. These trips involve local fundraising and external sources of finance, such as the Shetland Islands Council and the British Council.

Under Curriculum for Excellence, everyone involved in education has a responsibility to develop young people's literacy, numeracy and health and well-being skills across all areas of their learning. To support students in these core skills, teaching staff have formed working groups

## **Assessment and Reporting**

### **Tracking & Progress**

Baltasound JHS employs various methods to track the progress and development of students. Individual class teachers and subject specialist teachers make use of their own target setting - regularly discussing with students what their targets are and how they are to achieve them. Evaluation of targets is then performed to see if they have been met and to decide on the next steps.

All teachers in the school have experience of setting SMART Targets and in doing so are able to fully involve the student in their development. For more information on SMART Targets, the direct link is:

[http://en.wikipedia.org/wiki/SMART\\_criteria](http://en.wikipedia.org/wiki/SMART_criteria)

In the Secondary Department of the school, each student is assigned a Learning Coordinator; a member of the teaching staff who regularly meets with the student to identify strengths, areas for development and to discuss issues faced in school. The Learning Coordinator's dialogue with the student is of great importance in forming a relationship of trust between staff and pupil, and therefore ensuring all the social and academic needs of the student are met.

Through the use of a Secondary School merit/demerit system the behaviour, attitude and application of students is also recorded throughout the school year.

### **Assessment**

Assessment of students is done regularly throughout the school year and takes many forms, both summative and formative. Students have the opportunity to demonstrate their learning and achievement through performances, role play, use of ICT, discussion, debate as well as class tests and exams. Students are encouraged to be creative in their learning and to be resourceful, making full use of the facilities and means within the school.

In the Secondary Department, subject specific assessments are performed in line with national standards set out by the Scottish Qualifications Authority (SQA).

## Reporting

Reporting happens at regular intervals throughout the school year. This takes the form of reports to parents, settling in reports and monitoring reports. Parents Evenings form part of the reporting process and provide opportunity for staff to further discuss aspects of learning and the student's progress.

As students in the school regularly blog about their learning (documenting their achievements and progress), parents are able to access their child's blog at home and can be more aware of the day to day progress that is being made. The Secondary student blogs can be found by typing a link (similar the one shown below), although modifying it for their own child's name:

<http://blogs.glowscotland.org.uk/sh/%%firstname%%<<surname>>sBlog/>

During Primary 7 and Secondary 3, pupils are required to create their profile. This profile is of great importance to the student as it demonstrates and highlights their successes and progress in school. It shows their development as well as focussing on their latest and best achievements. The blogging process which is continuous throughout the school year ensures the profiling process is simple and straight forward as all students will have a wealth of achievements and progress posts available to them. Students are able to blog their progress in and out of school so their achievements are not limited to academic achievements only.

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

The direct link is:

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

## **Transitions**

Transitions occur at key points in a child's education when they move on to a different stage of learning. Transitions can include moving to the stage of primary education, moving from primary to secondary school, moving to the senior phase of Curriculum for Excellence and then post-school learning, training or work. Transitions can also include any changes in a pupil's learning journey, for example when a pupil changes school or when learning is interrupted.

## **Nursery**

In the term prior to transition to Primary School, the children are taken in to the Primary 1 classroom once a week for six weeks to allow them to become familiar with the surroundings before they start school. They already know the P1 teacher from working together in the Nursery.

Parents are invited to visit the Primary 1 classroom and are given the opportunity to speak to the Primary 1 teacher. They are shown the schemes of work used in Primary 1 and are able to ask any questions they may have about the school. Enrolment forms are issued at this time.

Children enjoy joint playtimes with P1/2/3 once a week during the term prior to transition.

## **Primary**

During the summer term pupils from primary 7 class come together for Social Education with the Secondary Pupil Support Teacher. Liaison between primary school teachers and secondary Pupil Support helps secondary teachers prepare for each individual pupil. Many specialist teachers (PE, Music, French, Art and Home Economics) are involved with primary pupils making transfer easier. A time-tabled secondary day is also organised for primary 7 pupils.

