



Stirling Council

Fintry Primary School

JOTTER POLICY



Date agreed: June 2018

Bodies consulted: Staff

Planned review date: April 2019

Planned review date: April 2020

Jotter & Folder Policy

Rationale

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 and Objectives

In Fintry Primary School, we aim to:

- Provide a learning culture, where children and teachers have a growth mind-set;
- Share with children the purposes of lessons with clear explanations, expositions and instructions;
- Involve children in the planning stage to enhance motivation and ownership;
- Give written work appropriate to the attainment level of the children and to the area of the curriculum;
- Identify any errors in children's learning and rectify these weaknesses in children's knowledge, skills and understanding;
- Value and encourage contributions from children;
- Ensure that all children are involved in rewards linked to Class Dojo philosophy;
- Continually praise good work where it is earned; and
- Allow the opportunity for children to give feedback to the teacher on how they see their progress, both oral and written.

Allocation

Jotter

A4 jotters will be clearly labelled with the child's name, subject area, primary class and teacher's name. Time should be spent at the start of each new session in August reminding children how jotters should be set out. Each teacher 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.

Each child should have an A4 jotter for:

- Number;
- Beyond Number;
- Handwriting; and
- Literacy including French.

Each child should have an A5 *My Try Book in P1/2* and a simple *Dictionary book in P3/4/5*

Folder

A4 folders will be clearly labelled with the child's name, primary class and teacher's name. The folder will be divided into 3 sections. Children may design a front cover. Worksheets should not be overused, and be copied back to back where possible to save paper. Each child should have an A4 folder for:

- HWB
- RME
- Interdisciplinary work

Teaching and Learning

Written evidence is a main focus for teacher judgement 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 and folder there is:

- Neatly presented work with the guidelines on the use of jotters, folders and worksheets followed;
- An appropriate amount of work has been regularly done over the period;
- The work is appropriate to the attainment level of each child;
- The work is 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;
- The work is regularly completed, marked and corrected; and
- Teachers make written comments, use growth mind-set stickers, stamps and/or praise 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.

Implementation

Appropriate jotters should be chosen for the age of the children and the type of activity as laid down in the **Appendix C** of this policy.

- The children use the jotters appropriately (half pages used up, knowing when to take a new page, no pages missed);
- The presentation is neat with good handwriting, using a sharp pencil and ruler when necessary;
- Date and/or title is used for each new piece of work;
- A line is missed after each heading;
- Children draw a line under the visualiser stop so subsequent writing/ learning can be compared;
- A line is drawn with a ruler after each piece of work, to denote work covered each day/lesson;
- The work is regularly marked and use of formative assessment strategies evident; and
- Pace of work follows the teacher's Planning, Assessment and Tracking Folder for individuals, groups or class as well as meeting the attainment levels already set out.

At **Primary 1** the children write the day of the week as their heading to help them learn the spelling, order and use of a Capital letter.

At **Primary 2** this is extended to the day, date and month.

At **Primary 3** the children should be writing the date and month as their heading, but after the October week they should be writing the date and title as P4 to7.

From **Primary 4 to 7** the date should be written in the margin or left hand side of page. The learning Intention should be the title. Older classes should be trained to underline the date and Learning Intention. Older classes should be trained to co-construct the success criteria. A line must be drawn with a ruler after each piece of work or at a visualiser stop.

From **Primary 3** leave left hand side of jotter blank for improvements.

From **Primary 2 Term 3** children will practice daily sums using the formal method. Children must be encouraged to put one number in a box. Teachers must show how he/she expects the children to set out numeracy and mathematics work.

Questions which require one word 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.

When a new jotter is needed, the teacher should flick through the old jotter to check there is 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 lost jotter should be searched for thoroughly by the child, class and teacher before a new one is issued. Pare should be used on the first day the jotter goes missing as often it will turn up. If a new jotter has to be issued then **R1** for the first replacement or **R2** if second replacement is needed. The code should be written in the top right hand corner.

Evidence of Teacher/ Child Input in Jotters & Folders

The teacher:

- Makes daily use of formative assessment strategies:
 - Examples of excellence analysed and shared, before children produce their own 'product';
 - Clear learning intentions shared with pupils;
 - Co-constructed success criteria;
 - Co-operative peer feedback in which examples of improvement are modeled 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;
 - Effective ends to lessons, where learning is summarised and reflected upon by the child;
 - Acknowledgement by the teacher. E.g. 'Good improvements. Especially liked the animal simile. I could really sense how starving you were.'; and
 - Feedback against the success criteria.

