

T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 3 - Part 1A, Part 1B and Part 2

Mark scheme

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question, and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement that students must cover all of the indicative content to be awarded full marks.

Performance outcomes

This assessment requires students to be able to:

PO1: Support and promote children's play, development and early education

PO2: Develop relationships with children to facilitate their development

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

PO4: Safeguard and promote the health, safety and wellbeing of children

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Performance outcome grid

Task	Performance outcome					Total
	PO1	PO2	PO3	PO4	PO5	
Part 1A						
1	4	2	8	2		16
Part 1B						
2 (a)	3		12			15
2 (b)			10		2	12
Part 2						
1 (a)			6			6
1 (b)			9			9
2	8	2	8	2		20
3	8	4	8			20
Total marks	23	8	61	4	2	98
% Weighting	24%	8%	62%	4%	2%	100%

Part 1 (a)

Total for this part: 16 marks

1	<p>You must carry out three observations on a child in your industry placement.</p> <p>You must observe the child in activities that support the prime area of learning in the early years foundation stage (EYFS) communication and language.</p> <p>You must carry out three separate observations:</p> <ul style="list-style-type: none"> • one must use a narrative method • one must use a Post-its method • one must use a checklist method
[16 marks]	

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>The student demonstrates a limited ability to carry out and record the range of observations within communication and language. The observations show a minimal level of detail and the approach is likely to be inappropriate.</p> <p>Few interests, individual needs and stages of development related to expected and atypical patterns within communication and language have been identified. Those identified are basic and likely to be lacking in focus.</p> <p>The observations show a limited understanding of the early education curriculum and are likely to be subjective rather than objective, reducing the effectiveness in being able to draw conclusions from them. The aims of the observations lack clarity and are not likely to be met.</p>	1–4
2	<p>The student demonstrates a moderate ability to carry out and record the range of observations within communication and language. The observations show a reasonable level of detail and the approach is somewhat appropriate.</p> <p>Some interests, individual needs and stages of development related to expected and atypical patterns within communication and language have been identified. Those identified are reasonably detailed and focused in parts.</p> <p>The observations show a moderate understanding of the early education curriculum and are most likely to be subjective rather than objective, reducing the effectiveness in being able to draw conclusions from them. The aims of the observations are somewhat met.</p>	5–8
3	<p>The student demonstrates a good ability to carry out and record the range of observations within communication and language. The observations show a proficient level of detail and the approach is generally appropriate.</p> <p>Most interests, individual needs and stages of development related to expected and atypical patterns within communication and language have been identified. Those identified are proficiently detailed and focus is largely sustained.</p> <p>The observations show a good understanding of the early education curriculum and are most likely to be objective rather than subjective, maximising the effectiveness in being able to draw conclusions from them. The aims of the observations are generally met.</p>	9–12

4	<p>The student demonstrates an excellent ability to carry out and record the range of observations within communication and language. The observations show a highly sophisticated level of detail and the approach is highly appropriate.</p> <p>All interests, individual needs and stages of development related to expected and atypical patterns within communication and language have been identified. All of those identified are highly sophisticated and focus is clear and sustained.</p> <p>The observations show an excellent understanding of the early education curriculum and are objective rather than subjective, maximising the effectiveness in being able to draw conclusions from them. The aims of the observations are clear and fully met.</p>	13–16
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Indicative content

Observation 1: Narrative observation:

- written in chronological order, for example, refers to the sequencing of the communication and language observation as it successively occurs from beginning to end
- written in a standard story form, for example, a standard narrative story form of writing
- everything seen and heard is recorded with the use of quotations, for example, all of the comments that the child makes within the communication and language observation need to be recorded and referenced
- written in an objective manner, for example, no opinions or feelings, unbiased
- written in the present tense, for example, writing about things as they are happening to avoid subjectivity and bias
- interpretation kept to a minimum, for example, practitioners do not provide meanings or explanations from the observation date
- level of involvement of the child, for example, refers to whether the child is focused, engaged and interested in the communication and language observation
- attention to detail, for example, the hand used when using tools and the type of grasp

