



# Sacred Heart Primary School

## Jotter and Presentation Policy



### Introduction

At Sacred Heart Primary School and Early Years Setting, we strive to encourage children to do the best they can in all areas of the curriculum. We want all children to take pride in their learning and present it at the highest standard.

“Young people should be equipped with high levels of literacy, numeracy and thinking skills and support the development of their health and wellbeing. It should enable every child to develop his or her full potential through a broad range of challenging, well-planned experiences, which help them develop qualities of citizenship, enterprise and creativity.”

(A Curriculum for Excellence, 2006)

### Aims

- To ensure a consistent approach in the presentation of pupil learning throughout the school. Children will be aware of the high standards expected of them and know that this will apply whoever is taking the class;
- To raise expectations of all and engender in all children a sense of pride in their learning. Children and teachers, through a learning culture, will apply a growth mindset throughout the curriculum;
- To ensure children understand the purpose of lessons through clear explanations, expositions and instructions. Written learning appropriate to the attainment level of the children and to the area of the curriculum will be provided;
- To provide meaningful feedback to all children and allow children the opportunity to give feedback to their teacher on how they see their progress both oral and written. Errors and gaps in children's knowledge, understanding and skills will be identified to allow these to be rectified, supporting children in achieving their next steps in learning;
- To encourage and value contributions from children;
- To ensure all children are included and experience success in learning which is recognised and rewarded.

### Objectives

The main principles of our jotter policy are to:

- Ensure a consistent approach in relation to layout, presentation and content across the school;
- Set high but achievable standards;
- Through focused, meaningful feedback, support all learners in achieving set targets and continuous improvement.

### Presentation of Jotters & Labelling

Time should be allocated at the start of each new session in August reminding children how jotters should be set out. Class teachers must share their high expectations in the first few weeks to ensure that all children are managing these expectations. These expectations should be maintained throughout the session and emphasized as appropriate.

Differentiated support will be given to children who are not meeting the expected level of achievement.

All jotters should be clearly labelled with:

- Full name
- Stage – for composite classes the stage should be underlined
- Curricular area
- Class Teacher

Jotter labelling stickers are available from the school office for P1-P7

### **Teaching and Learning**

Written evidence is a main focus for teacher judgment to assess if the child has 'Achieved the Expected Level' (ACEL); it is also a main source of evidence for reporting to parents.

Teachers should ensure that in each child's jotter there is:

- neatly presented learning with the guidelines on the use of the jotter followed;
- an appropriate amount of learning has been regularly done over the period;
- learning appropriate to the attainment level of each child;
- learning appropriate to the area of the curriculum;
- mixed ability learning, with differentiated choices, so that self-esteem is intact and expectations are high. Evidence of differentiation shows challenge for 'More Able' learners, and adapted tasks for those with 'Additional Support Needs';
- evidence of regularly completed learning, marked and corrected
- All written learning will be observed by the teacher, with peer and self-assessment pieces being marked against success criteria using pink for 'think' and green for 'got it'.

Stamps and stickers will also be used to raise morale amongst children and reward positive attitudes to learning.

### **Headings**

- Each piece of learning should use DUMTUMs (Date, underline, miss a line, title, underline, miss a line)
- Each piece of learning must be dated on the left hand side in numerical form – 12.06.19. for Maths and Numeracy and the written form in all other areas.
- 'Learning Intention' should be shared orally with P1 and P2 pupils but should be written at the top of the page for P3-7 pupils. Teachers can use discretion with children requiring additional support. If it is a piece of writing or an assessed piece then a Learning Intention and Success Criteria grid should be used. See Appendix 1
- It should be evident what concept is being taught in Numeracy and Maths and the genre in writing from the title.
- Assessment of pupil learning must make the learning intentions of the activity explicit in relation to the feedback on success based on Success Criteria. See Marking and Feedback Policy

### **Writing Jotter**

- Every child will have one writing jotter and should include all pieces of writing across the curriculum

- Tools for writing targets should be stuck into the front of every child's jotter and used to record their targets and achievements
- Genre targets should be used at the beginning of an extended piece of writing
- At the start of each lesson children should be encouraged to look back on previous feedback to identify a specific core target for themselves.
- Certain 2nd Level pieces of writing may take place over 2 weeks.
- Every child should have a 'taught' piece of writing in their writing jotter each week.
- Interdisciplinary writing should include 5/6 areas of the curriculum: Health and Wellbeing, Technologies, Social Subjects/Science and Investigation, Religious Education, Expressive Arts and Modern Languages.
- A minimum of 2/3 pieces of writing should be in the jotter each week.