This year we have introduced a cross curricular project for primary pupils to be delivered by secondary staff they have not previously been involved with.

In Secondary transitions relating to subject choice and to 16+ choices are detailed below.

## **Secondary Subject Specialists**

The school provides opportunity for specialism and deeper learning in the secondary department through the introduction of specialist teaching staff. Although some specialist staff are able to work with primary students, all secondary students benefit from the expertise of these teachers.

All students will follow the path of a broad general education, encompassing all of the curricular areas mentioned earlier. When specialising and personalising their timetable, students are able to focus on particular subjects that are briefly described below.

**Administration & IT** - Students are provided with practical opportunities to apply and develop organisational, administrative and IT skills. Learners can develop their IT skills and use technologies as tools to achieve organisational and administrative tasks.

### **Art & Design**

In this subject students get to develop practical skills as they explore how to visually represent and communicate their thoughts and ideas through their work, and study the works of artists and designers.

### **Biology**

The study of Biology allows students to investigate the applications of biology in society and the environment.

**Business & Business Management** - Students are able to develop enterprise skills and attributes by studying a range of business and organisational contexts. They will develop awareness of ways in which society relies on business and other organisations to satisfy needs, and understand how to use business information to interpret and report on overall business performance in a range of situations.

**Computing Science** - This subject allows students to develop a range of computing and computational thinking skills — including skills in analysis and problem-solving, design and modelling, and developing, implementing and testing digital solutions.

### **Chemistry**

Students get to learn chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis.

### **Environmental Science**

Students who take this subject are encouraged to take a problem solving approach to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

### **Geography**

This subject covers physical, human and global geographical environments, and brings together natural and social sciences.

**Graphic Communication** - Students learn through the use of graphic communication techniques, equipment, graphics materials and software. Combining elements of recognised professional standards for graphic communication with graphic design creativity and visual impact, this course also provides flexibility and choice in the use of manual and computer-aided graphics.

### **History**

Students take this subject to gain an understanding of the past, and research how political, social, economic and cultural history relate to the world of today.

### **Mathematics**

The study of mathematics allows students to select and apply techniques in a variety of mathematical and real-life situations. Students work towards interpreting and analysing information, simplifying and solving problems, and making informed decisions.

### **Modern Languages**

This subject provides opportunities to develop students' reading, listening, talking and writing skills and to understand and use a modern language such as French.

### **Music**

Students who study Music will have practical experience of performing and creating music. They are able to develop their performing skills in solo and/or group settings using two selected instruments or one instrument and voice. Students also develop composing skills and broaden their understanding of music concepts and styles.

### **Physical Education**

P.E. allows students to develop and improve practical and performance skills in physical activities. This includes opportunities to develop team building skills and provides opportunity to compete, co-operate and collaborate.

## **Physics**

Studying physics provides insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation.

## **Practical Craft Skills**

Using a wide range of craft skills, tools, equipment and materials, students develop practical problem-solving skills and gain an appreciation of safe working practices in a workshop or similar environment.

## **PSE (Personal and Social Education)**

The BJHS PSE programme is delivered to all students from S1 to S4 and encompasses key themes such as drug and alcohol awareness, sexual health, parenthood and relationships education. Anti bullying and personal safety (offline and online) are also key topics that are explored with students to ensure they develop into informed and responsible members of the community. Any issues arising from this content will be communicated to parents through the student's Pupil Support Teacher, Deputy Head Teacher or Head Teacher.

## **RMPS (Religious, Moral and Philosophical Studies)**

Students also learn about cultures, religions and beliefs of the world. This enables them to develop as young people and have respect for others. Moral issues are also discussed and debated in this subject to allow students the opportunity to view topics from various angles and viewpoints. Parents who wish to withdraw their children from this subject should contact the Head Teacher.