Observation 2: Post-its observation:

- captured on post-it notes or sticky labels, which can be used to check development, for example, using the sticky notes to put into a learning journey or child's developmental folder
- records a snapshot of something significant that the child has done or said, for example, has the child said or done something they have never done before?
- notes anything that is a 'first', for example, the first time a child climbs steps unaided
- notes anything particular to that child, for example, a fascination with linking the trains together
- notes anything unusual or exceptional about the child's play at that moment, if the child is well known, for example, is a child acting differently or displaying behaviour that is unusual for that child?
- Should build a picture about children's interests and development from many pieces of information
- observations recorded in an objective manner, for example, no opinions or feelings, unbiased
- recording of observations in early years areas of learning against the child's age bracket
- can be used in all environments, for example, not constrained to one learning environment and can be used anywhere in the nursery setting, such as indoor and outdoor play, trips or forestry learning
- observations recorded in an objective manner, for example, no opinions or feelings, unbiased
- the observer needs to be aware of not making it obvious to the child that they are being observed

Observation 3: Checklist:

- a pre-populated list or pre-coded chart in which the observer will indicate if a skill has been achieved, working towards, or emerging
- simple, quick and easy to use

- it is used to record children's progress or to assess a child on a list of specific skills or knowledge. The checklist can be matched against EYFS levels and milestones to check if a skill has been achieved, working towards or is emerging
- they can be used as observations during the normal running of the class or can record specific events or planned activities
- checklists can be used to record the development and progress of one child as well as compare the development of a group of children
- checklists can be repeated later to track progress
- checklists can be completed over a period of time as long as date and time are always added by the observer
- the checklist must be made in advance, so the observer is required to plan what is to be observed, which takes away the spontaneity of observations
- checklists provide a closed set of data as it only records what a child did and not how they did it and any next steps
- comparative checklists can be made and are often used to compare 2 children at the same age at the same time. The findings are usually used to compare and evaluate learning.

Accept any other suitable responses.

Part 1 (b)

Total for this part: 27 marks

2(a)	Evaluate the strengths and weaknesses of your own practice and skills in carrying out each of the different observation methods in Part 1A.	[15 marks]
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Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Basic evaluation of students' own strengths and weaknesses in carrying out the observations, which is unbalanced. The relationship to the student's ability to carry out the observations in part 1A is likely to be unclear.</p> <p>There is a minimal level of detail in relation to own skills required when carrying out observations, with limited application of the reflective cycle.</p>	1–3
2	<p>Moderately effective evaluation of students' own strengths and weaknesses in carrying out the observations, which has some balance. The relationship to the student's ability to carry out the observations in part 1A is somewhat clear.</p> <p>There is a reasonable level of detail in relation to own skills required when carrying out observations, with moderate application of the reflective cycle.</p>	4–6
3	<p>Effective evaluation of students' own strengths and weaknesses in carrying out the observations, which is generally balanced. The relationship to the student's ability to carry out the observations in part 1A is generally clear.</p> <p>There is a proficient level of detail in relation to own skills required when carrying out observations, with good application of the reflective cycle.</p>	7–9
4	<p>Highly effective evaluation of students' own strengths and weaknesses in carrying out the observations which is mostly balanced. The relationship to the student's ability to carry out the observations in part 1A is largely clear.</p> <p>There is a refined level of detail in relation to own skills required when carrying out observations, with developed application of the reflective cycle.</p>	10–12
5	<p>Exceptional evaluation of students' own strengths and weaknesses in carrying out the observations, which is balanced. The relationship to the student's ability to carry out the observations in part 1A is clear and sustained.</p> <p>There is a highly sophisticated level of detail in relation to own skills required when carrying out observations, with excellent application of the reflective cycle.</p>	13–15

