



Nurture Growth & Inspire Learning at Hillhead Primary



Presentation Policy

At Hillhead Primary School we believe that well-presented work reflects pride, effort, and respect for learning. This policy sets clear, age-appropriate expectations for presentation across all stages (Early, First, and Second Level). It supports learners in developing fine motor skills, letter formation, and organisational habits essential for lifelong learning.

Purpose of our Presentation Policy

- To ensure consistency in presentation expectations across all stages from P1–P7
- To encourage and motivate children to develop legible, neat handwriting
- To promote a sense of ownership and pride in completed work
- To support differentiation where a child's additional support needs (ASN) affect presentation
- To provide a baseline for judging acceptable standards of presentation.

Expectation of Teaching Staff

- Praise effort over perfection – particularly for younger or emerging writers
- Consistency across the school – all staff use agreed symbols, date formats, and layout rules
- Differentiation is key – where a learner has a physical, sensory, or cognitive barrier, presentation targets should be reasonable and personalised
- Use of ICT – where appropriate, learners may type or use assistive technology (this should be in discussion with the ASN Coordinator)
- Where a child is absent their jotter is marked 'absent' by the teacher with the date
- Doodling inside or on the cover of jotters is unacceptable
- When sticking work/labels/heading in jotters, ensure that they are straight and cut to size to fit
- Teacher's handwriting on boards, jotters and all other handwriting on display should be in line with the Nelson Handwriting scheme
- Jotters should be labelled with the pupil's first name, subject and class
- All classrooms should have three 'finished work' trays clearly labelled for Literacy, Numeracy and All Other Areas
- Teachers are responsible for modelling layout and presentation
- All jotters are neatly stored in a designated spot which easily accessible to children
- Staff will lead children in handwriting lessons at least twice weekly
- Correct presentation poster for age and stage should be displayed on literacy wall and referred to during lessons to reinforce expectation.

Expectation of Pupils

- Pencils should be used in all jotters for written work
- All pupils should be taught to use a ruler, ensuring that it is sitting neatly on the line
- Children should not waste space in their jotters. They should follow the mantra **'Title, date, miss a line, draw a line, miss a line, start!'**
- Coloured pencils will be supplied and used for jotter illustrations and colouring tasks. Felt tips should not be used for jotter work
- Pens may be used in a final draft for a piece of writing for display.

Handwriting Expectations

Early Level (P1 – early P2) children will learn to....

- use jumbo pencils for most tasks
- write from left to right and top to bottom
- letter formation taught following ELS Handwriting scheme
- form numbers correctly and put only one number per box
- finger spaces between words
- day of the week written (as children develop)
- staff date workbooks using date stamper

First Level (P2–P3) children will learn to....

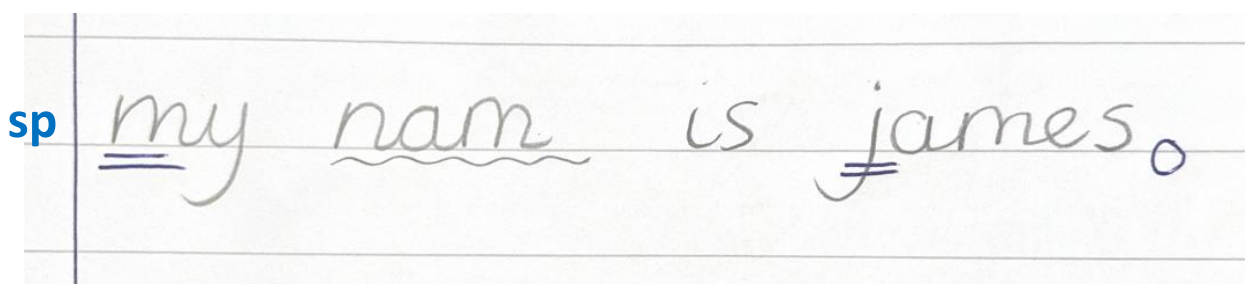
- move from jumbo pencil to handwriting pencil
- use consistent finger spacing
- form numbers correctly – one number per box
- form consistent letter size, ascenders and descenders clear in line with ELS Handwriting scheme
- date and day written correctly
- use a ruler for underlining headings and drawing lines.

Second Level (P4) children will learn to....

- use handwriting pencils for all written tasks
- begin to produce legible, fluent joined handwriting (P4)
- produce consistent legible, fluent joined handwriting across all curricular areas (P5-7)
- use consistent finger spacing
- form numbers correctly – one number per box
- date and day written correctly
- always use a ruler for underlining headings and drawing lines.

Corrections in Written Work

- Incorrect answers will be dotted. Once corrected by the pupil the letter © is placed around the dot by the teacher.
- correct answer / piece of work is marked with a tick ✓
- Incorrect spelling should be underlined in pencil by the teacher and children should be encouraged to amend either through teacher modelling, word books or by checking a dictionary
'sp' may be written in the margin for more extended pieces of work
- A short double line under a missed capital letter A, an arrow to highlight a missing word ^ and a small circle ○ to indicate a missing full stop or coma.
- staff will provide written feedback and formative comments on completion of jotter tasks.



