

Balmalloch Primary School and Nursery Class



Jotter & Presentation Policy



responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

Rationale

At Balmalloch Primary School and Nursery Class, 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 work 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 work 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 work. Children and teachers, through a learning culture, will apply a growth mind-set throughout the curriculum;
- To ensure children understand the purpose of lessons through clear explanations, expositions and instructions. Written work 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.

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
- Member of SMT (Nursery - P2: Mrs Chambers, P3-4: Mrs Convery, P5-7: Miss McCarthy)

Jotter labelling stickers are available from the school office for P1 and P2.

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 and HMIE.

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

- neatly presented work with the guidelines on the use of the jotter followed;
- an appropriate amount of work has been regularly done over the period;
- work appropriate to the attainment level of each child;
- work 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' children, and adapted tasks for those with 'Additional Support Needs';
- evidence of regularly completed work, marked and corrected on a 3 week rotation (P2-P7). Teachers make written comments using the 'KIND, SPECIFIC, HELPFUL' approach promoting a growth mind-set (KIND/HELPFUL at P1 - using green and pink highlighters).
- All written work will be observed by the teacher, with peer and self-assessment pieces being graded +, - or = by the teacher based on individual progress. If children are unsure of their levels, this should be written beside the +, - or = to provide support required. Stamps and stickers will also be used to raise morale amongst children and reward positive attitudes to learning.

Equity

Written work will take into account each child's ability and learning needs regardless of gender, social background, disabilities, ethnicities, sexual orientation and religions.

Teachers will respond appropriately to meet each child's learning needs and reduce the poverty related attainment gap, a child's background and circumstances must never limit his/her potential. Teachers will seek to develop practice which ensures improved outcomes for every child. Pupil Equity Funding will be used to support children who might be at risk of falling behind due to economic and social factors.

Headings

- Each piece of work should have a 'Title' written at the top of the page. The '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. It should be evident what concept is being taught in Numeracy and Maths and the genre in writing from the title.
- Each piece of work must be dated on the left hand side in numerical form - 12.06.19. However, children should also be encouraged to write the date in written form and in French for some pieces of work, as determined suitable by the class teacher.

In the initial stages of Primary 1, the teacher will write the date with a highlighter pen and children will overwrite this using a pencil.

- Assessment of pupil work must make the learning intentions of the activity explicit in relation to the feedback on success based on Success Criteria.

Daily Writing

- Core targets should be displayed in the classroom and a laminated copy provided to every child and referred to during each piece of writing;
- Daily writing should take place every day with the exception of the taught writing day and school events;
- Daily writing includes read to write activities, phonics, spelling, grammar and handwriting;
- Daily writing should only include meaningful tasks; colouring in, worksheets or copying from the board should be kept to a minimum.

Taught Writing

- A Contents Page should be at the start of the jotter (P3-7). The Contents Page should include the date, title, genre and mode of assessment (Teacher/Peer/Self) and highlighted with yellow highlighter if the child was a Star Writer;
- Core targets should be displayed in the class and a laminated copy should be provided to each pupil for reference during 'all' writing activities, ensuring application of skills across the curriculum;
- Compositional/Genre targets should be attached to the jotter as appropriate or be explicit and clear in relation to the pupil's work and associated feedback;

- Marking should be in relation to the compositional targets for the genre, identified through Success Criteria (CfE Benchmarks), providing clear next steps;
- At the start of each lesson children should be encouraged to look back on previous feedback to identify a specific core target for themselves.
- One third of the writing is corrected and formative comments/next steps are identified by the teacher each week using the KIND, SPECIFIC, HELPFUL approach (see above for P1 classes);
- One piece (depending of school activities) of writing each week should be included in the taught writing jotter;
- A formative teacher assessment should be completed each term and included in the 'Latest and Best' jotter showing evidence of achievement towards the level. The 'Latest and Best' jotter will be shared with parents/carers on a termly basis. A variety of genres should be included over the session and related benchmarks used to assess progress towards the level;
- A timetabled session should be used each week to discuss one child's piece of work with the whole class. Children will be encouraged to focus on the KIND, SPECIFIC and HELPFUL comments and progress towards achievement of the Success Criteria. (See information above for P1 pupils)
- Certain 2nd Level pieces of writing may take place over 2 weeks.
- Narrative plus 2 genres should be evident each term in jotters (taught writing and writing across the curriculum).