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. See Appendix B.

- The teacher makes good use of praise language, for example:
 - Well done! You're learning to...(put in capital letters and full stops/write persuasively)
 - Good- it's making you think – that's how you know your brain is growing!
 - Every time you practice, you're making the connections in your brain stronger.
 - Your skills have really improved. Do you remember how much harder this was last week?
 - You kept going - well done!
 - Don't say no – have a go!
 - You mean you don't know YET!

P1 to P3

- Pedagog Marking Stamps:
 - Literacy; and
 - Numeracy.

P4 to 7

- Codes to describe feedback:
 - VF (Verbal Feedback)
 - CI (Co-operatively Improved)
 - SA (Self-Assessment)
 - VS (Visualiser Stop)
- Highlighter Pens:
 - Green highlighter for best bits; and
 - Pink for improvement.

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.

Home/ School Link

P1-3 Homework

Homework books will be used to record reading, complete spelling and additional homework set by the teacher. Each child will use a Reading Record and Spelling Record. Teachers must ensure that the Reading Record and Spelling Record books' information pages are completed at the start of term, clear guidelines must be given to ensure that children and parents understand their responsibilities. Reading Record Books should be used to record Reading for Enjoyment. Spelling Record Books will be used to practice phonemes. Homework tasks will be inserted into jotter where the tasks will be completed.

Parents will be encouraged to sign the books weekly to promote the value of this important home-school partnership. Teachers should make a comment in every homework diary as often as possible to encourage good home - school partnerships with parents.

P 4-5 Homework

Homework books will be used to record reading, complete spelling and additional homework set by the teacher. Each child will use a Reading Record and Spelling Record. Teachers must ensure that the Spelling Record and Reading Record books' information pages are completed at the start of term, clear guidelines must be given to ensure that children and parents understand their responsibilities. Reading Record Books should be used to record Reading for Enjoyment. Spelling Record Books will be used to practice spelling. Homework tasks will be inserted into jotter where the tasks will be completed. A clear routine should be set to ensure that children become independent in recording their homework.

Parents will be encouraged to sign the books weekly to promote the value of this important home-school partnership. Teachers should make a comment in every homework diary as often as possible to encourage good home - school partnerships with parents.

P6-7 Homework

Each child will use a Reading Record and Homework Diary. Teachers must ensure that the Homework Record and Reading Record books' information pages are completed at the start of term, clear guidelines must be given to ensure that children and parents understand their responsibilities.

Reading Record Books should be used to record Reading for Enjoyment. Homework Diary should record the homework for the week ahead to be completed in a Homework Jotter. A clear routine should be set to ensure that children become independent in recording their homework.

Parents will be encouraged to sign the books weekly to promote the value of this important home-school partnership. Teachers should make a comment in every homework diary as often as possible to encourage good home - school partnerships with parents.

Assessment

Each term, the assessments gathered during Assessment Week should be stored in the PAT Box. Twice annually, teachers will moderate the evidence gathered for Literacy and Numeracy to ensure that there is clear agreement on the child's progress towards Achievement of the Expected Level. Jotter and Folder work will provide evidence of each child's progress. Further Information is included in Fintry Primary Assessment Policy.

Learning experiences at the end of the contexts studied by a child should be included in the child's **Learning Journey**.

The Learning Journey will be sent home each term to share the child's progress with parents. All evidence gathered is used to write up a profile for parent's evenings and end of term reports. Further Information is included in Fintry Primary Assessment Policy.

Resources

All jotters are stored in the jotter 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 Headteacher if stocks are low. The main order for jotters is made May/June.

Children should not scribble on school jotters. Homework jotters should be covered and a storage and correction area identified in each classroom. Jotters should not be bent back while children are working on them and they will be encouraged to take pride in presenting neat work.

Management, Leadership and Quality Assurance

School aims are shared with staff, children and parents through the Jotter Policy. Curriculum Planning ensures that learning and teaching meet the principles of Curriculum for Excellence. Tracking and monitoring meetings are carried out each term between the headteacher and class teacher to allow professional dialogue on progress and attainment of children. The Senior 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 Senior Leadership Team. Quality indicators described in 'How Good is Our School?' will be used to evaluate the on-going effectiveness of this policy.

Appendix A

Developing Skills through Learning Intention and Success Criteria

Learning Intention/objective: skill not context

- Spell out skill or knowledge
- Don't add context
- So
 - *Learning to write a set of instructions about making a sandwich*

Should be

- *learning to write instructions*

Supporting Skill Development

Example 1

We are learning to write instructions for making a jam sandwich

Remember to:

- List the ingredients needed for the sandwich
- Write in order how to make it (e.g. butter, two slices of bread, etc.)
- Provide a picture of a jam sandwich

Should be...