Differentiation & Reasonable Adjustments

For learners with dyspraxia, dyslexia, hypermobility, or fine motor delay, in collaboration with the ASN Coordinator, consideration can be given to the use of:

- pencil grips, sloped boards, or coloured overlays
- tinted erasable writing boards
- the option to use word processing packages / Speech to Text
- personalised handwriting targets in the support plan
- voice recording equipment

Monitoring & Review

In line with school annual Monitoring & Tracking Calendar and Quality Assurance Procedures, the following will take place:

- the Senior Leadership Team will look at examples of Learners' work on a regular basis to ensure that the policy is being implemented consistently as part of our Annual Quality Assurance Calendar.
- policy review will take place annually with staff.

Classroom Organisation and Resources

- Classroom desks should be clear and only the resources being used at the time on them
- P1-3 all children should have a name place card as per (appendix 7). This should be fixed to the top right corner where the child sits
- Appropriate equipment: rulers, scissors, pens, pencils, colouring pencils will be issued at start of year. Children are expected to take responsibility for their own resources and equipment
- Children and staff should check the floor and other surfaces before leaving the room e.g. at break time, lunchtime, end of the day for dropped resources
- ASN resources will be organised and distributed by the ASN Coordinator
- The interactive board should be turned off when the room is vacant.

Primary 1 Jotter Expectations for Literacy and Numeracy:

P1 LITERACY JOTTER EXPECTATIONS

This poster shows handwriting practice on a four-line grid. A vertical red line is on the left. The word "Wednesday" is written on the second top line. Below it, the letter 'a' is written seven times, and the letter 'c' is written seven times. The word "cat" is written five times. Callout boxes provide instructions: "I miss a line before I start writing" (green), "I write the date on the second top line." (orange), "I leave a space between each section to keep my work neat." (blue), and "I remember to use CAPITAL letters and full stops." (yellow).

P1 NUMERACY JOTTER EXPECTATIONS

This poster shows numeracy practice on a grid. The date "02.09.25" is written on the second top line. Below it, the equations "1. a. 2 + 2 = 4" and "b. 8 - 4 = 4" are written. Callout boxes provide instructions: "I write the date on second top line." (red), "Miss a line then start!" (yellow), "I label each answer clearly and appropriately." (orange), and "I write one number or symbol per square." (green).

Primary 2 and Primary 3 Jotter Expectations for Literacy and Numeracy:

P2 & P3 LITERACY JOTTER EXPECTATIONS

This poster shows handwriting practice on a four-line grid. The title "Handwriting" and date "23 November" are written on the second top line. Below it, the letter 'a' is written seven times, and the letter 'c' is written seven times. The word "cat" is written five times. Callout boxes provide instructions: "I miss a line then draw a line to show my work is complete." (green), "I write the date on the second top line." (orange), "I leave a space between each section to keep my work neat." (blue), "I miss a line, then draw a line with a ruler to show my work is complete." (purple), and "I remember to use CAPITAL letters and full stops." (yellow).

P2 & P3 NUMERACY JOTTER EXPECTATIONS

This poster shows numeracy practice on a grid. The page number "Pg. 46" and date "02.09.25" are written on the second top line. Below it, the equations "1. a. 2 + 2 = 4" and "b. 8 - 4 = 4" are written. Callout boxes provide instructions: "I write the date on second top line." (red), "Miss a line, draw a line, miss a line, start!" (yellow), "I label each answer clearly and appropriately." (orange), "I write one number or symbol per square." (green), "I miss a line and draw a line to show my work is complete." (purple), and "I always use a ruler to draw a straight line." (blue).

Primary 4-7 Jotter Expectations for Literacy and Numeracy:

LITERACY JOTTER EXPECTATIONS

I miss a line then draw a line under the title and date.

Super Sentences 10 September

I miss a line before I start writing my answers.

Ia. The boy is wearing a hat.
Ib. Sam has a long, blue coat.

I write the title and date on the second top line.

2a. The noun in the sentence is
sun.

I leave a space between each section to keep my work neat.

I label each question to watch the task I'm doing.

I miss a line, then draw a line with a ruler to show my work is complete.

I remember to use CAPITAL letters and full stops.

NUMERACY JOTTER EXPECTATIONS

I write the title and date on second top line.

Textbook Pg. 46 02.09.25

Miss a line, draw a line, miss a line, start!

1. a. $762 + 245 = 1007$ b. $232 - 125 = 107$

I write one number or symbol per square.

I leave 2 lines between each answer to allow space for carrying figures.

2. a. $874 + 425 = 1299$

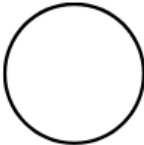
I label each answer clearly and appropriately.

I always use a ruler to draw a straight line.

I miss a line and draw a line to show my work is complete.

Primary 1-3 Desk Plate:

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ



Which zone are you in?

Amelia

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Emotions Check In - Which zone are you in?