### **Numeracy and Mathematics**

- The maths concept should be clear from the title in the jotter (e.g.) Money up to £1.00.
- Each digit should be in one box but decimal points should be on the line between the boxes.
- Problem solving should feature alongside the taught concept to ensure learners can apply their learning to life situations. In the infant stages, opportunities to develop skills should incorporate play based activities.

### **Jotters P1-7**

Writing - Green

SPaG – Yellow

Log Book – Literacy and Language – Yellow blank pages

Numeracy & Maths - Blue

Spelling Jotters – Yellow

R.E Jotter – Red

Other curricular areas – A4 lined

Home-learning Jotter -

Handwriting Jotter - Red

### **Early Level**

During term one it is essential that the correct formation of letters and numbers is continually reinforced and practised.

During term one there is no expectation that pupils will write the date, or title. Teachers may choose to use a date stamp on jotters.

In term two, all pupils should be able to write the date in number format in the margin, if applicable, on the top line or at the top of the page. Children should write the day of the week to help them learn the spelling, order and use of a capital letter.

Teachers can use their own professional judgment as to when pupils should write a title at Early Level. This will vary for different pupils and if they are able to do so they should attempt it. Pupils however, should not spend time copying a title or Learning Intention to the detriment of time spent on completing the main body of learning.

There is no expectation that pupils will underline titles in Primary One – Early Level (or at the beginning of First Level, Primary 2), unless the teacher feels it is appropriate for individuals.

Lines should not be missed out in jotters unless the teacher feels it is necessary to aid with the legibility of a pupil's learning.

It is not necessary for Primary One to draw a finishing line – a new page should be taken each day.

In squared jotters there should be one digit per box. A box should be left between the question number and the sum/answer. The function should be in a box i.e. +, - etc.

### **Formation Issues**

Pupils who have poor motor control or who are struggling with formation should be given lots of practical activities. This could include drawing in sand, making letters from modelling clay, threading beads, overwriting large single letters, copying patterns etc.

Timetabled use of support staff could allow focused support sessions. Support at home packs may also be useful.

Professional judgment should be used to decide when pupils, who have such difficulties, should be expected to copy or indeed use lined jotters – overwriting may be necessary for some time.

Referrals should be made to the appropriate member of the management team if this is a concern.

### **First Level**

From Primary Two onwards the expectation is for a date to be included in numbers, inside the margin if applicable, and a title for each piece of learning. Titles should be underlined (P2 Term 3 to P7) – on the line. A line should be left between the title and the piece of learning.

All tables should be drawn with a ruler, or photocopied and glued in neatly for all stages. Blank lines should not be left between sentences unless the teacher feels this, in some way, aids learning.

A finishing line should be drawn after each piece of learning. This can be drawn at the start of the new lesson, before the date and title are written.

In squared jotters the above also applies. There should be one digit per box, any functions should have their own box, and each question number should be in one box. Where lines need to be drawn in vertical calculations two lines should be drawn. For example:

$$\begin{array}{r} 984 \\ - \underline{243} \\ \underline{741} \end{array}$$

From Primary 2 Term 3, children will practise daily sums using the formal method.

Teachers must show how he/she expects the children to set out numeracy and mathematics learning each week. Sums should be equally spaced out across the page and between rows. Shapes and objects should be drawn with a ruler.

### **Handwriting Lessons**

Professional judgment should be used as to how often these should take place. Using spelling words as a focus may prove useful if weekly (or more regular) lessons are needed. It may be necessary to practise letter formation as a stand-alone lesson from time to time.