Indicative content

Strengths:

- having good relationships with the child, for example, knowing the children well and knowing their stage of development can support the observational process and make it easier to identify any behavioural or additional needs
- using effective reflection on the communication and language observation to check that the child is in line with the expected pattern of development in the early years curriculum and that any activities are age and stage appropriate; if there are any issues, strategies can be put in place to support the child
- understanding and using the reflective cycle, for example using the reflective cycle can ensure that the practitioner reflects in detail on their own practice and develops their observation skills
- experience of already doing an observation, for example, experience of observations will strengthen practitioner observation skills, ensuring they are accurate, coherent and show no bias
- prior knowledge of types of observations, for example, the practitioner should know all of the types of observation that they have been taught and the importance of each type
- observing a practitioner in practice carrying out observations, for example, practitioners may have already shadowed other practitioners in the observation process; this will have shown them the process and how to reflect on the observation for the child's future planning
- practitioners' confidence in their own ability, for example, if a practitioner has confidence in their own ability then they will be able to carry out detailed observations that are linked to the early years curriculum and can determine the patterns of development and any concerns
- observations informing future planning, for example, the observational data from the communication and language observation can be reflected on then used to plan next steps for the child or support any additional or behavioural needs

Weaknesses:

- observations are filtered through the interpretive lens of the observer and susceptible to observer bias, for example, although practitioners understand that they should remain unbiased, observations can often be interpreted incorrectly
- observations do not increase the understanding of why children behave the way they do, for example, observations can determine the stage of the child's development and behaviour of the child, but they do not explain why a child behaves a certain way or give solutions for further planning
- children realise they are being observed, for example, if children realise that they are being observed, they consciously or unconsciously change the way they behave
- observation techniques, for example, the observation types in this assignment are often not used anymore in settings, due to using iPads with development apps
- time consuming, for example, in a busy early years setting, it may be time consuming to attempt 3 different methods of observation
- lack of confidence, for example a practitioner's lack of confidence can affect their ability to understand children's development which affects future planning and next steps
- lack of in-depth knowledge of the current early years curriculum, for example, if a practitioner does not fully understand the curriculum, they will not be able to determine if the child is reaching their milestones or needs additional support

Reference to professional skills used in observations, such as:

- active listening – students may reflect on how well they were able to listen to the children whilst completing their observations, if they found it difficult to hear and record what was being said and done and the impact this had on the quality of their observations
- time management and working in partnership with others in the setting to plan observations – students may reflect on how well they managed their time. Did they give enough time to effectively

plan and to share their observations with their mentor or did they leave everything to the last minute and then felt rushed?

- multitasking – observations require the ability to multi-task. Observers need to be able to notice what's going on whilst listening and writing and, at the same time, trying not to miss anything. In addition, the observer needs to be aware of what else is happening around them. Students may reflect on how well they did this when carrying out their observations, which skills they found easy to manage and those they found difficult and the impact on the quality of their observations
- handwriting and writing skills (legibility and SPaG) – it can be difficult to record observations neatly as the observer is watching and writing at the same time. Students might reflect on the legibility of their observations, how well they were written and if this would affect the accuracy of their observations
- being objective – students might reflect on how objective their observations were and how this helped or hindered the assessment (analysis) process

Use of a recognised reflective cycle may include:

- Gibbs
- Kolb
- Boud
- Keogh
- Walker.

Accept any other suitable responses.

