



**T Level Technical
Qualification in Education
and Early Years (Level 3)
QN: 610/5748/4**

Occupational specialism assessment (OSA)
Early Years Educator
Assignment 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.
- 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 bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band 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 the indicative content to be awarded full marks.

Performance outcomes (POs)

This assignment 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

Educational activity	Performance outcomes (POs)					Total
	PO1	PO2	PO3	PO4	PO5	
Educational activity 1 – understanding the world	12	6	9	9	6	42
Educational activity 2 – personal, social and emotional development (PSED)	12	6	9	9	6	42
Total marks	24	12	18	18	12	84
% weighting	28.6%	14.3%	21.4%	21.4%	14.3%	100%

Planning educational activities for individual needs

Scenario

You are an early years educator working in a pre-school which is part of the local community primary school.

The topic for the next 3 weeks is '**now and next**'.

This topic involves the children learning more about the environment around them, and may include:

- personal healthcare and routines
- changes in the environment
- managing risk
- all that makes us unique.

One of the children Tommy has become withdrawn in the last few weeks and there are changes in his behaviour. He has started shouting at the other children and the early years practitioner has noticed he becomes easily upset and frustrated. Tommy is starting school at the beginning of September, in 2 months' time. During the summer break, in around 1 month, his mum is expecting to have her second child.

Sami is new to the pre-school and meeting milestones above expected age in literacy and maths. She finds it hard to play with the other children and often wants to play alone in the sensory area. She does not like loud noises or busy environments.

Brief

You have had a week to investigate the scenario. In your role as an early years educator, you are required to support the care, learning and development of all children. In order to do this, you will now write plans for activities to promote children's progression.

You must plan **two** educational activities that support areas of learning in the early years foundation stage (EYFS). **Both** educational activities will be planned to support children aged **3 to 4 years**. **Each** plan **must** be for an activity that is at least **20 minutes** in length on the topic of '**now and next**' (one for each educational activity).

Educational activity 1: one educational activity that **must** focus on **understanding the world**.

Educational activity 2: one educational activity that **must** focus on **personal, social and emotional development (PSED)**, particularly **supporting children to manage transitions**.

Use the information above and knowledge from your preliminary investigation to write **two** educational activity plans. The educational activities must be appropriate to the age and individual needs of **all** children within the small group.

Your educational activity plans should be detailed and self-explanatory so they can be used by another occupationally competent early years educator who has **not** seen them before.

All relevant considerations should be made clear, including:

- learning objectives linked to the EYFS
- ages and stages of development
- opportunities for holistic development
- the early years educator's role, including working with others
- links to theoretical and philosophical approaches
- pedagogical strategies used in supporting children's learning and development
- characteristics of effective teaching and learning
- transitions that impact development
- opportunities for observations to inform next steps.

SAMPLE

Mark scheme

Educational activity 1: understanding the world

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

Band	Mark	Descriptor
5	21 to 25	Exceptional demonstration of planning to meet children's expected and / or atypical development within understanding the world with a selection of resources and equipment that is highly appropriate to the educational activity and the age and stage of development of the children. There is an excellent understanding of the purpose and application of an extensive range of pedagogical strategies, showing an excellent understanding of the requirements of the early education curriculum. There are excellent links to learning theory or philosophical approaches; these are appropriate to the suggested educational activity. There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children. There are very minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
4	16 to 20	Highly effective demonstration of planning to meet children's expected and / or atypical development within understanding the world with a selection of resources and equipment that is mostly appropriate to the educational activity and the age and stage of development of the children. There is a highly developed understanding of the purpose and application of a wide range of pedagogical strategies, showing a highly developed understanding of the requirements of the early education curriculum. There are clear links to learning theory or philosophical approaches; these are mostly appropriate to the suggested educational activity. There is refined consideration given to meeting the individual and / or holistic developmental needs of children. There are minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.
3	11 to 15	Effective demonstration of planning to meet children's expected and / or atypical development within understanding the world with a selection of resources and equipment that is generally appropriate to the educational activity and the age and stage of development of the children. There is a good understanding of the purpose and application of a moderate range of pedagogical strategies, showing a good understanding of the requirements of the early education curriculum. There are some links to learning theory or philosophical approaches; these are generally appropriate to the suggested educational activity.

