

# St. Andrew's Primary School & Nursery Class



## Jotter Policy

Updated June 2024



## **St. Andrew's Primary Jotter Policy**

### **Rationale**

At St Andrew's Primary, 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.

### **Aims**

The aim of the policy is to ensure a consistent approach in the presentation of pupil work throughout the school. Children should all be aware of the high standards expected of them and know that this will apply whoever is taking the class.

Our aim is to raise expectations of all and engender in all children a sense of pride in their work.

Our aim is to provide meaningful feedback to all children to support them to achieve their next steps in learning.

### **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 focussed, meaningful feedback support all learners in achieving set targets and in continuous improvement.

### **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 (P3 onwards)
- Not cramming too much work on a page
- 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 Assessment in Maths and Daily Writing
- Missing a line after title
- Numbering jotters

### **Labelling**

All jotters should be clearly labelled with:

- Full name
- Stage – for composite classes the stage should be underlined.
- Curricular area
- Class teacher

Please ask the office staff for jotter labelling stickers.

### **Headings**

- Each piece of work should have a learning intention, title or the concept written at the top left-hand side of the page.
- Each piece of work must be dated on the right-hand side. In maths jotters, use the short version of the date e.g. 12.02.'16. In literacy jotters use long form e.g. – 26<sup>th</sup> March 2024 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.

- Where the learning intentions are not stated, marking must make the learning intentions of the activity explicit in relation to feedback on success.

### Daily Writing

- Core targets should be attached to the jotter and referred to during each piece of writing.
- Daily writing should take place every day except for the taught writing day and school events.
- Daily writing includes read to write activities, phonics, spelling and handwriting as well as writing linked to IDL themes.
- 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. The contents page should allow date, title, genre and mode of assessment (examples are in first class).
- Core targets should be attached to the jotter and referred to during each piece of writing.
- 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 genre targets and provide formative next steps.
- One third of the writing is corrected and formative comments / next steps are identified by teacher each week.
- One piece (depending on school activities) of writing each week should be included in the taught writing jotter.
- Certain 2<sup>nd</sup> Level pieces of writing may take place over 2 weeks
- Narrative plus 2 genres should be evident each term in jotters.

### Interdisciplinary Writing – Within Daily Writing Jotter

- Core targets should be attached to the jotter and referred to during each piece of writing.
- Interdisciplinary writing should include 5/6 areas of the curriculum: Health & Wellbeing, Science, Technologies, Social Subjects, Religious Education work and Spanish.
- A minimum of 2/3 pieces of writing should be in the jotter each week.

### Numeracy & Mathematics

- Maths concept should be clear from the title in the jotter, e.g. 'Work with money to £1.00'.
- Each number should be in a box but if you are using decimal points, these should be on the line between the boxes.
- Problem solving should feature alongside taught concept to ensure learners can apply their learning to life situations.

### Jotters

#### Primary 1 – 7:

- Taught Writing - RED
- Daily Writing and IDL - YELLOW
- Mathematics & Numeracy - BLUE
- Homework – Various use up jotters



	<u>Title</u>	<u>Date</u>	<u>Learning Intention (Pupil Friendly)</u>	<u>Success Criteria</u>	<u>Underlined with Ruler</u>	<u>Taught Writing</u>
<b>P1</b>	✓	Stamped by pupils	Displayed on board and shared orally.	Co-created with children, displayed on board and shared orally.		At each stage, one lesson per week should focus on the skill of writing texts and be recorded in red jotter.
<b>P2</b>	✓	Stamped by pupils	Displayed on board and shared orally			
<b>P3</b>	✓	Dated on the right-hand side. Maths jotters, short version: e.g. 12.02.16. Literacy jotters long form: 26 <sup>th</sup> March 2024. Underlined with rulers.	✓		✓	
<b>P4</b>	✓		✓		✓	
<b>P5</b>	✓		✓		✓	
<b>P6</b>	✓		✓		✓	
<b>P7</b>	✓		✓		✓	