Interdisciplinary Writing

- Laminated Core Targets should be issued for each piece of writing, including writing across the curriculum.
- 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. Work completed during NCCT time should count towards the number of pieces of writing included.

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

Jotter	Colour
Taught Writing	Red
Daily Writing - French, Spelling, Active Literacy	Purple
Numeracy & Maths	Blue
Writing Across the Curriculum - Interdisciplinary Learning Social Studies/Science & Investigation/HWB/RME/Technologies	Green
Homework	Orange
Making Thinking Visible Jotter	Pink (for Think)
Latest & Best/Learning Log	Yellow

Early, First and Second Level

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 work.

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 work.

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 work. Titles should be underlined (P2 Term 3 to P7) - on the line. A line should be left between the title and the piece of work.

All tables, (i.e. meta-linguistics), 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 work. 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.

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 work 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 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 Four onwards. The Nelson Handwriting Programme should be used.

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 work 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 work on a page/Spacing work 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, except for RME in inter-disciplinary learning and Assessment in Maths and Daily Writing.
- Missing a line after a title.
- Numbering jotters.
- No doodling on jotters, (covers or pages), is acceptable.

Questions

Questions which require one work 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.

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. Work should be completed in another jotter on the first day the jotter goes missing as it often turns up. If a new jotter has to be issued then **R1**, for the first replacement, or **R2**, for the second replacement and so on, should be written in the top right hand corner of the jotter.

Homework

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

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

P1-3 Homework

Homework jotters will be used to record reading and complete optional activities as set by the class teacher. Each child will use a Reading Record. Teachers must ensure that details in Reading Records are clear to promote effective home and school partnerships. Reading Records should be used to record 'Reading for Enjoyment'. Parents will be encouraged to sign the Reading Record/Homework Jotter weekly to promote the value of this important home-school partnership. Teachers should make a comment in the homework jotter as often as possible to encourage good home-school partnerships with parents.

P4-7 Homework

All of the above P1-3 guidance applies to Second Level.

A clear routine should be set to ensure that children become independent in recording their homework.

Errors/Lack of Effort

Errors should be rubbed out with an eraser.

Poor presentation from pupils who do not have specific motor control issues should be dealt with. Work should be redone during break times or sent home, until better effort is made.

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 'Paper Store' cupboard. Teachers may access these freely. 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. 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.

Management, Leadership and Quality Assurance

School aims are shared with staff, children and parents through the Presentation and Jotter Policy. Curriculum Planning ensures that learning and teaching meet the Principles of Curriculum Design - Curriculum for Excellence. Tracking and monitoring meetings are carried out each term by the Head Teacher (P5-7), Depute Head Teacher (Nursery - P2) and Principal Teacher (P3-4) with Class Teachers to allow professional dialogue on progress and attainment of children. The Leadership Team is involved in monitoring children's work across the curriculum. Self-evaluation of the quality of children's work 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.

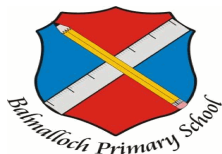
Ruth McCarthy

Head Teacher

7th March, 2020

Scheduled Review: March 2021

Balmalloch Primary School and Nursery Class



Latest and Best Jotter Information

1. Front Cover: Forename and Surname
Latest and Best Evidence
Stage/Class
2. When children are completing work in their jotter/Latest & Best jotter, numbers should be written **INSIDE** the margin, if available.
3. 'Evidence of Achievement' monitoring and tracking sheet to be included on the inside front cover. T1, T2, T3 and T4 section will record evidence included and the date monitored by the Senior Management Team.