		There is proficient consideration given to meeting the individual and / or holistic developmental needs of children. There are moderate errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
2	6 to 10	Moderate effectiveness demonstrated in planning to meet children's expected and / or atypical development within understanding the world with a selection of resources and equipment that have limited appropriateness to the educational activity and the age and stage of development of the children. There is a moderate understanding of the purpose and application of a limited range of pedagogical strategies, showing a moderate understanding of the requirements of the early education curriculum. There are some links to learning theory or philosophical approaches; these have limited appropriateness to the suggested educational activity. There is some consideration given to meeting the individual and / or holistic developmental needs of children. There are significant errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.
1	1 to 5	Limited effectiveness demonstrated in planning to meet children's expected and / or atypical development within understanding the world with a selection of resources and equipment that is likely to be inappropriate to the educational activity and the age and stage of development of the children. There is a limited understanding of the purpose and application of a narrow range of pedagogical strategies, showing a limited understanding of the requirements of the early education curriculum. There are minimal links to learning theory or philosophical approaches. There is minimal consideration given to meeting the individual and / or holistic developmental needs of children. There are very significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to meet children's expected and / or atypical development may include:

- knowledge of expected patterns of understanding the world for children aged 3 to 4 years
- appropriate choice and provision of educational activity based on the topic 'now and next'
- demonstration of age-appropriate learning objectives, educational activities, vocabulary and key questions
- appropriate adaptation / differentiation of activities and resources
- opportunities for the children to test their own capabilities through risk and challenge to develop resilience and perseverance

- activities chosen that incorporate the characteristics of children's learning including playing and exploring, active learning, and creative and critical thinking
- in practical activities and discussion, exploring personal healthcare and routines, changes in the environment, managing risk, personal healthcare and routines, changes in the environment and managing risk
- supporting the children's atypical development through adaptation / differentiation of activities and resources provided
- extending the children's learning where appropriate

Selection of relevant resources and equipment may include:

- resources that are appropriate for the age and stage of the children and whose use is effectively modelled
- planned activities and resources that must be fun, accessible and engaging, promoting the children's enjoyment and interests within understanding the world
- appropriate choice of resources / activity to support the learning needs of children within the area of understanding the world, including developing their confidence, behaviour and ability to engage and participate in the activity

Understanding of the purpose and application of relevant pedagogical strategies may include:

- the use of enabling environments within the classroom or outdoor space provides rich and secure learning opportunities
- understanding the world is supported through play and playful teaching, for example, such as creating a rain chart or bird song lotto, stories about starting school relating to 'now and next'
- the planned use of boundaries, behavioural expectations, praise and encouragement to enhance learning
- discussion to show the understanding of pedagogical strategies and the ways they can be used within the activity to support all children such as using challenging, open-ended questions to support learning within the topic 'now and next'
- providing a balance of adult-led and child-initiated activities, incorporating the children's likes, interests and first-hand experiences of the topic 'now and next'
- providing opportunities for the children to learn through the security of peer support
- flexibility during the planned activity to extend learning, harnessing unplanned opportunities for all children and meeting the specific individual needs.

Appropriate links to theoretical or philosophical approaches to inform planning of the educational activity may include:

- understanding of relevant learning theories that underpin planning such as constructivist, behaviourist, social learning and cognitivist:
 - Janet Moyles – spiral of play
 - Elinor Goldschmied – heuristic play
 - Tina Bruce – features of free-flow play
 - Maria Montessori – self-directed play
 - Forest Schools – risk and challenge
 - HighScope – active learning in the natural environment
 - Margaret McMillan – outdoor play for health and wellbeing
 - Rudolf Steiner – creativity and expression.

Consideration given to meeting the individual and / or holistic developmental needs of children may include:

- communication and language – using words to name and describe features of personal healthcare and routines
- changes in the environment
- managing risk
- all that makes us unique
- learning new vocabulary and listening to each other talk about their own experiences enables the children to form bonds, build constructive and respectful relationships with others, and to express their feelings and consider the feelings of others
- PSED – use of puppets to express feelings or aid simple stories about sustainability can support the children to regulate their own emotions and behaviour to effectively adapt to the setting's rules and routines
- PSED – establishing routines can support the children's confidence and self-esteem to become independent and confident
- PSED – appropriate strategies used to support the children's behaviour management and self-regulation
- physical development – how physical abilities can impact on increased motivation in the children's play, learning and development
- physical development – how self-efficacy in dressing and organising themselves during role play can support the children's confidence and self-esteem through personal achievement
- physical development – supporting fine and gross motor skills through children's play, learning and development appropriate for the age and stage of the children
- physical development – supporting appropriate stages and types of play that promote the development of early friendships, co-operation, and emotional security
- literacy – using topic books and songs about 'now and next' to develop understanding of the topic area
- expressive arts and design – supporting the children's imagination and sensory awareness during song, movement or dance relating to 'now and next'
- cognitive development – how understanding concepts enables children to establish and maintain emotional intelligence
- values and behaviours are promoted
- ensuring that children understand the expectations to support his behaviour before the start of the session and that children can access activities and resources.

Accept any other suitable response.

