

Kirkshaws Primary School and Nursery Class



Jotter Presentation Policy

March 2026

The UN Convention on the Rights of the Child underpins this policy:

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 4: We must do all we can to make sure every child can enjoy their rights.

Article 23: Children who have any kind of disability have the right to special care and support so they can live full and independent lives.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the fullest.

Equality & Equity

This policy outlines expectations for almost all learners. However, to ensure we meet the needs of every child, adaptations may be required. Presentation expectations must never become a barrier to learning, participation or progress.

All staff share responsibility for maintaining high and consistent standards of presentation across the school. Expectations will be explicitly taught at the start of each academic year and reinforced regularly. Our aim is to promote pride, care and ownership in all written work.

General Guidance

Pupils will be supported to present work neatly by:

- Writing with a **sharp pencil**
- Using a **clean eraser** to correct errors
- Using a **ruler** for straight lines (P3–P7)
- Keeping jotters **clean, tidy and free from graffiti or doodling**
- Writing **on the line**, using correctly formed letters (and joins where appropriate from P4–P7)
- **Taking a new page for a new piece of work**
- Using **pre-printed jotter labels** with full name and class

Headings

- Each piece of work should be dated (in P.1 teachers may use a date stamp for this)
- Each piece of work should have a title
- From Primary 3, Learning Intentions may be written or stuck into jotters if appropriate

Jotters

Jotters are stored in the Library Cupboard and can be accessed by teachers at any time. Teachers should not store a surplus of spare jotters in their classrooms. Please alert Office Staff if stocks are running low on any of these items. Jotter labels can be requested from the school office.

Early Level – Primary 1

Jotter Type	Purpose
Early Level Daily Writing	Regular writing tasks including spelling, handwriting, punctuation and reading-to-write activities.
Early Level Taught Writing	Weekly taught writing lessons with a genre focus.
Early Level Numeracy & Mathematics	Daily numeracy and maths tasks.
Number Formation Jotter	Targeted practice of correct number formation.
Letter Formation Jotter	Targeted practice of correct letter formation.
Early Level Assessment Jotters	Evidence of progress across Early Level experiences and outcomes.

First Level – Primary 2 – Primary 4

Jotter Type	Purpose
First Level Daily Writing	Daily writing tasks including spelling, handwriting, punctuation, grammar and reading-to-write activities.
First Level Taught Writing	Weekly taught writing lessons with genre-specific targets.
First Level Numeracy & Mathematics	Daily numeracy and maths tasks.
First Level Assessment Jotters	Evidence of progress across First Level experiences and outcomes.

Second Level – Primary 5 – Primary 7

Jotter Type	Purpose
Second Level Daily Writing	Daily writing tasks including spelling, handwriting, punctuation, grammar and reading-to-write activities.
Second Level Taught Writing	Weekly taught writing lessons with genre-specific targets and extended writing expectations.
Second Level Numeracy & Mathematics	Daily numeracy and maths tasks, including multi-step problem solving and application.
Second Level Assessment Jotters	Evidence of progress across Second Level experiences and outcomes.

Daily Writing (All Levels)

- **Core targets are displayed inside the front cover and should be referred to daily.**
- Daily writing should take place **every day**, except on taught writing days or during special events.
- Content includes spelling, handwriting, punctuation, grammar and reading-to-write tasks appropriate to the level.
- Worksheets should be used sparingly and should be stored in a separate folder. Worksheets should only be glued in if there is a valid reason to do so.
- In Early Level, some writing may be completed on whiteboards or Smart Pals, but jotters must show regular evidence of progress and independence.
- **Teachers should use the marking code that is displayed in the jotter.**

Taught Writing

- One piece of taught writing should be completed **weekly**, unless exceptional circumstances apply.
- At First and Second Level, pupils may work on a piece over multiple days or the course of two weeks; all dates must be recorded.
- **Core targets are displayed within the jotter and should be referred to regularly.**
- From P4, a **contents page** should be created on the first page, recording date, title, genre and assessment mode.
- Genre-specific targets should be available and referred to during lessons.
- Marking should be linked to genre targets and include clear next steps.
- **Evidence of self, peer and teacher assessment should be visible. Tick-boxes included in the jotter should be used to indicate which type of assessment has taken place.**

Numeracy & Mathematics

- Titles and/or Learning Intentions should clearly identify the concept being taught.
- Each number should be written in **one box** (First and Second Level).
- Operation signs should be written in a **single box**.
- Decimal points should sit **on the line between boxes**.
- All lines must be drawn with a **ruler** (First and Second Level).
- Early Level pupils should be supported to develop correct number formation through their dedicated Number Formation Jotter.

Assessment Jotters

- Assessment Jotters should be used regularly to capture evidence of pupils' learning in line with the experiences and outcomes planned for in the Forward Plan.
- While they may contribute to Assessment Week activities, they should also be used throughout the term at natural points of assessment.
- This ensures teachers gather a balanced, ongoing picture of each child's progress across the curriculum.

Completed Jotters

- Any **incomplete jotters** should be passed on to the next class teacher so pupils can continue to use them at the start of the new school year.
- **Completed jotters** should be stored in the class cupboard throughout the year.
- In **June**, teachers should **retain a sample of completed jotters** to evidence pace, progression and breadth of learning. 3 daily, 3 taught, 3 maths & 3 maths workbooks.
- Incomplete maths workbooks should be passed to the next teacher.
- **Assessment jotters should be passed to the next teacher and NOT sent home.**
- All remaining completed jotters should be **sent home with pupils** at the end of the school year.