2 (b)	Suggest ways that you could engage with continuing professional development (CPD) to improve your own observational practice and skills.	[12 marks]
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Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Fragmented points, which suggest a limited range of ways to engage in continuing professional development. The suggestions are very unlikely to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is somewhat unclear and likely to consist of basic statements.</p> <p>Limited opportunities to work in partnership with others are considered. These are likely to be minimal and ineffective.</p>	1–3
2	<p>Partial response, which suggests a moderate range of ways to engage in continuing professional development. The suggestions are unlikely to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is generally clear, with a generally effective response.</p> <p>Some opportunities to work in partnership with others are considered. These are somewhat relevant and moderately effective.</p>	4–6
3	<p>Sound response, which suggests a good range of ways to engage in continuing professional development. The suggestions are likely to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is largely clear and with a well-developed response.</p> <p>Clear opportunities to work in partnership with others are considered. These are mostly relevant and effective.</p>	7–9
4	<p>Comprehensive response, which suggests an extensive range of ways to engage in continuing professional development. The suggestions are likely to improve the quality of the student's observation skills significantly.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is clear and sustained, with a highly sophisticated response.</p> <p>Clear and varied opportunities to work in partnership with others are considered. These are relevant and highly effective.</p>	10–12

Indicative content

Ways to engage in CPD, including working in partnership, related to strengths and weaknesses of own practice may include:

- having a mentor, for example, having a mentor in the setting will ensure that the practitioner is supported whilst carrying out observations and next step planning
- setting targets related to identified weaknesses of practice and skills when observing children
- using a range of resources to improve practice and skills when observing children
- implementing strategies to improve own confidence to observe children
- training days, for example, attending training courses on observations can ensure that observation practices are up to date and valid
- peer observation, for example, by observing a peer, a practitioner can observe good practice and develop their own practice, in own or other early years settings
- research on the different observation methods, for example, practitioners can research new innovative methods of observation and share their knowledge with peers to keep practice current
- training on new technologies such as iPads and new observation apps, for example practitioners need to be aware of how to use technology and the new apps that are involved in observing
- further training on the observation, assessment and planning cycle will develop a better understanding of the need for objectivity in recording observations in order to provide a valid and reliable base for assessment and planning of next steps, therefore enabling progression of the children's development
- CPD in relation to identified areas for development is directly related to the specific observation methods carried out
- training and development on reflective cycles to ensure the practitioner is reflecting on practice and becoming reflexive to improve outcomes for children
- shadowing key workers and supporting the completion of children's learning journeys to gain hands-on experience
- working collaboratively with colleagues such as class teacher or other teaching assistants
- working collaboratively with children's health and care services
- supporting key workers with parent consultations to learn how observations from parents and carers inform the observation, assessment and planning cycle

Accept any other suitable responses.

Part 2

Total for this part: 55 marks

1 (a) Identify and describe the three different methods of observation (provided in the insert) that were used to assess Charlie's physical development.

[6 marks]

Award one mark for identification and one mark for a description (3x2):

- narrative (1):
 - a narrative observation is a detailed account of what the child has said and done and includes interactions with others (1)
- checklist (1):
 - a checklist is a pre-populated list of skills that the observer will look at in order to indicate whether a skill has been met, not met or is emerging (1)
- post-its (or snapshot) (1):
 - a post-its observation is a short observation that records a 'wow' moment where the observer sees something significant happen (1)

Accept any other suitable responses.

1(b) Explain the purpose of each of the three methods of observation identified in 1(a) in the assessment of children.

[9 marks]

Award up to three marks for an explanation of the purpose of each method of observation in the assessment of children (3x3):

- narrative – the purpose of a narrative observation is to assess a child over a short period of time and record objectively what the child has done (1). For example, it may be to assess a specific skill or developmental norm, for example to find out if a child can use scissors to cut out a picture (1). The observation supports the practitioner to support assessment of the child and to inform future planning (1)
- checklist – the purpose of a checklist observation is to assess a child on a list of specific skills or knowledge (1). It is often used to assess skill levels, for example physical development such as cutting along a line or knowing how to operate simple equipment. (1) The checklist is matched against EYFS curriculum and observation checkpoints to see if a skill has been met, not met or emerging (1)
- post-its – the purpose of post-it notes is to capture spontaneous assessment opportunities (1). For example, when a child of 20 months kicks a ball into the goal, throws his/her arms in the air and shouts 'goal' (1). They allow for the practitioner to quickly record a significant moment for the child and contribute to the overall assessment and planning process for the child's next steps (1).