Miss McCarthy: P5-7

Mrs Chambers: P1a, P1b, P2/1 and P2

Mrs Convery: P3a, P3b, P4/3 P4/5

Children record their levels for Reading, Writing, Talking and Listening and Numeracy and Maths in the 'LEVEL' section at the start of each term. This will ensure children know the level they are working towards and where in the level they are (e.g.) 2.1 or 2nd level bronze. To ensure consistency we will record as E-B, E-S, E-G, 1-B, 1-S, 1-G, 2-B, 2-S, S-G.

4. The first lined page of the jotter should be left for SMT comments as part of the monitoring and tracking process – both sides.
4. The next lined page should include the contents sheet.
5. The lined page after that should be the Four Capacities sheet for pupil reference.
6. The next lined page should include the 4 parental comments boxes for each of the terms.
7. The lined page after that should have the title - All About Me, giving an introduction in Term 1.
8. The SHANARRI web should be included after 'All About Me'. Children will highlight the appropriate number on the web using the following colours to show the term completed:

Orange - Term 1 (Autumn)

Green - Term 3 (Spring)

Blue - Term 2 (Winter)

Yellow - Term 4 (Summer)

9. Collating Information in Latest and Best/Target Setting (YELLOW JOTTERS)

Each term, a Target Setting Sheet should be included showing the group's targets. Evidence will then be included to show progress towards 'Achievement of a Level' based on your planning for the term, targets set and connections across curricular areas, showing application of skills, reviewed over the term.

On GLOW, the Target Setting Statements will allow targets to be selected and inserted onto the Target Setting Sheet for the level. When achieved the date should be inserted, as the target may be carried on to another term if the child does not achieve as expected indicating the pace of learning. The targets identified should be highlighted in the colour for the term. If the child is exceeding targets set, additional targets could be added. This will be added to when the HWB working group have devised the HWB planner and target setting as part of the priority.

The Latest and Best jotter will provide evidence of children's progress towards their targets through the Four Contexts of Learning:

- * Curricular Areas and Subjects
- * Interdisciplinary Learning
- * Ethos and life of the school
- * Opportunities for personal achievement

- a. Latest and Best jotters will be used to support information discussed at Tracking Meetings, therefore it is important they are consistent throughout the school.
- b. A **title** for each piece of assessment evidence should be included together with a **date** when this was done. This will show the clear link between the evidence and the target.
- c. The Four Capacities sheet should be glued into the Learning Log after the SHANARRI Web allowing children to refer to this, making connections to their targets and reviewing their achievements.
- d. If pictures are included, an 'I can' statement should be written next to the picture to highlight what particular skill is being demonstrated. The date will link to the date recorded next to the target if this specific target has been achieved.
- e. Evidence iPads will ensure evidence is kept to support achievement of a level throughout the curriculum if this is the most appropriate way of recording an individual or group achievement.
- f. The Latest and Best jotter will go with the child if they move class/school, building on prior knowledge, ensuring progression in learning.

10. Periodic Assessments - Assessment and Moderation Cluster Priority

In the first instance, we will concentrate on 1 pupil in each class from the top group in the area of writing. Writing should be planned as outlined at the inset day (12th August, 2019) and evidence collected to be moderated in November/February/May. The experiences and outcomes will focus on a narrative piece of writing and punctuation, both compositional and core targets (2 or 3 experiences and outcomes). Writing targets should relate to the experiences and outcomes chosen for the term.

As we progress as a school, Periodic Assessments will be included twice a year in the areas of Literacy and Numeracy (November and March). One pupil should be selected in each group working towards the same level, confirming the overall standard of the group and progress towards the level. (The focus will be literacy this year).

Children's work should be written in their Latest and Best jotter for the purpose of the Periodic Assessment evidence.

11. Curricular Areas - Latest and Best Jotter

Writing

A piece of assessed writing should be included for each term using the genre of focus for that term. The writing assessment sheet should be included for the appropriate level to ensure consistency across the school. (Periodic Assessments 2019/20)

Spelling

Spelling assessments should be included each term to show progress with phonemes/common words taught over the term. A percentage will be included to highlight progress at a glance. Children must be encouraged to transfer learning through a dictated sentence/paragraph.

PhAB 2 assessments can be included as assessment evidence – phonological awareness.

