



Mossend Primary School and Nursery Class



Where Stars Shine Brighter



Mossend Primary School and Nursery Class

Jotter Policy and Good Practice Guide 2026 – 2027



RATIONALE

Assessment, Evidence and Moderation

At Mossend Primary School, jotters provide an important record of learners' progress over time and form part of the evidence used to support professional judgement. High-quality jotter work should demonstrate increasing independence, application of skills, progression in learning and responsiveness to feedback.

Assessment Evidence

Professional judgements should be based on a range of evidence gathered throughout learning, teaching and assessment. While jotter evidence is an important source of information, attainment decisions should not be based solely on written work.

Evidence used to support teacher professional judgement may include:

- Classwork and jotter evidence
- Taught and independent writing samples
- Planned assessment activities
- Learner conversations and observations
- Practical activities and group tasks
- Digital evidence and learning portfolios
- Self and peer assessment
- Cross-curricular application of learning

Where possible, evidence should demonstrate learners applying their knowledge and skills independently and in a range of contexts.

Independent Learning and Assessment

In writing and other curricular areas, staff should identify the level of support provided during learning and assessment activities. Samples used to inform attainment judgements and moderation discussions should include evidence of independent application of learning.

Teachers should ensure that assessment evidence reflects what learners can do consistently, independently and confidently over time rather than on a single occasion.

Moderation

Moderation is an integral part of the school's quality assurance and improvement cycle. It supports a shared understanding of standards, progression and achievement across all stages.

Jotters and assessment evidence may be used during:

- Stage moderation meetings
- Collegiate planning and professional dialogue
- Learning rounds and quality assurance activities
- School-based moderation activities
- Cluster and local authority moderation events
- Validated Self-Evaluation and inspection activities

When engaging in moderation activities, staff should use Curriculum for Excellence Benchmarks, local authority guidance and agreed exemplification materials to support consistent and reliable professional judgements.

Progression and Achievement of a Level

Jotters should demonstrate clear progression within and across curricular levels, showing how learners build upon prior learning and respond to feedback.

Achievement of a Curriculum for Excellence level should be informed by a broad range of evidence and professional judgement. Decisions should be based on learners demonstrating breadth, challenge and application of learning over time, rather than completion of isolated tasks or assessments.

Quality Assurance

Senior Leaders will regularly sample jotters and assessment evidence to monitor consistency, progression, presentation, feedback practices and the quality of learning and teaching across the school. Professional dialogue arising from these activities will be used to support continuous improvement and maintain high standards for all learners.

JOTTER GUIDE

	Daily Writing Yellow	Taught Writing Blue	Cross Curricular Red	Numeracy and Mathematics Green	Homework Purple
Primary 1	B025 15mm half lined	B025 15mm half lined	B025 15mm half lined	Green 0S34 10mm box	B025 15mm half lined
Primary 2	B033/0S33 10mm/margin	B033/0S33 10mm/margin	B033/0S33 10mm/margin	Green 0S34 10mm box	B033/0S33 10mm/margin
Primary 3	B033/0S33 10mm/margin	B033/0S33 10mm/margin	B033/0S33 10mm/margin	Green 0S34 10mm box	B033/0S33 10mm/margin
Primary 4	B033/0S33 10mm/margin	B033/0S33 10mm/margin	B033/0S33 10mm/margin	Green 0S34 10mm box	B033/0S33 10mm/margin
Primary 5	BO32/0S32 8mm/margin	BO32/0S32 8mm/margin	BO32/0S32 8mm/margin	Green B006 7mm box	BO32/0S32 8mm/margin
Primary 6	BO32/0S32 8mm/margin	BO32/0S32 8mm/margin	BO32/0S32 8mm/margin	Green B006 7mm box	BO32/0S32 8mm/margin
Primary 7	BO32/0S32 8mm/margin	BO32/0S32 8mm/margin	BO32/0S32 8mm/margin	Green B006 7mm box	BO32/0S32 8mm/margin

JOTTER PRESENTATION AND PRACTICE GUIDE

The purpose of this policy is to produce a consistent approach towards the presentation of work throughout the school. Children should be aware of the standards expected of them and be encouraged to meet these standards throughout all written tasks. It will ensure expectations are raised by staff and instil, in all children, a sense of pride and ownership in how their work should look.

Jotter Labels	• All jotters should be labelled with the child's forename and surname, class and curricular area. • If a pupil is in a composite class, please also highlight the stage the pupil is in by highlighting the stage number yellow, e.g. Primary 7/6 – indicates the child is a Primary 6 pupil in a Primary 7/6 composite class.
Dates & Titles	• A numerical date should be used in all Numeracy and Mathematics jotters. • P1-2 record a numerical date in the margin of literacy/cross curricular jotters and have an underlined title in the centre of the top line. • P3-7 record the date in words in literacy/cross curricular jotters which should be underlined. • Miss a line after the underlined date and title.
Jotter Presentation	• The core targets that the child is working on should be glued on the inside of the front page of the jotter. • Work should be underlined when it is completed to signify the end of the task/lesson. • All lines should be drawn with a ruler. This includes answer lines for vertical calculations, tables, graphs, diagrams and pictures (Teachers should spend time modelling this) • A pencil should be used to record all written work. • Miss two lines before moving onto a new written task that is being carried out on the same day. • All jotters should be used front to back.

