

## Presentation (Jotter) Policy

### Rationale:

This presentation policy is to ensure consistently high standards of presentation are maintained throughout all stages of our school. At Millersneuk Primary School, we endeavour 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 possible. This policy sets out our agreed expectation for outstanding presentation and handwriting at Millersneuk.

### Aims:

- ✓ To ensure a consistent approach to presentation across all stages in Millersneuk Primary School.
- ✓ To show progression in presentation from Primary 1 to Primary 7.
- ✓ To motivate all pupils to produce work of the highest quality.

### Practical Information:

Pupils in Millersneuk Primary are taught letter formation and handwriting. In the early stages, for the most part, pupils use a combination of white boards, sensory techniques, interactive approaches and jotter work to learn and practise letter formation. Towards the end of Primary 1, pupils begin to concentrate more on jotter work to learn a fluent, legible style of handwriting.

Primary 1 - 7 currently use Oxford Owl Handwriting scheme to ensure a consistent approach across all stages. This should be used daily/regularly throughout the week.

Targets for Literacy and Numeracy & Mathematics should be placed in polypockets stuck inside the front cover of relevant jotters where pupil can easily refer to them and take them out during lessons, where appropriate.

### Starting Work in All Jotters:

Pupils should:

- miss a line then draw a line under the last piece of completed work (starting inside the margin)
- begin on the next available line, except where there are less than six lines left on a page (start on a new page).
- Underline the date and title (from end of Primary 2)
- start at the margin (where appropriate, work should be numbered **inside** the margin)
- make effective use of space in all jotters.

3.	It was time to go home and do homework.																		
12.01.20	The Missing Dinosaur																		
	The dinosaur walked towards the forest. It was dark and the wind was howling!																		

1.	a.	6	+	3	=	9		b.	5	+	7	=	1	2						
1	2	0	1	2	0			S	H	M		P	6	4						
1.	a.	6	+	1	=	7		b.	1	+	4	=	5							

## Format of Dates & Titles

### **Primary 1**

From January onwards (approximately), pupils should start writing the short version of the date. (12.3.20).

Titles should be written on the same line as the date and centred.

### **Primary 2-3**

The date e.g. *Monday 12<sup>th</sup> October (for spelling practise)* should be written at the left hand side and underlining should be introduced. Underlining should be on the line directly below the date (no missing line).

Titles should be written under the full date and centred.

Titles should be written on the same line as the short date (if this is used) and centred. Pupils should underline where appropriate. One line should be left blank before starting any work.

### **Primary 4 - Primary 7**

The short date e.g. 12.3.20 should be written at the left hand side of the page inside the margin (where available).

Titles should be written on the same line as the date and centred and underlined on the line directly below. Titles should state clearly textbook used and page number or other appropriate title. One line should be left blank before starting any work.

## Maths Work

### **Primary 1 and Primary 2**

The short date e.g. 12.10.20, should be written at the left hand side of the page and underlined directly below using a ruler. (See above)

Leave 2 squares between each sum and 1 empty box between each row for vertical calculations.

One blank box should be left between number and the calculation.

1.	a.		6	+	3	=	9			b.		5	+	7	=	1	2	
	c.		7	+	6	=	1	3										
2.	a.		4	-	3	=	1											

All work should be numbered accordingly and a new line taken for a new question

### **Primary 3-7**

The short date e.g. 12.10.20, should be written at the left hand side of the page and underlined directly below using a ruler.

Titles should state clearly textbook used and page number or other appropriate title. One line should be left blank before starting any work below (See above)

Leave 2 empty boxes and 2 empty rows between sums so that carrying or exchanging figures does not interfere with other sums.

For all stages, only one digit or sign should be written in a box (Except when writing a word.)

The decimal point should be written in the middle of the line between the two digits, when working with decimals and money.

e.g.

£	5	.	2	4
---	---	---	---	---

For time, two dots should always be used.

1	0	:	2	4	pm
---	---	---	---	---	----

2	2	:	2	4
---	---	---	---	---

When completing addition or multiplication sums which require carrying, the number carried should be placed below the line of the answer.

$$\begin{array}{r}
 3733 \\
 + 589 \\
 \hline
 22 \\
 \hline
 11
 \end{array}$$

When using abbreviations, such as pm, kg, cm, ml, both letters should be placed within a single box.

All tables and graphs should be completed using a ruler at all times.

Coloured pencils should only be used to complete graph work.

## Fractions

### Primary 2-7

Fraction should be written over two boxes

Fractions of a set:

	1	of	6	=	3
	2				

	1	of	2	6	=	1	3
	2						

Equivalent fractions:

	1	=	9		
	2		18		

## Care of Jotters

The child's first name, class and subject should be written/printed on the front of the jotter and no other markings should be present. Letter of surname should be added if two pupils have the same first name.

## Left-handed Children:

Hand dominance fully develops around the ages of 5 and 6.

Consideration should be given to left-handed children (where appropriate):

- learn the 'tripod' grasp and to hold the pen/pencil slightly higher up to help them to see what they are writing.
- sit where elbows do not bump right-handers.
- 'pull' the pen/pencil rather than 'push' it across the page.