Reading

A reading assessment should be included in each term, focusing on the strategy for novel studies or through 'Find it, Prove it, Talk about it' for banded books. PM Benchmarking assessments can be included as the assessed piece of work, as this will highlight the level the child is working at, confirming the teacher's professional judgment.

PM Benchmarking assessments will assess both oral and written skills in reading.

YARC assessments can also be included as an assessed piece of work.

Listening and Talking

Evidence of progress towards a level can be stored on the Evidence iPad for the class. This may be in the form of a solo talk, a group discussion, paired peer assessment or part in an assembly for example.

Numeracy and Maths

An assessment should be included for Numeracy and Maths at the end of each block to demonstrate progress with the concept taught – knowledge, understanding and application of skills. There should be a mental maths/agility section included.

Social Studies/Science - IDL

At the end of a topic, an assessment should be implemented to determine the progress made by learners. Connections to other areas of the curriculum will be evident and may be the focus for the Success Criteria identified.

Expressive Arts & Wider Achievements

Art and Design/Music/Drama/Dance

Evidence should be included at least once in the session for each of the Expressive Arts. There may also be examples included as part of Wider Achievements. Evidence may be collected on the iPad for the class or a photograph may be included to highlight achievements.

Evidence of Wider Achievements may also be as part of a role in school through committees;

ECO Council, Sports Committee, Rights Respecting Schools, Pupil Council, Junior Road Safety Officers Digital Leader, STEM Ambassador or Sports' Leader. Achievements will link to the Four Capacities.

Health and Wellbeing: Health and PE

This could be an assessment to highlight knowledge and understanding of a particular topic/theme (e.g.) Substance Misuse. The assessment evidence could also be linked to the Listening and Talking assessment evidence in the form of a presentation on, for example, Road Safety. In addition, the assessment could also be a report on the digestive system and food groups, linking to Science and Writing.

For PE, assessment evidence of participation in a team game may be recorded on the evidence iPad. In addition, it could also be participation in an event or competition, which may also link to writing, for example, How to Play Basketball - Instructions and Procedures.

NCCT teachers should ensure assessment evidence is included in 'Latest & Best' jotters.

RME

Assessment may be in the form of questions to determine knowledge and understanding of a particular topic or theme (e.g.) Practices and Traditions of Christians. This may also link to reading, with questions linked to a piece of text, assessing children's comprehension.

Assessment may also take the form of a discussion/debate around a particular subject area, linking also to Listening and Talking, recorded on the Evidence iPad.

Assessment may also be in the form of a poster highlighting children's learning experiences and progress towards Achievement of a Level (e.g.) The Five Pillars of Islam and what each stands for.

Assessment evidence may also include participation in all aspects of school life (e.g.) demonstrating moral values making a positive difference to others. This may be linked to Star Pupil or Head Teacher's Award for example.

Assessment in this area should be included at least twice in the session.

NCCT teachers should ensure assessment evidence is included in 'Latest & Best' jotters.

12. Peer and Self-Assessment

Peer and self-assessment should be included each term. In Term 1, self-assessment will be included in the form of pupil targets and information through 'All About Me'.

Self-assessment will be included in all terms through the 'Latest and Best' Review at the end of each term. End of term self-assessment should include children's levels and wider achievements, including roles in school. (See Appendix)

There should be evidence of Peer Assessment in each term. This may also be assessing a presentation, giving feedback of a piece of art work or musical performance or written feedback linked to the Success Criteria.

13. Star Pupil Award and HT Award

On the Learner Checklist children can record when they received the Star Pupil Award or HT Award.

14. Transition

Latest and Best Jotters will be passed on to the next teacher at the end of the session.

Periodic Assessments must be included in the 'Latest and Best' jotter and identified as such, as children selected will be the focus throughout their time in primary.

Balmalloch Primary School & Nursery Class



Learning, Teaching and Assessment: Latest & Best

Name: _____ Stage: _____ SMT: _____

Effective use of assessment

- * Assessment is integral to our planning of learning and teaching.
- * We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.
- * Our assessment evidence is valid and reliable.
- * At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.
- * Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

Features of Highly Effective Practice

- * Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve
- * Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.
- * Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
- * A quality body of evidence is used to support assessment judgements and decisions about next steps.

