

St Nicholas' Primary



Jotter and Presentation Policy

May 2022

Aim

The purpose of this policy is to produce a consistent approach towards the presentation of work throughout the school. Children should all be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and engender in all children a sense of pride and ownership in how their work should look.

Learning and Teaching

Jotter work is the main source of written evidence and the highest standard possible is expected for each pupil. Time should be spent at the start of each new session in August reminding children how jotters should be set out and showing any changes they have to remember for your class. Loose worksheets should not be over-used, should be copied back-to-back where possible to save paper and filed neatly within a designated folder.

Staff should ensure that in the children's jotters:

- an appropriate amount of work has been completed over a period of time
- the work is appropriate to the level and there is evidence of skills progression.
- the work is appropriate to the area of the curriculum
- evidence of differentiation shows for able pupils and for those with additional support needs
- the work is regularly completed, marked and corrected
- teachers make written comments, use stickers, stamps and/or praise to raise morale amongst pupils and identify next steps in their learning.

Implementation

General

- Children should be taught to use the jotters appropriately (half pages used up, knowing when to take a new page, no pages missed).
- Presentation is neat with good handwriting, using a sharp pencil and rulers when necessary.
- Work is regularly marked and use of formative assessment strategies are evident.
- Pace of work follows the teacher's forward plan and the needs of the individual, group or class as well as meeting the t levels already set out.
- Learning outcomes should be recorded using LI in both Language and Maths jotters from P3 upwards. Please note that the title is sometimes enough as it contains the learning intention.

New Jotters

- A number two should be written in ink on the top right of the cover to denote a second jotter. Similarly, a number three should be written on any third jotters.
- A lost jotter should be searched for thoroughly by child, class and teacher before a new one is issued. Paper should be used on the first day it goes missing as it often turns up. Paper can then be put into jotter. If not found, a jotter can be given with R1 for first replacement or R2 if second replacement, written in top right corner.

St Nicholas' Primary Jotter Presentation

The following layout should be used for setting out written work:

Language Presentation

Miss a line and draw a line under the previous day's work, with a ruler.

Put the date on the first full line (not the space on the top of the page)

Miss a line and underline on the line

Put the heading/ LI on the next line

Miss a line and underline on the line

Numbers/ Letters in the margin with a dot or bracket

Best handwriting at all time

Example:

Monday 29th November

LI - Use connectives in my writing

- 1.
- 2.

Maths Presentation

Miss a line and draw a line under the previous day's work, with a ruler.

Put a short date on the first full line (not the space on the top of the page)

Miss a line and underline on the line

Put the heading/ LI on the next line.

Miss a line and underline on the line

Numbers/ Letters in a box with a dot or bracket.

All numbers must fit in boxes and be formed neatly.

Miss a box between each calculation and a row between each line of answers.

Example:

29.11.21

LI – Calculate half and quarters of a number

1) $\frac{1}{2}$ of 20=10

2) $\frac{1}{2}$ of 16=8

3)

4)

5)

6)

7)

8)

Literacy Jotters

- Writing jotters should have a contents page to show writing across the curriculum and to track writing that is on display around the class.
- Questions which require one word answers must not be written one under the other down the left 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.
- A line is drawn with a ruler, to denote work covered each day.
- Children in P4-7 should be writing using joined script within their Literacy jotters.

Maths Jotters

- Teacher should show how he/she expects the children to set out maths pages without wasting space and without crushing work.
- One digit per box
- A line must be drawn with a ruler at the end of each piece of work
- Questions which require a short number answer must not be written one under the other down the left side of the page, thereby wasting space on the rest of the page.
- Only one row of boxes should be missed between rows of answers.
- All spaces at the bottom of the pages should be used up before taking a new page.

Monitoring of Presentation Policy

The SMT will monitor jotters at all stages and in different curricular areas regularly, as well as having discussions with children about their work during learning and teaching visits. This is detailed in the Quality Assurance Calendar. Pupil will also have the opportunity to assess their presentation using the check sheet in Appendix 2. This will ensure that the policy is being implemented on a consistent basis.

Appendix 1

St Nicholas' Primary – Jotter Presentation (Staff)

Use the following checklist and notes to help improve jotter presentation. This will be used by SMT when jotter monitoring.

Criteria	Comments
The work is dated?	Layout should follow presentation guidelines, adapting as appropriate for younger stages e.g. just write day at P1/ may use date stamp. Children should be trained to do this.
Do all pieces have title or Learning Intention?	
There is good use of space e.g. the whole page is used (where appropriate).	Encourage use of whole page and not a new page each day except in 'writing jotter'.
A ruler has been used for lines.	All work should be marked by the teacher who has taught it, although sometimes it may be appropriate to do self/ peer marking. The teacher should still look over the work. Work which has been self/peer assessed should be identified e.g by a SA/PA beside LI/SC or a self assessed/ peer assessed stamper.
Has a sharp pencil has been used?	
Is all work completed?	
Is work corrected?	Writing should be marked using success criteria which should be displayed beside the piece of writing. This success criteria should have genre specific features and tools for writing. The marking should indicate where children have been successful and areas where they need to improve.
Is there quality feedback e.g. comments, traffic lights, stampers, etc.?	Time should be set aside for corrections -part of the Literacy week activities. Jotters should not be full of work that appears unfinished, especially writing. Children should complete sufficient work to show they have understood the learning identified in the LI
Does the amount and quality of work match children's ability?	
Is there evidence of progression?	There should be an increasing amount of work in jotters as children move up the school. P4-7 should have daily written literacy and numeracy tasks in jotters. Other examples may be in booklets, etc.
Is there evidence of differentiation by task and well as quantity?	It should be clear as you look through the jotter that there is evidence of progression – e.g. in quantity, more challenging tasks, standard of work, etc.
Is there evidence of self-assessment?	
Is there evidence of peer assessment?	
The work is generally of a high standard and is well presented.	Tasks should be differentiated by ability with able children having more challenging tasks and less able children having more structure, e.g. through a framework for support.
	From early stages all the way through there should be examples of self assessment – a simple way of doing this is to traffic light the LI/ title, although there are many different strategies which can be used. In writing a self/ teacher checklist based on success criteria can be used to take this forward.
	At the early stages peer assessment will be oral and teacher supported. From P4 onwards we should start to see some written examples in language and maths work.
	Pupils should complete a self assessment of their jotter presentation 3 times a year. A template is attached below.

Appendix 2

St Nicholas' Primary – Jotter Presentation (Pupils)

Use the following checklist to help improve the presentation of your jotters. Put a ✓ or a x for each statement.

Criteria	Term 1	Term 2	Term 3
My work is dated.			
My work has a title/Learning Intention			
I have made good use of space e.g. the whole page is used (where appropriate).			
I have used a ruler for lines.			
I have used a sharp pencil.			
I have corrected work which had mistakes.			
I have used self assessment in my work.			
I have tried to write neatly.			
My work is generally of a high standard and is well presented.			

Comments (What have you done very well? / Is there anything you need to improve?)