



# Fiosrachadh Coltas Ar Obrach Bun-sgoil Chondobhrait



## Condorrat Primary School Presentation Guidelines

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Bruadair, Creid, Coilean  
Dream, Believe, Achieve



## Introduction

It is essential that a high level of presentation is expected from our learners across the school. Pupils should be supported and encouraged to always produce neat and tidy work which includes correct letter and number formation.

Expectations of standards at each stage are outlined in these guidelines and should be adhered to for all our learners to ensure a consistency of approach across the school.

## Preparing To Write

Pupils who have poor/delayed motor control skills or are taking longer to grasp the formation of letters and numbers should be given daily practical activities to develop their fine motor skills. These include drawing in sand, making letters with modelling clay, threading beads, overwriting with large letters, pencil control activities and copying patterns etc. Support staff may also be utilised to support with this.

## Early Level (P1)

During term 1 it is essential that the correct formation of letter and numbers are taught and continually reinforced. At this point there is no expectation that pupils will write the date, or title for themselves though some may be capable of this.

Teaching staff can use a date stamp for jotters if needed.

In term 2 all pupils should write the date in number format in the margin, on the top line or at the top of the page. Teachers should use their own professional judgement to gauge when learners are ready to write the title of their work. This may vary from learner to learner and if they are able to do so learners should be encouraged to attempt it. Pupils should not spend time copying a title to the detriment of them being able to complete the main body of their work. At this stage pupils may if they are able to underline titles in their jotter as appropriate to the needs of the learner.

All lines in jotters should be used unless the teacher feels that it is necessary to support the pupil with the legibility of their work by spacing written work out further. Coloured and bold lined jotters are also available for any learners needing visual support. It is not necessary for primary one pupils to draw a finishing line at the end of their work – they should take a new page each day.

In squared jotters there should be one digit in each box. A box should be left between the question and number and the sum/answer. The function should always be in a box of its own i.e. +, -, x, ÷

Teacher professional judgement should be used to decide when pupils who are experiencing difficulties with formations should be expected to copy text or indeed use jotters. Overwriting and others means of recording their work digitally may be of more benefit. Referrals for persistent difficulties should be made to the support for learning co-ordinator if there are ongoing concerns.

## First Level (P2/ P3/ P4)

From primary two onwards most learners should be putting a date in numbers in the margin and a title on each piece of their work. Titles should be underlined with a ruler. An empty line should be left between the title and the piece of work. Tables



(metalinguistics) should be drawn in with a ruler or to meet needs they can be photocopied and stuck into jotters. Blank lines should not be left between sentences. A finishing line should be drawn after each piece of work. This may be drawn at the start of a new lesson, before the date and title are written in.

At this stage handwriting tasks should be undertaken a couple of times a week and by primary 4 most of our learners should be beginning to join their writing. Teachers should use their professional judgment to identify which learners are able to join their writing and they should be encouraged to do so. Information on how to teach 'joins' is contained in appendix 1.

In maths and numeracy jotters the above guidance also applies. There should be one number per box and any functions should have their own box. Each question number should be in one box. Where lines need to be drawn in chimney sums two lines should be drawn as follows

$$\begin{array}{r} 26 \\ + 22 \\ \hline \end{array}$$

When maths work involves carrying the number should be written below the line as follows -

$$\begin{array}{r} 98 \\ + 54 \\ \hline 1 \end{array}$$

Sums should be laid out equally across the page in rows. All tables should be drawn with a ruler – or to provide support they may be photocopied and stuck into jotters to be completed. Nets, 2D shapes etc should be drawn neatly with a ruler. Teachers will need to adapt expectations for individuals and make sure learning needs are met.

Pupils who continue to have issues with formation and pencil control will need extra practise with this. Referrals for persistent difficulties can be made through the support for learning co-ordinator. Support staff time may be utilised for this.

Learners may benefit from jotters with wider line spacing, coloured pages or bold lines.

### Second Level (P5/P6/P7)

The above first level guidance still applies at second level too. Teachers should use their professional judgement to gauge expectations of jotter presentation as this should never impact on a learner's ability to complete tasks.

Most pupils at second level should be able to draw a table into their jotter with a ruler. In maths and numeracy tasks the learners may need a separate workings area/column which can be drawn with a ruler to the right-hand side of the page. When handwriting the use of joins should be expected at this stage. Handwriting jotters with wide and narrower lines are available. Handwriting should be taught at least once a week at this stage. Spelling words may be a focus for this, extracts from texts/reading books etc.

Pupils should make use of lined and blank pages in topic jotters.



### Homework Jotters

Homework jotters may be covered. Teacher comments about presentation should be made as appropriate to reinforce the importance of presenting learning well.

### Errors

Any errors should be rubbed out with an eraser.

### Lack of effort

Consistent poor presentation of work should be tackled by teaching staff. Incentives to improve the presentation of work should be used– praise, feedback, points, stickers etc As part of our quality assurance process SLT monitor jotters each term. As part of this they will feed back to any learners who are not making enough of an effort with the presentation of their work.

### Writing Marking Code

To encourage our learners to take more responsibility for their learning a marking code is in place across all stages. (P1-3 and P4-7 See appendix 2)

In P1 & P2 the code should be marked clearly directly above or beside errors.

From P3 the marking code should be put in the margin of the text. This encourages the children to take responsibility for their learning by finding the errors themselves and self-correcting. This also helps our learners to develop re-drafting skills and can be used for peer marking in the upper stages. Not all aspects of the P4-7 marking code need to be used at the P4/5 stage. Teacher judgement should be used so that different concepts can be introduced as appropriate.

### Self-Assessment

A traffic light system is in use for self-assessment in maths. A neat dot (green, amber, red) to reflect the child's assessment of how they have got on with their learning, should be put in the top right-hand corner of the page.

In taught writing, two stars and a wish feedback should be written at the bottom of the piece of work to reflect on the learning intentions and success criteria of the task.

### General Points

- Sharp pencils should be used at all times.
- There should be no drawing, doodling on jotters.

At all times with all aspects of these guidelines staff should use their professional judgement to meet the needs of the learners in their class. If learners are consistently not managing to meet these guidelines the class teacher should arrange to meet with a member of the school leadership team to seek advice and further guidance on how to better meet the needs of the pupil.