Challenge Questions:

- * How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- * How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- * How effectively do we involve learners and parents in planning and evaluating learning?
- * How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

Evidence - Achievement within a Level	T1	LEVEL	T2	LEVEL	T3	LEVEL	T4	LEVEL
All About Me								
SHANARRI WEB								
Target Booklet: Numeracy/Literacy/Health & Wellbeing								
Writing								
Spelling								
Reading								
Talking and Listening (Presentation/Show & Tell ...)								
Numeracy & Maths								
IDL (Social Studies/Science)								
Health & Well-being								
Art & Design								
Music								
Drama								
PE								
French								
RME								
Wider Achievement								
Four Capacities								
Success Criteria								
Peer Assessment								
Learning Log Review - Pupil Self-assessment								
Learning Log Review - Parent								
Star Pupil & HT Award								
SMT DATE:								

Balmalloch Primary School and Nursery Class



Latest and Best Jotter - Contents

WHAT?	TERM 1 DATE	TERM 2 DATE	TERM 3 DATE	TERM 4 DATE
Monitoring and Tracking Sheet - Front Cover				
SMT Comments				
Parental Comments - Learning Log Review				
All About Me				
SHANARRI Web				
Four Capacities				
Target Setting - Numeracy/Literacy/HWB				
Review of Progress Towards Targets				
Evidence of Achievements Record				
Writing Assessment - Genre (All Terms)				
Spelling Assessment - Phonemes/Common Words				
Reading Assessment (All Terms)				
Listening and Talking Assessment (2 Terms)				
Numeracy and Maths (All Terms)				
Social Studies/Science - IDL (All Terms)				
Expressive Arts/Wider Achievements (One Each Term)				
HWB (All Terms)				
RME (2 Terms)				
Peer Assessment				
Self-Assessment - Learning Log Review/Review of Targets				
Star Pupil/HT Award				

Balmalloch Primary School and Nursery Class – Four Capacities



SUCCESSFUL LEARNERS - ATTRIBUTES AND CAPABILITIES

Enthusiasm and motivation for learning
Determination to reach high standards of achievement
Openness to new thinking and ideas
Use literacy, communication and numeracy skills
Use technology for learning
Think creatively and independently
Learn independently and as part of a group
Make reasoned evaluations
Link and apply different kinds of learning in new situations

CONFIDENT INDIVIDUALS - ATTRIBUTES AND CAPABILITIES

Self-respect
A sense of physical, mental and emotional well-being
Secure values and beliefs
Ambition
Relate to others and manage themselves
Pursue a healthy and active lifestyle
Be self-aware
Develop and communicate beliefs and view of the world
Independence
Assess and make informed decisions
Achieve success in different areas of activity

RESPONSIBLE CITIZENS - ATTRIBUTES AND CAPABILITIES

Respect for others
Commitment to participate responsibly in political, economic, social and cultural life
Develop knowledge and understanding of the world and Scotland's place in it
Understand different beliefs and cultures
Make informed choices and decisions
Evaluate environmental, scientific and technological issues
Develop informed, ethical views of complex issues

EFFECTIVE CONTRIBUTORS - ATTRIBUTES AND CAPABILITIES

An enterprising attitude
Resilience
Self-reliance
Communicate in different ways and in different sessions
Work in partnership and in teams
Take the initiative and lead
Apply critical thinking in new contexts
Create and develop
Solve problems

Balmalloch Primary School & Nursery Class



Latest and Best Review

Please take time to look at your child's targets and achievements in terms 1-4, supporting partnership working to improve outcomes for our children. We would really value your comments on their learning and any suggestions to help further develop your child's knowledge and skills across the curriculum.

