



# Guidelines for Jotter Work



Jotters are used as part of everyday learning for most pupils in Castlehill. Jotter are one way of evidencing progress across learning.

For some pupils, especially those working at early level, evidencing learning through written methods is not appropriate. Teaching staff should use alternative approaches to evidence learning such as:

- Photographs
- Videos
- Speak to Text software (Clicker)

## **Jotter Types P1/2**

- Sounds
- Literacy (News, Handwriting, Grammar, Comprehension, Spelling)
- Talk for Writing
- Maths
- Other (RME, Sciences, Social Subjects etc)
- Square jotters to be used for numeracy and lined jotters to be used for literacy. Line spacing will be dependent on pupil ability.
- Homework jotter - when appropriate to developmental stage.
- Focused teaching in P2 on how to use a jotter.

## **Jotter Types P2-7**

- Literacy (News, Handwriting, Grammar, Comprehension, Spelling)
- Talk for Writing
- Magpie Jotter
- Maths
- Other (RME, Sciences, Social Subjects etc)
- Square jotters to be used for numeracy and lined jotters to be used for literacy. Line spacing will be dependent on pupil ability.
- Homework
- Maths Journal (P5-7)

## **Layout**

Teaching staff should set clear expectations of jotter layout and provide appropriate support to pupils who find this challenging:

- Each piece of work should be dated and be clearly titled.
- Margins, if the jotter has them, should be used if work is numbered.

## **Support for Layout**

Some pupils find the layout of work in jotters challenging and will need support from adults. A progressive approach to layout could include:

1. Title, date and numbers written by adult;
2. Scribing;
3. Over writing
4. Adult starts and pupil completes.
5. Dots/marks in jotter where sentence should start.
6. Different sized squares/lines or different coloured paper could also be used to support pupils.

## **Marking**

Teaching staff should ensure that all work completed in jotters is looked at. Staff may give verbal feedback on work and this can be evidenced using a stamper or comment. Marking together as a small group provides good opportunities for formative assessment. Pupils can also mark their own work as part of self-assessment, but this should also be looked at by staff. Marking as part of a group, or feedback given to pupils should reflect success criteria.

- Errors should be indicated with a dot.
- Children should correct selected errors. This can be done beside the original answer (if there is space) or at the end of the piece of work under a heading of 'Corrections'.
- Once an answer has been corrected the dot should have a C written around it.
- If a child has completed a significant amount of work incorrectly, they will need adult support. This should be noted as a comment in the jotter.

### Completed Jotters

- Jotters should be stored when completed and sent home at the end of a school session.
- If a pupil moves on to another school mid-session, their jotters should be sent to the receiving school along with their PPR.
- If a child is starting a new jotter, \*2 should be noted on the top right corner.



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