

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	
Practitioner Code	Q5
Curriculum Area(s)	Health / Language
Level	First
Stage(s)	P2
Specific subject (if applicable)	Literacy/Health and Wellbeing

Experiences and Outcomes:

I can describe and share my experiences and how they make me feel. ENG 1-30a
Throughout the writing process I can check the writing makes sense. LIT 1-23a

I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a

Learning Intentions:

I am learning to identify and describe my feelings
I am learning to check my writing makes sense

Success Criteria:

I can explain my feelings in different situations
I can include full stops and capital letters
I can read and edit my sentences

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1

Identifying different emotions during circle time
Discussing how these emotions can be displayed and how they are triggered
Discussing ways in which to manage these feelings

Lesson 2

Writing about an experience and how it made the children feel
Checking writing throughout writing process – giving children reminders throughout (referring back to SC)

Lesson 3

Self-assessing and editing writing referring back to SC
Redraft

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say: Identifying feelings during circle time
Write: Written piece about experience

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Lesson 1:

Circle time surrounding emotions. Used feelings dice to prompt pupils.

Oral feedback- Encouragement to share feelings and experiences with class. Questioning to explain what happened to make pupils feel that way. “What happened before you felt like that?”

Pupils were praised for sharing their feelings.

Next steps: Use this information to write about experience

Lesson 2:

Planning page completed to support pupils with their writing piece.

Independent writing completed following teacher input (revisited emotions lesson and discussed success criteria)

Self-assessment – In first column pupil traffic light grid completed before feedback from teacher.

Verbal feedback- Referred pupil back to SC grid, through teacher questioning pupil recognised they had missed full stops and a capital letter; she will focus on this next lesson.

Lesson 3:

Writing pieces were returned to pupils. Re-visited success criteria and reminded pupil of verbal feedback in previous lesson.

Oral feedback – positive praise used when editing

Written feedback – commented on how pupil achieved success criteria (explained feelings, edited work to include full stops and capital letters and gave next steps)

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Lesson 1 –

I know what makes me sad and happy.

I learned how to show good listening to my friends.

Lesson 2 –

I learned to write a plan. It helped me with my writing. I used key words. I wrote about when I was happy. It was because of my sister. I saw that I had missed full stops and a capital letter. My teacher said well done for finding the mistakes.

Lesson 3 – I changed my story and put in three full stops and a capital letter. My story is great. I tried hard.

Did the learner successfully attain the outcomes? **YES/NO**

Learner Evidence

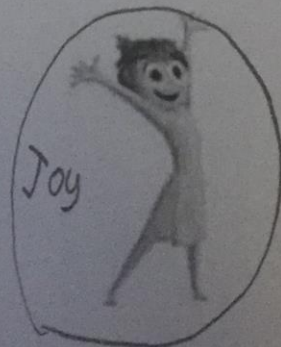
Feelings Reflection

Fill in the reflection table using key words.

When?	Who?	Where?	What?	Why?
When I was age 64 ✓	My sister siena Mum ✓ dad	ON ^{the} home ✓	We wer playing Mums and dads	I fell she help me up

How?

Circle the feeling which best describes how you felt inside.



Before Edit After Edit

Capital Letters	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Full Stop	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Finger Spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Feelings	<input checked="" type="checkbox"/>	<input type="checkbox"/>

When I was six I went on a holiday to the U.S.A. I went with my mum, dad and sister Sienna and I. I got travel sick but the rest of the journey I was ok. We got to my mums friends Vivs house. I was playing mums and dads. I fell I really hurt my head. I started to cry but my sister helped me. I felt happy.

18.1.17

My Feelings

★ Well done, you were able to explain your feelings and edit your work to include full stops and capital letters.

☁ Next time, look at your success criteria grid during writing.

Before Edit After Edit

Capital Letters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Full Stops	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Finger Spaces	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Feelings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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