Many Thanks

TERM 1	Parent/Carer Signature:
TERM 2	Parent/Carer Signature:
TERM 3	Parent/Carer Signature:
TERM 4	Parent/Carer Signature:

For more information on completing the SHANARRI web please download the [GIRFEC In Lanarkshire App](#)

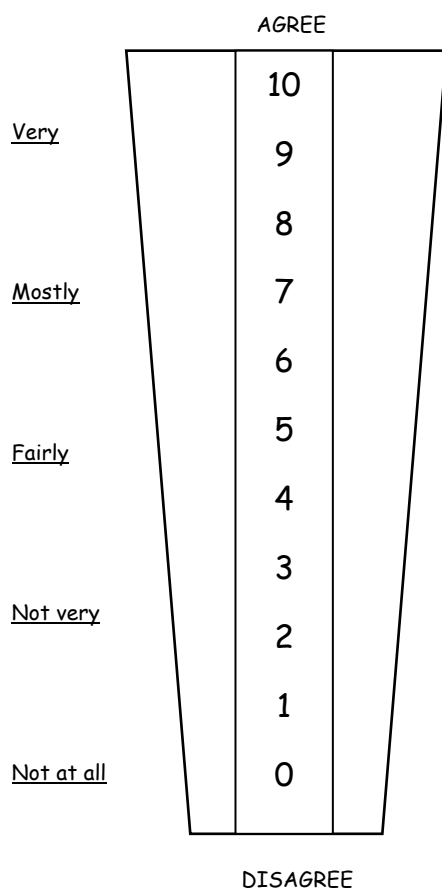
The SHANARRI indicators are:

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

To complete the SHANARRI web:

1. Please read through the bullet points then talk with your child about how they feel about themselves in relation to each section
2. Please circle the number, in each section, which you think reflects your child's feelings and beliefs about themselves and their life
3. After completing the web please consider what your child's next target might be, using the web to help you. This target may be something which you and your child would like to work on at home and/or in school (the bullet points can be used as targets or you may wish to write one of your own)
4. Please write your child's one target on the back of the sheet

The numbers 1-10 on the SHANARRI web can be categorised as below:



Name _____ Self-Assessment of Term 1 2 3 4 Date: _____

Effort (Are you working consistently hard every day?)	
Attitude and Motivation	

READING	First Level	Second Level	BRONZE	SILVER	GOLD
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Close Reading Comprehension Strategies:

Metacognition (Prior Knowledge)	Meta-linguistics	Visualisation
Finding the Main Idea	Inference	Summary Writing

Private Reading	Enthusiastic	Acceptable	Not meeting requirements
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WRITING	First Level	Second Level	BRONZE	SILVER	GOLD
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Narrative Text (Creating Atmosphere)	Ability to apply Figurative Language and other engaging techniques
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Ability to apply Core Targets	Write in sentences	Punctuate accurately	Paragraphs	Handwriting/ Neatness	Spelling accuracy
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TALKING & LISTENING	First Level	Second Level	BRONZE	SILVER	GOLD
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Participation & Engagement (Are you alert, attentive and joining in with your learning?)	
Ability to follow instructions independently	
Confidence in delivering a short, prepared solo talk	

NUMERACY & MATHS	First Level	Second Level	BRONZE	SILVER	GOLD
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Numeracy (How well have you understood the topics covered this term?)	
Problem Solving (How confident do you feel about applying skills to word problems?)	

Particular Interests	PE	Art & Design	Music	Drama	French	ICT
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Roles & Responsibilities		
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Wider Achievements	Clubs in School	Musical Tuition	Clubs outside School
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Other	Ability to stay on task and concentrate without chatting	Personal Organisation	Completing set homework/handing in on time	Behaviour in class	Behaviour in playground
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Balmalloch Primary School and Nursery Class



Marking Policy



responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

Evidence of Teacher/Child Input in Jotters

The teacher ...