Accept any other suitable responses.

2	Analyse each of the three observations to draw conclusions about whether Charlie is meeting the expected milestones in physical development in relation to the current requirements of the early education curriculum.	[20 marks]
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Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>There is a basic analysis of Charlie's interests, individual needs and stages of development related to expected and atypical patterns within physical development.</p> <p>Simplistic conclusions from the observations have been drawn and are likely not to be supported by any judgements, showing a limited understanding of how the early education curriculum is used to assess children's development holistically.</p>	1–4
2	<p>There is a moderately effective analysis of Charlie's interests, individual needs and stages of development related to expected and atypical patterns within physical development.</p> <p>Where conclusions from the observations have been drawn, it is not always clear how they are supported by judgements, showing a moderate understanding of how the early education curriculum is used to assess children's development holistically.</p>	5–8
3	<p>There is an effective analysis of Charlie's interests, individual needs and stages of development related to expected and atypical patterns within physical development.</p> <p>Conclusions from the observations have been drawn but are likely to lack substantiation and are generally supported by relevant judgements, showing a good understanding of how the early education curriculum is used to assess children's development holistically.</p>	9–12
4	<p>There is a highly effective analysis of Charlie's interests, individual needs and stages of development related to expected and atypical patterns within physical development.</p> <p>Some substantiated conclusions from the observations have been drawn and are supported by judgements which are mostly coherent and relevant, showing a developed understanding of how the early education curriculum is used to assess children's development holistically.</p>	13–16
5	<p>There is an exceptional analysis of Charlie's interests, individual needs and stages of development related to expected and atypical patterns within physical development.</p> <p>Substantiated conclusions from the observations have been drawn and are fully supported by judgements, showing an excellent understanding of how the early education curriculum is used to assess children's development holistically.</p>	17–20

Indicative content

Conclusions from the observations may include:

- Charlie's gross motor skills are in line with expectations
- Charlie's fine motor skills need developing and are behind the expected level
- Charlie needs help to develop his cutting skills and pencil control

Analytical points may include:

Narrative:

- Charlie needs reminding to have good sitting balance so he can use his arms and hands freely
- Charlie is unsure which hand to use when holding the scissors. He changes them from left to right several times
- Charlie is unsure how to hold his scissors and where to place his fingers
- the activity chosen is too difficult for Charlie's stage of development. It is much easier to cut straight lines rather than curved
- Charlie does not have enough finger/hand strength to be able to open and close his scissors. He uses both hands to open and close them. He lacks the ability to use the thumb, index and middle fingers whilst the other fingers remain still
- he is only able to snip the edges of the paper and is not able to use two hands. Cutting involves each hand doing different tasks which requires practice. The preferred hand uses the scissors and the other hand turns the paper
- Charlie is beginning to show frustration when he can't do the activity
- Charlie needs resources adapting so he can complete the activity
- Charlie indicates he is not allowed to use scissors at home – this might be contributing to his lack of confidence when cutting
- Charlie is cutting in an unskilled manner with more tearing than cutting
- when asked to draw a face on his caterpillar, Charlie picks up a pencil in a whole hand palmer grasp

Checklist

- Charlie is still developing his skills when riding a bike. He still needs to develop the skill of moving the pedals
- Charlie is confident choosing the correct resources to carry out his own plan and can collaborate with others to manage large items. This is demonstrated when he builds the pirate ship
- Charlie is still developing a comfortable pencil grip with good control
- Charlie is unable to put on and fasten his coat and to put on his wellies independently
- Charlie does not show a preference for a dominant hand
- Charlie is developing his ability to use scissors correctly.