	• 1 number to 1 box should be used in all Numeracy and Mathematics jotters. • Daily practise of spelling (fun spelling) should not be included in Daily Writing jotters unless it is a specified task in the Active Literacy Programme. • Taught Writing jotters should have a contents page detailing date, title, genre and type of assessment (T/S/P). Pupils should take a new blank double page for each piece of writing. Every piece of writing should have the genre features grid glued into the left-hand page and the written work should be on the right-hand page.
Learning Intentions and Success Criteria	• All stages should have Learning Intention and Success Criteria displayed for all lessons. These should be discussed with the children. • Children in P4-7 should write the LI in full in their jotter. • Learning Intentions should be recorded in full for all assessments.
Teacher Marking and Comments	• From P2, within all jotters, a cycle of self, peer and teacher assessment should be used by splitting the class into three groups and rotating these. • Green (for good) and pink (for think) highlighters and pens should be used within all jotters e.g. tick with a green pen, dot with pink. Comments should also be written in green and pink pens. • Children should be given time to go back and look over previous corrections. • Written comments should always relate to the Learning Intention and Success Criteria of the lesson.
Self/Peer Assessment	• All jotters should reflect the regular use of self and peer assessment as well as teacher assessment. • Teachers should spend time modelling how to do this correctly, writing appropriate comments, linking feedback to the Success Criteria, etc. • Pupils should also use green and pink highlighters/pencils when self and peer assessing. • Pupils should indicate if written feedback is self-assessment (SA) or peer assessment (PA).

Monitoring	• The Senior Leadership Team will monitor selected samples of jotters at all stages and in different curricular areas regularly, as well as having discussions with the children about their work during learning and teacher visits.
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APPENDICES

Below you will find copies of the pro-formas used by the Senior Leadership Team when monitoring pupils' jotters across the school.



Mossend Primary School

Daily Writing Jotter Monitoring

Q.I: 1.1, 2.3

Jotters Observed:	Class:	Teacher:
Curricular Area: Daily Writing		
Is the jotter clearly labelled with full name, class, curricular area and stage?	YES	NO
Is it clear what level the child is currently working at?	YES	NO
Are core targets printed and stuck on the inside of the cover page?	YES	NO
Are dates and titles presented as per policy?	YES	NO
Is there evidence of non-fiction, media study, poetry, etc. as well as fiction?	YES	NO
Do all tasks within the jotter align with the Active Literacy Programme?	YES	NO
In stages P4-P7, is the learning intention recorded for each piece of work?	YES	NO
From P2, can a spread of teacher, self and peer assessment be seen?	YES	NO
Are teachers using only green and pink pens/highlighters when assessing the learning?	YES	NO
Is feedback related to the success criteria?	YES	NO
Additional Comments: •		
Action Points: •		
Follow up date:		



Mossend Primary School

Taught Writing Jotter Monitoring

Q.I: 1.1, 2.3

Child's Name:	Class:	Teacher:
Curricular Area: Taught Writing		
Is the Jotter Policy being followed?	YES	NO
Is the jotter clearly labelled with full name, class, curricular area and stage?	YES	NO
Is it clear what level the child is currently working at?	YES	NO
Are core targets printed and stuck on the inside of the cover page?	YES	NO
Is there a contents page, detailing the date, genre, title and type of assessment (T, S, P) for each piece of writing?	YES	NO
Is a blank double page being taken for each piece of writing?	YES	NO
Are there genre grids glued into the left-hand page of the jotter for each piece of writing, matching the child's current level?	YES	NO
Are genre grids being consistently completed each week by the teacher or pupils?	YES	NO
Are dates and titles presented as per policy?	YES	NO
Are writing pieces presented as per policy?	YES	NO
In stages P4-P7, is the learning intention recorded for each piece of writing?	YES	NO
From P2, can a spread of teacher, self and peer assessment be seen?	YES	NO
Are teachers using only green and pink pens/highlighters when assessing the writing?	YES	NO
Is feedback related to the success criteria and core targets?	YES	NO
Is there a range of genres evident in the jotter?	YES	NO
Additional Comments:		
•		
Action Points:		
•		
Follow up date:		



Mossend Primary School

WAC Jotter Monitoring

Q.I: 1.1, 2.3

Jotters Observed:	Class:	Teacher:
Curricular Area: WAC		
Is the jotter clearly labelled with full name, class, curricular area and stage?	YES	NO
Is it clear what level the child is currently working at?	YES	NO
Are core targets printed and stuck on the inside of the cover page?	YES	NO
Are dates and titles presented as per policy?	YES	NO
Is there evidence of all curricular areas in the jotter?	YES	NO
Can a clear link between curricular areas be seen?	YES	NO
In stages P4-P7, is the learning intention recorded for each piece of work?	YES	NO
From P2, can a spread of teacher, self and peer assessment be seen?	YES	NO
Are teachers using only green and pink pens/highlighters when assessing the learning?	YES	NO
Is feedback related to the success criteria?	YES	NO
Additional Comments: •		
Action Points: •		
Follow up date:		



Mossend Primary School

Numeracy and Mathematics

Jotter Monitoring

Q.I: 1.1, 2.3

Jotters Observed:	Class:	Teacher:
Curricular Area: Numeracy		
Is the jotter clearly labelled with full name, class, curricular area and stage?	YES	NO
Is it clear what level the child is currently working at?	YES	NO
Are dates and titles presented as per policy?	YES	NO
In stages P4-P7, is the learning intention recorded for each piece of work?	YES	NO
From P2, can a spread of teacher, self and peer assessment be seen?	YES	NO
Are teachers using only green and pink pens/highlighters when assessing the learning?	YES	NO
Is feedback related to the success criteria?	YES	NO
Is there evidence of higher order thinking skills and application of skills to an unfamiliar context.		
Additional Comments:		
Action Points:		
Follow up date:		