- Makes daily use of formative assessment strategies:
 - Examples of excellence analysed and shared, before children produce their own 'product';
 - Clear Learning Intentions are shared with pupils and written at the top of each piece of work from P4-7 (Linked to CfE Experiences and Outcomes for the Curricular Area);
 - Co-constructed Success Criteria ensures children know what success looks like (Linked to CfE Benchmarks for the Curricular Area);
 - Co-operative peer feedback in which examples of improvement are modelled via mid-lesson so that feedback and improvement making is immediate and part of the lesson, Children initial or write their names to co-operatively improve their work;
 - Feedback from peers and teachers which focuses on successes, where excellence is and what improvements are needed - KIND/SPECIFIC/HELPFUL linked to the Success Criteria;
 - Effective ends to lessons through a plenary, where learning is summarised and reflected on by the child (e.g.) exit passes.
 - Acknowledgement by the teacher in each piece of work through +, = and -, reflecting on progress made by the child towards the level they are working towards (Children must know their levels for this to be effective) ;
 - Teacher, Peer and Self-assessment is implemented on a three-week rotation.

Assessment

Assessment Evidence

Assessment evidence should be gathered from the Four Contexts of Learning each term in 'Latest and Best' jotters focusing on the benchmarks linked to planned experiences and outcomes:

- Reading - Assessment in each novel study and after a series of banded books;
- Writing - Different genres showing ability with compositional and core targets, including taught writing and writing across the curriculum;
- Spelling - At the end of each spelling block checking spelling of taught words/phonemes and application of skills - sentences/paragraphs;
- French - At the end of each topic;
- Social Studies/Science & Investigation - At the end of each topic;
- RME - At the end of each topic;
- Art & Design - Showing application of skills taught;
- HWB - SHANARRI Web in school, at home and at the end of a Health related topic using the colour for each term.

Evidence iPads

Evidence iPads should be used to collect evidence across the curriculum (e.g.) presentation of solo talks, skills in Physical Education, performance in Expressive Arts – Music, Drama and Dance. Evidence iPads can also be used to support peer and self-assessment.

Teachers will moderate evidence gathered for Literacy and Numeracy to ensure that there is a clear agreement on the child's progress towards Achievement of the Expected Level. Moderated pieces of work should include the initial of teachers involved in the moderation process and the date. Jotters, with a focus on 'Latest & Best' jotters, and Evidence iPads will provide evidence of each child's progress. Evidence will be used to write a report for parents/carers at the end of the session.

Four Capacities

Children should be encouraged to record evidence of their progress towards the skills, attributes and capabilities outlined in the Four Capacities.

Successful Learner – I have shown ability to use technology for learning as a Digital Leader in Balmalloch Primary School.

Children should record when they have achieved a Star Pupil/Head Teacher Award, identifying one of the School Values and one of the Four Capacities it applies to and why.

Formative Assessment Comments

Remember the aim of formative assessment is to make learners independent enough to confidently self and peer assess and make subsequent improvements on their ongoing work.

- The teacher makes good use of praise language:
 - Well done! You are learning to (use capital letters and full stops, write persuasively using appropriate vocabulary ...)
 - Your work shows you have been thinking about XXXXXXXX and this shows your brain is growing!
 - Every time you practice, you are making the connections in your brain stronger. You have looked at your next steps from last week and XXXXXXXX.
 - You kept going and now you can XXXXXXXX – well done!
 - Don't say no, have a go! You have tried hard to improve on yesterday, adding 3 digit numbers and XXXXX

P1-3

- Marking Stampers – Literacy and Numeracy

P4-7

- Codes to describe feedback. (See Marking Policy)

Highlighter Pens

- Green is Great (Strengths)
- Pink for Think (Areas for Development)

Assessment & Correction: Numeracy & Mathematics

- Tick if correct, dot if incorrect. Once corrected tick, next to the dot if the mistake has been recognised.
- Children should traffic light their work showing their self-assessment in pieces of work identified by the class teacher.

Assessment & Correction: Literacy and English/IDL

Codes (to be displayed in every class):

SP- Spelling error

CL- Capital letter

NP- New paragraph

NS- New sentence

??- Something that doesn't make sense

/- Finger space

Assessment & Correction: Taught Writing

- Every piece of work should be read by the teacher and a graded with a +, = or - , signed and dated. + Working beyond the level (in some aspects), = Working at the level, - Working below the level.
- Green highlighters should be used to show good aspects of the child's work (Green for Great) linked to NLC Policy. A tick will indicate words, phrases or sentences that are written well and underlined if the sections of the piece are exceptional.
- Pink highlighters should be used to show areas of development (Pink: stop and think), linked to NLC Policy.
- Use marking codes (as above) e.g. NS - New Sentence.
- Weekly Timetables should show a section of time allocated to providing constructive feedback as a class.
- Weekly Timetables should show time allocated to enable effective feedback to be provided, raising attainment through identification of strengths and next steps for pupils. P5-7 pupils should use pen for editing improvements.