We are learning to write instructions

Remember to:

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

Example 2

Does it really say what I want them to learn skill or knowledge?

- We are learning about Venn Diagrams
- To be able to use a thermometer
- To know the key events of WW2
- To know the names of the key parts of plants
- To know properties of 3D shapes
- To know what a volcano is

Should be...

Link knowledge and skills

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

Appendix A continued.

Example 3

Closed Success Criteria

We are learning to add two digit numbers on a number line

Remember to:

- Start from the biggest number
- Jump in tens first (e.g. 36, 46, 56 etc.)
- Jump the ones next (53, 54, 55 etc.)
- Record where you land

We are learning to measure

Remember to:

- Start from 0
- Record the exact measurement
- Use the correct unit

Not get the ruler out, lay out the things to be measured, count along the ruler etc.

Example 4

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

To add two- digit numbers

Remember to:

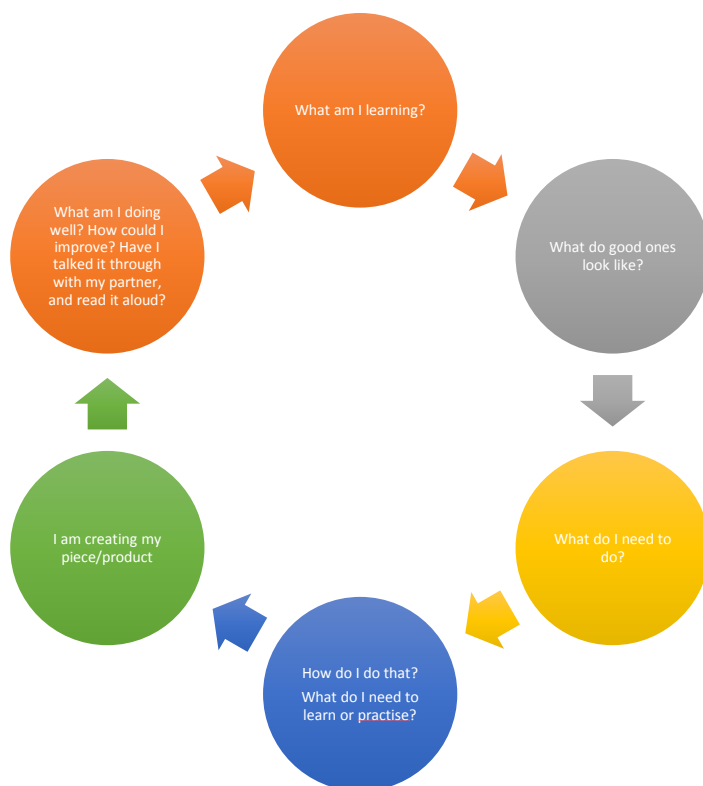
- Choose from:
 - A mental method
 - Using a number line
 - A number square
 - Partitioning
 - The formal method

Solving mathematical problem

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

Appendix B



Appendix C

| Primary Class | Size | Jotter |
|-----------------------|----------------|---------------------|
| P1 | A4 Blank | News |
| P1 | A4 Blank | Literacy |
| P1/2 | A4 Blank | Numeracy |
| P1/2 | A4 Blank | Beyond Number |
| P1/2 | A5 1/2 lined | News |
| P1/2 | A4 1/2 lined | Literacy |
| P1/2 | A4 | Handwriting |
| P1/2 | A5 | My Spelling Book |
| P2 | A5 Square | Number Bonds |
| Across the Curriculum | A4 Folder | |
| | | |
| P3/4 | A4 Square | Numeracy |
| P3/4 | A4 Blank | Beyond Number |
| P3/4 | A4 Lined | Free Writing Jotter |
| P3/4 | A4 Lined/Blank | Literacy |
| P3/4 | A4 | Handwriting |
| P3/4 | A5 | My Dictionary |
| Across the Curriculum | A4 Folder | |
| | | |
| P5/6/7 | A4 Square | Numeracy |
| P5/6/7 | A4 Blank | Beyond Number |
| P5/6/7 | A4 Lined | Free Writing Jotter |
| P5/6/7 | A4 Lined/Blank | Literacy |
| P5/6/7 | A4 Lined | Writing |
| Across the Curriculum | A4 Folder | |