Joins will also have to be taught separately. Pupils should be taught to join letters from Primary Three onwards. The Nelson Handwriting Programme should be used. Hard copies of books are available to support this.

Handwriting will form part of Daily Writing activities in accordance with the teacher's professional judgment.

### **Support Issues**

Pupils who have issues with formation and pencil control may need extra activities. Referrals can be made to the appropriate member of the management team for that stage. As with Early Level, packs may be sent home and time may be used for short practice sessions. Professional judgment should be used with regard to teacher expectations for these individuals. Consideration may also be given to jotters with wider lines or spaces between sentences if it would aid with presentation for some (e.g.) pupils with a visual impairment.

### **Second Level**

All of the above First Level guidance applies to Second Level.

There are a few exceptions. Most pupils at second level should be able to draw tables in jotters with a ruler.

In maths jotters, if a separate workings area is needed, a column can be drawn with a ruler to the right hand side of the page with the title 'workings'.

In handwriting, the use of joins should be enforced. Again spelling words can be used for lessons or focused lessons based on formation; joins etc. can be carried out weekly.

### **Support Issues**

The same applies as in First Level above.

### **General Guidance – All Levels**

#### **General**

Pupils should be encouraged to present their learning neatly by:

- Writing with a sharp pencil.
- Using a clean eraser to correct errors.
- Using a ruler when drawing a straight line (Primary 2 – Term 3 onwards).
- Not cramming too much learning on a page/Spacing learning out appropriately to ensure legibility.
- Keeping jotters in a neat and clean condition
- Using both sides of the page.
- Using up all the lines before taking a fresh page.
- Not missing any pages.
- Always working from front to back of the jotter, do not put learning into the back of a jotter
- Missing a line after a title.
- Numbering jotters.
- No doodling on jotters (covers or pages) is acceptable.

### **Questions**

Questions which require one word answers must not be written one under the other down the left hand side of the page, thereby wasting space on the rest of the page. Two or three answers can be written on each line as directed by the teacher. Where appropriate, questions should be answered in full sentences.

### **New Jotters**

When a new jotter is needed, the teacher should flick through the old jotter to check there are no missed pages or half pages, instructing the child to complete any missing spaces or pages. A number 2 should be written in ink on the top right cover to denote a second jotter. A number 3 on the third jotter and so on.

### **Lost Jotters**

A lost jotter should be searched for thoroughly by the child, class and teacher before a new one is issued. Learning should be completed on a piece of paper on the first day the jotter goes missing as it often turns up. This piece of paper should then be stuck into the old jotter or a new jotter issued.

### **Home-learning**

Comments should be made regarding presentation as appropriate. Any learning that is deemed unacceptable can be given to repeat. Learning will be ticked if correct and a stamper will be used to feedback to pupils on their learning and progress.

Optional home-learning activities will be provided from P1-7, following consultation with parents/carers. Reading is compulsory at all stages.

### **Health and Safety**

This should be given consideration at all times during planning of lessons and when establishing classroom rules and routines. Clear instructions for daily storage, distribution and return of jotters should be established within the class organisation/rules/routines. Boardmaker symbols will be used to ensure all children are included.

### **Resources**

All jotters are stored in the 'Resource' cupboard. Teachers may access these freely when required. A stock take will take place at the end of each term and new resources procured. Please inform the school office if stocks are low. Please do not keep a stock of jotters in your classroom. The main order for jotters is made May/June.

### **Teacher Judgment**

At all times, with all aspects of these guidelines, teachers should use professional judgment to meet the needs of individuals within their class.

If pupils cannot manage aspects of these guidelines the class teacher should discuss this with a member of the management team and seek advice and further guidance in order to best meet the needs of their pupils.

### **Jotter Monitoring**

Self-evaluation of the quality of children's learning is the responsibility of all staff and the Leadership Team. Quality Indicators described in 'How Good is our School?' will be used to evaluate the on-going effectiveness of this policy throughout the school year. Jotter Monitoring dates can be found within the school's annual calendar.