Primary 1-2 and Primary 3-7

In Primary 1 and 2 the marking code for writing should be used directly above or beside individual errors. Pedagogy Stampers can also be used.

From Primary 2 (Term 4) the marking code for writing should be written in the margin, if appropriate, of the text. Pupils should then edit work by looking along the 'marked' line to locate the error, and correct.

Self-Assessment

- Assessment cards (Success Criteria) should be used for Self and Peer Assessments to support pupils in assessing their own work and the work of others.
- The traffic light system is in use for self-assessment. A neat dot or coloured square is required at the end of the piece of work. A traffic light stamper can be used which the child's colours appropriately to show their assessment of their progress.
- Both First and Second Level teachers and pupils use the 'Kind, Specific and Helpful' self, peer and teacher assessment approach. Feedback will be provided to 1/3 of the class on a three week rotation using the three point approach linked to Learning Intentions (CfE Experiences and Outcomes) and Success Criteria (CfE Benchmarks).
- At Early Level (P1) and the beginning of First Level (P2), the use of 'Kind and Helpful' vocabulary for self, peer and teacher assessment should be used. The parts of the work highlighted in green shows what the child has done well and parts of the work highlighted in green shows next steps in learning, linking to 'helpful' pink for think. Feedback from the teacher should be provided each week at Early Level linked to children's progress towards achieving the Success Criteria (CfE Benchmarks) linked to the Learning Intention. , providing feedback to 1/3 of the class on a three week rotation linked to the Learning Intentions (CfE Experiences and Outcomes). At Early Level, pictures/visuals, pedagogy stampers or written feedback can be given.

Presentation and Achievements

Comment should be made on presentation as appropriate. Good work should be shared with the class, and possibly at Showcase Assemblies to highlight the importance of presentation.

Ruth McCarthy, Ben Clark, Lorna Grant & Lee Vernet

HT & Class Teachers

7th March, 2020

Appendix A

Developing Skills though Learning Intentions and Success Criteria

Learning Intention/Objective Skill (not context)

- Spell out skill or knowledge
- Don't add context
- Experiences and Outcomes should be used to create the Learning Intention

Example: We are learning to write a set of instructions (This is the same for all learners).

Supporting Skill Development - Success Criteria

To be successful remember to ...

- List what you need
- Use 'bossy' verbs
- Use numbers, bullet points or similar
- Use time connectives
- Write instructions in order
- Include diagrams or pictures if appropriate

Benchmarks should be used to create Success Criteria with learners.

Link Knowledge and Skills

- To know the key events of WW2 and to be able to write a diary
- To know the names of key parts of plants and to be able to label diagrams (context - a flower)
- To know properties of 3D objects and to be able to use these in a Venn diagram.
- To know what a volcano is and to write an explanation text.

Closed Success Criteria

Learning Intention: We are learning to add two digit numbers on a number line.

Success Criteria: I can start from the biggest number and add on in 1s.

I can jump in tens first, then jump in 1s.

I can record where I land.

Learning Intention: We are learning to measure.

Success Criteria: I can start at 0 and record the exact measurement.

I can use the correct unit of measure.

Success Criteria should be more open when children have a range of techniques

Learning Intention: We are learning to add two-digit numbers.

Remember to choose from ...

- A mental method
- Using a number line
- Using a number square
- Partitioning
- The formal method

Solving Mathematical Problems - To solve a word problem: How many hours have you been alive?

Remember to ...

- Estimate the answer
- Underline the key words
- Choose a method
- Choose resources
- Change your strategy if it doesn't work
- Check your answers in a different way
- Compare your answer with the estimate

Balmalloch P.S. Working Group
March, 2020

Scheduled Review: March 2021