Post-its:

- Charlie holds a pencil in a digital pronate grip (using all 4 fingers and the thumb to grip the pencil with the palm of the hand facing downwards towards the paper and the fingers facing downwards). He shows little control when using the pencil and is unable to keep within the lines. Charlie also turns more than one page when looking at a book and has weak scissor skills. He needs more work to develop his fine motor skills
- Charlie's gross motor skills are in line with his developmental age such as running and walking, crawling and hopping. However, Charlie is unable to skip and is still going up and down stairs using a handrail with 2 feet to a step
- Charlie's physical development, health and self-care are in line with his developmental age, for example, he can pull up a zipper on a coat and wash and dry hands
- his fine motor skills are weak

3 to 4 year olds may also be (will) be learning to:

Personal, social and emotional development:

- select and use activities and resources, with help when needed

Communication and language:

- use a wider range of vocabulary
- understand a question or instruction that has two parts, for example "Get your coat and fasten it up"
- understand 'Why' questions, for example "Why do you need a friend to help you carry a wooden plank?"
- use longer sentences of four to six words, for example "Please will you help me with my zip?"
- use talk to organise themselves and their play, for example "Let's make a seat here."

Physical development:

- be increasingly independent as they get dressed and undressed, for example, putting on coat and doing up zip
- skip, hop, stand on one leg and hold a pose
- continue to develop their movement, balancing, riding (scooters, trikes and bikes)
- match their developing physical skills to tasks and activities in the setting, for example they decide whether to crawl, walk or run across a plank, depending on its length and width
- use one-handed tools and equipment, for example making snips in paper with scissors
- use a comfortable grip with control when holding pens and pencils
- show a preference for a dominant hand.

Literacy:

- use some of their print and letter knowledge in their early writing
- write some or all of their name

Mathematics:

- experiment with their own symbols and marks as well as numerals

Understanding the world:

- use all their senses in hands-on exploration of natural materials
- explore and talk about different forces they can feel.

Expressive arts and design:

- create closed shapes with continuous lines and begin to use these shapes to represent objects
- draw with increasing complexity and detail, such as representing a face with a circle and including details
- take part in pretend play, using an object to represent something even though they are not similar.

Possible causes for concern:

- Charlie seems unable to use scissors correctly and lacks strong wrist and hand muscles to open and close the scissors
- he is still not sure of his dominant hand
- Charlie is also holding writing tools in either a whole hand (palmar grasp) or using all 4 fingers and the thumb to grip the pencil with the palm of the hand facing downwards towards the paper and also the fingers pointing downwards (digital pronate grip)
- his fine motor skills are not in line with his developmental age.

Accept any other suitable responses.

3	<p>Use your analysis of the observations to discuss the next steps for Charlie’s physical development.</p> <p>Give examples of suitable educational activities or opportunities to support your answer.</p> <p style="text-align: right;">[20 marks]</p>
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Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Basic application of the analysis of the observations to inform Charlie’s next steps in physical development.</p> <p>There are few next steps discussed, most of which are likely to be merely stated and have little relevance to Charlie.</p> <p>The next steps are most likely to be ineffective in enabling Charlie to progress and have minimal consideration for Charlie’s individual needs and interests.</p>	1–4
2	<p>Moderately effective application of the analysis of the observations to inform Charlie’s next steps in physical development.</p> <p>Some next steps are discussed, with a reasonable level of detail although a few are likely to be merely stated. Relevance to Charlie is sometimes confused.</p> <p>The next steps are moderately effective in enabling Charlie to progress and have reasonable consideration for Charlie’s individual needs and interests.</p>	5–8
3	<p>Effective application of the analysis of the observations to inform Charlie’s next steps in physical development.</p> <p>Most next steps are discussed, with a proficient level of detail. Relevance to Charlie is generally clear.</p> <p>The next steps are effective in enabling Charlie to progress and have proficient consideration for Charlie’s individual needs and interests.</p>	9–12
4	<p>Highly effective application of the analysis of the observations to inform Charlie’s next steps in physical development.</p> <p>Nearly all next steps are discussed, with a refined level of detail. Relevance to Charlie is largely clear.</p> <p>The next steps are highly effective in enabling Charlie to progress and have refined consideration for Charlie’s individual needs and interests.</p>	13–16
5	<p>Exceptional application of the analysis of the observations to inform Charlie’s next steps in physical development.</p> <p>All next steps discussed, with a highly sophisticated level of detail. Relevance to Charlie is clear and sustained.</p> <p>The next steps are exceptional in enabling Charlie to progress and have highly sophisticated consideration for Charlie’s individual needs and interests.</p>	17–20