See NHS advice:

<https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/handwriting-advice-for-left-handers/>

## Recommended Jotter Use:

LITERACY	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Handwriting	A5 wide lined	Handwriting (Infant)	Handwriting (Infant)	Handwriting (Upper)	Handwriting (Upper)	Handwriting (Upper)	Handwriting (Upper)
Class work	A5 wide lined	A5 Wide Lined (thick)	A5 Wide Lined (thick)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)
Writing (T4W)	A4 wide lined	A4 Wide Lined Lines (thick)	A4 Narrow Lines (thick)	A4 Narrow Lines (thick)	A4 Narrow Lines (thick)	A4 Narrow Lines (thick)	A4 Narrow Lines (thick)
Spelling (Class)	A5 half wide lined/half blank			A4 Narrow Lines (thin)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)
Spelling (Home)	Blank A5	Small Wide Lined	Small Wide Lined	A5 Blank	A5 Blank	A5 Blank	A5 Blank
Dictation	A6 wide lined	Small Wide Lined	Small Wide Lined	Small Narrow lined	Small Narrow lined	Small Narrow lined	Small Narrow lined
News	A5 half wide lined/half blank	A4 Half Wide Lined/Blank	A4 Half Wide Lined/Blank				
French	-----	A5 Narrow Lines (thin)	A5 Narrow Lines (thin)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)	A4 Narrow Lines (thin)

NUMERACY	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Class work	A5 Large squared	A4 Large Squared	A4 Large Squared	A4 Large Squared	A4 Large Squared	A4 Small Squared	A4 Small Squared

Other Curricular Areas	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Social Studies	A4 Half Wide Lined/Blank	A4 Half Wide Lined/Blank	A4 Half Thin Lined/Blank	A4 Blank Thick	A4 Blank Thick	A4 Blank Thick	A4 Blank Thick
Science	↓	A4 Half Wide Lined/Blank	A4 Half Thin Lined/Blank	A4 Blank Thin	A4 Blank Thin	A4 Blank Thin	A4 Blank Thin
Health & Well	↓	A4 Half Wide Lined/Blank	A4 Half Thin Lined/Blank	A4 Blank Thin	A4 Blank Thin	A4 Blank Thin	A4 Blank Thin
RME	↓	A4 Half Wide Lined/Blank	A4 Half Thin Lined/Blank	A4 Blank Thick	A4 Blank Thick	A4 Blank Thick	A4 Blank Thick
Homework	Teacher Choice						

## Pupil Work Monitoring

<b>Date</b>		<b>Teacher</b>		<b>Class</b>		<b>Curricular Area</b>	<b>Literacy &amp; Numeracy</b>
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<p><b>PRESENTATION:</b> Is the presentation of the pupils' work to a high standard?</p> <ul style="list-style-type: none"> <li>• Title/Date</li> <li>• Use of ruler</li> <li>• Presentation/Handwriting</li> <li>• Underlined to show work completed for each teaching session (daily)</li> </ul>	<p><b>COHERENCE:</b> Are learning targets in place? (Shared with children &amp; on display) Do the pupil activities clearly match the learning targets?</p> <p>Is marking code adhered to? Does marking code lead to improvement of pupils' work?</p>	<p><b>DEPTH &amp; BREADTH:</b> Is there evidence of pupils being given the opportunity to develop higher order thinking skills? Is there evidence of a breadth of skills, work relating to a range of targets? Differentiation (where appropriate):</p> <ul style="list-style-type: none"> <li>• Evidence of targeted support?</li> <li>• Evidence of challenge?</li> </ul>	<p><b>RELEVANCE:</b> Is there evidence that activities are designed with opportunities for pupils to apply their learning in familiar / unfamiliar contexts? Is there evidence of application or links to other curricular areas?</p>	<p><b>PROGRESSION:</b> Is there evidence of progression?</p>
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**Teacher Comments:**

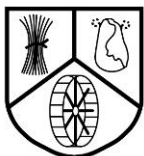
<b>Numeracy</b>	<b>Literacy</b>
•	•

**SMT Comments:**

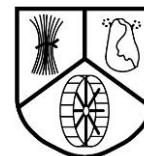
<b>Numeracy</b>	<b>Literacy</b>
•	•

**Action Points:**

<b>Teacher</b>		<b>SMT</b>	
<b>Numeracy</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>Literacy</b>
•	•	•	•



## Monitoring of My Work



Use the following checklist to help improve the presentation of your work.

Criteria	Always	Sometimes	Never
I correct work which had mistakes before starting new work?			
I always underline my last day's work?			
My work is titled and dated?			
My title and date are underlined?			
I have made good use of space? e.g. the whole page is used (where appropriate).			
I have used a ruler for lines?			
I have used a sharp pencil?			
I have tried to write neatly?			
I have used the marking code including self/peer - assessment of my work?			
My work is generally of a high standard and is well presented?			
<b>Comments</b> (What have you done very well? / Is there anything you need to improve?)			