## **Personalisation & Choice**

Post broad general education students are able to specialise and select their own subjects based on preference, their skills and their interests. They are assisted in this process by their Pupil Support Teacher and the individual specialist teachers. Students then have the option to progress towards National Qualifications (NQ) such as National 3, 4 or 5. Students also have the option of working through Skills For Work courses such as Construction Skills or Child Care. The school has always been accommodating in structuring the timetable to be as flexible as possible, allowing greater freedom of choice for students.

Further information on all these courses can be seen in the 'Secondary 3 Options' booklet, which is issued to Secondary 2 parents in the Easter Term. Pupils who wish to continue with their school education after Secondary 4 normally transfer to the Anderson High School in Lerwick.



## Partnership Working & Career Development

Baltasound Junior High School works closely with a variety of partner agencies to ensure students develop and go on to positive destinations after leaving school. This includes working with Education Scotland, Skills Development Scotland, Train Shetland and Shetland College.

Students discuss career options and opportunities on a regular basis and through their Pupil Support Teacher they are able to progress towards their chosen career path. Students are also able to access online materials to assist in their career development. This includes resources such as PlanIT Plus and My World of Work. The 3<sup>rd</sup> year course at BJHS allows opportunities for Work Experience within the local community.

Post S4 students also have the choice to attend the Anderson High School, leave school for work, college, Skillseekers or Modern Apprenticeships. Students are able to make an informed decision regarding their development through discussion with their Pupil Support teacher and their parents.

The PlanIT Plus website contains resources for learning about careers and typical roles and responsibilities for numerous careers. The direct link is:  
<http://www.planitplus.net/>

The My World of Work website provides guidance and support in career planning and direct link to the site is:  
<http://www.myworldofwork.co.uk/>

National organisations, such as Parenting Across Scotland, provide advice to parents on supporting their child's transitions. The direct link to Parenting Across Scotland is:  
<http://www.parentingacrossscotland.org/>

Regarding transition into adult life, more information can be found on Shetland Islands Council's website. The direct link is:  
[http://www.shetland.gov.uk/education/transition\\_into\\_adult\\_life.asp](http://www.shetland.gov.uk/education/transition_into_adult_life.asp)

We recognise that children with additional support needs may need transition arrangements that are additional to those made for their peers. Information sharing and planning will take place in advance of each transition. Further details can be found on Shetland Islands Council's website.

The direct link is:

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

## **Placing Requests**

If you do not wish for your child to attend the catchment area school, you can place a request with Shetland Islands Council that your child attend another school. Details of how to make a placing request can be found in Shetland Islands Council, Children's Services, Admissions Policy. Further information on school admissions can be found at:

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

Please make your Placing Request in writing to:

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

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

The direct link is:

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

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

The direct link is:

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

In Shetland, we have two special Additional Support Needs departments (attached to Bells Brae School and Anderson High School). A request for a

child to access a place in one of these special departments is at the discretion of Children's Services. Further information can be found on Shetland Islands Council's website,

The direct link is:

<http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf>, and in Shetland Islands Council's

Children's Services Admissions Policy. The policy can be found at: Further information on school admissions can be found at:

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

## **Support for Pupils**

Most pupils will be given the support they need to fully access the curriculum in the general course of their education. There will be times when some pupils will need additional support. This could be on a long-term basis with the amount of support varying according to the needs of the pupil as progress is made through school or as a temporary support when a need arises.

Baltasound JHS has an all inclusive approach where students are encouraged to work and collaborate together and this is present throughout the school, from Nursery to S4. Cooperative learning techniques are used in the school which helps students to develop and progress together. As mentioned earlier, Secondary students are also assigned Learning Coordinators who meet students regularly in order to assist in their learning and development.

The school has an Additional Support Needs Teacher who is in regular contact with parents to address and support any student who requires additional support. To contact this teacher directly, parents are encouraged to come into the school although she can be contacted on 01595 807020. The Head Teacher, Deputy Head Teacher and Pupil Support Teacher are also available if you have concerns or wish to discuss any aspect of your child's learning.