<p>Indicative content</p> <p>Discussion regarding next steps in relation to the EYFS may include:</p> <p>Practice and consolidation of skills previously observed.</p>
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Personal, social and emotional development:

- show resilience and perseverance in the face of challenge

Communication and language:

- use new vocabulary through the day
- articulate their ideas and thoughts in well-formed sentences

Physical development:

- collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- be increasingly independent as they get dressed, for example, putting on coats and doing up zips
- develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions
- develop their small motor skills so they can use a range of tools competently, safely and confidently
- confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- develop the foundations of a handwriting style which is fast, accurate and efficient.

Future planning should reflect Charlie's needs, based on developmental age identified from current achievements and also his interests. Charlie's interests include:

- outdoor environment
- mark-making with different media
- craft and model making table
- finger gym
- role play
- construction.

Discussion regarding individual needs/interests and progress may include:

- as Charlie enjoys being outdoors, provide opportunities to develop his skills in jumping, hopping and skipping
- as Charlie needs to develop his fine motor skills, he needs plenty of opportunities to consolidate his gross motor skills first. Activities such as building with large blocks (role play: Can you build a castle, bus or an aeroplane?), throwing and catching a large ball, riding a bike, pouring water, digging in the sand and pushing and pulling objects such as tyre rolling
- to support Charlie in developing his cutting skills allow him to use easy grip scissors to start with (the continuous loop handle allows scissors to automatically open when pressure is released) or training scissors where the early years practitioner can model how to cut at the same time
- Charlie also needs to practise his hands doing the same but opposite action such as tearing paper and stabilisation with grasp like threading or holding a bowl and stirring. Activities to help with these skills include:
 - using kitchen tongs to pick up objects or tweezers to pick up jewels, move and release, or a game like operation
 - punching holes in paper using a hole punch
 - squirting water with a syringe or turkey baster, eye droppers
 - using pegs to hang up washing
 - taking part in a dough disco
- Charlie could practise cutting with different materials like play dough, cooked spaghetti, leaves, fresh herbs, grass
- Charlie could then progress onto cutting straight lines, then move onto curves then angled lines, then circles. Straight lines are the easiest to cut
- as Charlie enjoys the finger gym area his next steps could be to access activities to develop his fine motor skills such as play dough, padlocks and keys, threading pipe cleaners through a colander,

sorting objects using tweezers, threading beads, threading Cheerios onto bamboo sticks and loom bands and geo boards

- to develop Charlie's next steps in pencil control he could be given a wide range of mark making opportunities both inside and outside. Activities could include:
 - painting with a paintbrush and water outside and watch it disappear in the sun
 - mark making with chalks on the yard
 - make your own mud paint and paint a picture on the yard or on a tree
- allow Charlie to mark make with pencils, crayons, felt pen and coloured pencils, chalks and white board pens on a variety of surfaces such as card, white and coloured paper, a large piece of wallpaper, blackboards and whiteboards
- provide Charlie with a handwritten name card to help him to begin to form his letters
- support Charlie as he decides upon dominant hand. Do not force his hand dominance as this may delay his development, skills and ability. His confidence and self-esteem could also be affected.

Accept any other suitable responses.

Past Paper

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