Information on how pupils' additional support needs are identified and addressed can be found on Shetland Islands Council's website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy.

The direct link is:

[http://www.shetland.gov.uk/education/asn\\_home.asp](http://www.shetland.gov.uk/education/asn_home.asp)

Other useful information and advice regarding additional support for learning can be found on Enquire's website.

The direct link is:  
<http://www.enquire.org.uk/>

### *Getting It Right For Every Child (GIRFEC)*

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

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

The direct link is:  
[http://www.shetland.gov.uk/children\\_and\\_families/GIRFEC.asp](http://www.shetland.gov.uk/children_and_families/GIRFEC.asp)

### *Child Protection*

It is every child's right to be cared for and protected from harm. It is every person's responsibility to make sure that happens. The Shetland Child Protection Committee provides help when there is a need. Their website gives information on how to access that help.

The direct link is: <http://www.childprotectionsketland.com>

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

The direct link is:  
[http://www.shetland.gov.uk/children\\_and\\_families/child\\_protection.asp](http://www.shetland.gov.uk/children_and_families/child_protection.asp)

## **School Improvement**

Information about the school's performance at national level can be found on the Scottish Government's website and on the Education Scotland's Scottish Schools Online website which also includes HMIe Inspection Reports.

Direct links are:  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>  
<http://www.educationscotland.gov.uk/scottishschoolsonline/index.asp>

HMIe Inspection reports and School Consultation reports can be accessed directly on Education Scotland's Reports webpage.

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

### *Other useful websites*

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

Scottish Qualifications Authority  
<http://www.sqa.org.uk/sqa/41292.html>

Scottish Credit and Qualifications Framework  
<https://scqf.org.uk/support/support-for-learners-parents/support-for-secondary-school-learners/>

Scottish Survey of Literacy and Numeracy  
For general information on the survey:  
[http://www.educationscotland.gov.uk/Images/SSLN\\_lealet\\_tcm4-716257.pdf](http://www.educationscotland.gov.uk/Images/SSLN_lealet_tcm4-716257.pdf)  
For the results of the survey and supporting documents:  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

## **School Policies and Practical Information**

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

- healthy eating
- bullying
- exclusion
- school trips
- equality and diversity
- adverse weather.

The direct link is:  
[http://www.shetland.gov.uk/education/policies\\_guidelines\\_and\\_forms.asp](http://www.shetland.gov.uk/education/policies_guidelines_and_forms.asp)

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

The direct link is:  
[http://www.shetland.gov.uk/education/creative\\_learning.asp](http://www.shetland.gov.uk/education/creative_learning.asp)

## **School Meals**

As a Health Promoting School we do not provide junk food, but serve a healthy, tasty choice of dishes. If your child has a special dietary requirement, please let us know and our cook will work with you to provide suitable meals where possible. School meals are taken by the great majority of pupils and staff who dine together. Some children prefer to take packed lunches and join other pupils in the dining hall. The lunch break is supervised by auxiliaries. Application forms for

free school meals may be obtained online;  
<http://www.shetland.gov.uk/education/ClothingGrants.asp>.

Lunches cost £1.80 for Early Years pupils, £2.20 for Primary pupils and £2.60 for Secondary pupils. Lunch money is payable via the ParentPay system.

Milk is offered to Primary pupils at the cost of 90p per week - this is also payable via the ParentPay system.

### ***Financial Help for Parents***

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

The direct link is:

[http://www.shetland.gov.uk/education/hpc\\_clothing\\_grants\\_and\\_free\\_school\\_meals.asp](http://www.shetland.gov.uk/education/hpc_clothing_grants_and_free_school_meals.asp)

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

The direct link is:

[http://www.shetland.gov.uk/education/hpc\\_school\\_transport.asp](http://www.shetland.gov.uk/education/hpc_school_transport.asp)

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

The direct link is:

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

### ***The School Day***

Our school day is from:

|                     |                                 |
|---------------------|---------------------------------|
| 8.30 am - 3.45 pm ~ | Nursery                         |
| 0855 am - 1540 pm~  | Primary/Secondary (Mon - Thurs) |
| 0855 am - 1400 pm ~ | Primary/Secondary (Fri)         |

Morning interval; 1030 am - 1050 am (Primary), 1035 - 1050 (Secondary)

Lunch break; 1220 pm - 1310 pm (Primary), 1230 - 1310 (Secondary)

## **Term Dates 2019-20**

### **Term 1**

Monday 19<sup>th</sup> and Tuesday 20<sup>th</sup> August - **In-service days**

Wednesday 21<sup>st</sup> August - Friday 11<sup>th</sup> October 2019

**October holidays** - Monday 14<sup>th</sup> October - Friday 25<sup>th</sup> October 2019

### **Term 2**

**In-service** - Monday 28<sup>th</sup> & Tuesday 29<sup>th</sup> October

Wednesday 30<sup>th</sup> October - Friday 20<sup>th</sup> December 2019

**Christmas holidays** - Monday 23<sup>rd</sup> December 2019 - Friday 3<sup>rd</sup> January 2020

### **Term 3**

Monday 6<sup>th</sup> January + Tuesday 7<sup>th</sup> January 2020 - **In-service**

Wednesday 8<sup>th</sup> January - Friday 27<sup>th</sup> March 2020

**School Closed** on Wednesday 29<sup>th</sup> January 2020 - **Occasional Holiday**

**School Closed** on Thursday 20<sup>th</sup> February - **In-service**

**School Closed** on Friday 21<sup>st</sup> and Monday 24<sup>th</sup> February 2020 - **Occasional Holidays**

**Spring Holidays** - Monday 30<sup>th</sup> March - Monday 13<sup>th</sup> April 2020 (includes Good Friday and Easter Monday)

### **Term 4**

Tuesday 14<sup>th</sup> April - Friday 3<sup>rd</sup> July 2020

**Summer Holidays** begin Monday 6<sup>th</sup> July 2020

Back to School - Wednesday 19<sup>th</sup> August 2020 (Mon 17<sup>th</sup> + Tues 18<sup>th</sup> In-service)

## **Term Dates 2020-21**

### **Term 1**

Monday 17<sup>th</sup> and Tuesday 18<sup>th</sup> August - **In-service days**

Wednesday 19<sup>th</sup> August - Friday 9<sup>th</sup> October 2020

**October holidays** - Monday 12<sup>th</sup> October - Friday 23<sup>rd</sup> October 2020

### **Term 2**

**In-service** - Monday 26<sup>th</sup> & Tuesday 27<sup>th</sup> October

Wednesday 28<sup>th</sup> October - Tuesday 22<sup>nd</sup> December 2020

**Christmas holidays** - Wednesday 23<sup>rd</sup> December 2020 - Tuesday 5<sup>th</sup> January 2021



## Term 3

Wednesday 6<sup>th</sup> January - Friday 26<sup>th</sup> March 2021

**School Closed** on Wednesday 28<sup>th</sup> January 2021 - **Occasional Holiday**

**School Closed** on Friday 21<sup>st</sup> and Monday 24<sup>th</sup> February 2021 - **Occasional Holidays**

**Spring Holidays** - Monday 29<sup>th</sup> March - Friday 9<sup>th</sup> April 2021 (includes Good Friday and Easter Monday)

## Term 4

Monday 12<sup>th</sup> April - Thursday 1<sup>st</sup> July 2021

**School Closed** on Monday 21<sup>st</sup> May 2021 - **Occasional Holiday**

**Summer Holidays** begin Friday 2<sup>nd</sup> July 2021

Back to School - Wednesday 15<sup>th</sup> August 2021 (Mon 16<sup>th</sup> + Tues 17<sup>th</sup> In-service)

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

The direct link is:

[http://www.shetland.gov.uk/education/term\\_dates.asp](http://www.shetland.gov.uk/education/term_dates.asp)

## Additional Information

### *Online Protection*

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

The direct link is:

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