PO2: Develop relationships with children to facilitate their development

Band	Mark	Descriptor
5	9 to 10	The planning for the educational activity targeting development within understanding the world to develop relationships with children is exceptional. There is an excellent understanding of the effects of an extensive range of factors and the purpose of strategies, which is always in line with expected and atypical patterns of development, showing an excellent understanding of the requirements of the early education curriculum. There is highly sophisticated consideration given to meeting the personal, social and emotional developmental needs of children. There are very minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
4	7 to 8	The planning for the educational activity targeting development within understanding the world to develop relationships with children is highly effective. There is a highly developed understanding of the effects of a wide range of factors and the purpose of strategies, which is mostly in line with expected and atypical patterns of development, showing a highly developed understanding of the requirements of the early education curriculum. There is refined consideration given to meeting the personal, social, and emotional developmental needs of children. There are minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.
3	5 to 6	The planning for the educational activity targeting development within understanding the world to develop relationships with children is effective. There is a good understanding of the effects of a moderate range of factors and the purpose of strategies, which is generally in line with expected and atypical patterns of development, showing a good understanding of the requirements of the early education curriculum. There is proficient consideration given to meeting the personal, social, and emotional developmental needs of children. There are moderate errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
2	3 to 4	The planning for the educational activity targeting development within understanding the world to develop relationships with children is moderately effective. There is a moderate understanding of the effects of a limited range of factors and the purpose of strategies, which is sometimes in line with expected and

		atypical patterns of development, showing a moderate understanding of the requirements of the early education curriculum. There is some consideration given to meeting the personal, social and emotional developmental needs of children. There are significant errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.
1	1 to 2	The planning for the educational activity targeting development within understanding the world to develop relationships with children is limited in effectiveness. There is a limited understanding of the effects of a narrow range of factors and the purpose of strategies, which is rarely in line with expected and atypical patterns of development, showing a limited understanding of the requirements of the early education curriculum. There is minimal consideration given to meeting the personal, social, and emotional developmental needs of children. There are very significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to develop relationships with children may include:

- incorporating the children's likes and interests to increase participation and self-esteem, such as valuing children's ideas, experiences and contributions
- giving praise and encouragement
- providing a balance between adult-led and child-initiated activities
- promoting non-cognitive skills, for example, resilience, curiosity, and perseverance
- strategies for positive behaviour management, such as modelling teamwork, outlining expected behaviour related to turn-taking and listening to and respecting the ideas of others
- providing instructions that are age- and stage-appropriate
- peer support and mixed-ability group work, for example, children working together to play a game, taking turns to roll a die to count on, and winning and losing games
- role play with puppets to encourage expressing feelings, taking turns, developing a story line.

Understanding of the effects of factors and the purpose of strategies, in line with expected and atypical patterns of development, the early education curriculum and supporting children's understanding of the world, may include:

- holistic strategies to support the group of children; for example, to encourage listening skills, behaviour and empathy for each other when children talk about / recall stories from the lives of others to introduce straightforward concepts of sustainability
- incorporating the children's likes and interests to increase participation and self-esteem, such as valuing ideas, experiences and contributions
- giving praise and encouragement

- promoting non-cognitive skills, for example, resilience, curiosity and perseverance
- holistic strategies to support children to access activities such as providing opportunities for partner work to give confidence and support
- holistic strategies to support children such as setting and reinforcing expectations for behaviour throughout the activity, using the setting's rewards and sanctions to maintain appropriate behaviour.

Accept any other suitable response.

SAMPLE

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

Band	Mark	Descriptor
5	17 to 20	The planning for the educational activity targeting development within understanding the world to enable children to progress is exceptional. There is an excellent understanding of planning and providing for children's individual needs, interests and stages of development and there are highly appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are always in line with the requirements of the early education curriculum. There is highly sophisticated consideration given to meeting the educational and developmental progress of children. There are very minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
4	13 to 16	The planning for the educational activity targeting development within understanding the world to enable children to progress is highly effective. There is a highly developed understanding of planning and providing for children's individual needs, interests and stages of development and there are mostly appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are mostly in line with the requirements of the early education curriculum. There is refined consideration given to meeting the educational and developmental progress of children. There are minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.
3	9 to 12	The planning for the educational activity targeting development within understanding the world to enable children to progress is effective. There is a good understanding of planning and providing for children's individual needs, interests and stages of development and there are generally appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are generally in line with the requirements of the early education curriculum. There is proficient consideration given to meeting the educational and developmental progress of children. There are moderate errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.

2	5 to 8	The planning for the educational activity targeting development within understanding the world to enable children to progress is moderately effective. There is a moderate understanding of planning and providing for children's individual needs, interests and stages of development and there are moderately appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are sometimes in line with the requirements of the early education curriculum. There is some consideration given to meeting the educational and developmental progress of children. There are significant errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.
1	1 to 4	The planning for the educational activity targeting development within understanding the world to enable children to progress is limited in effectiveness. There is a limited understanding of planning and providing for children's individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are limited in preparing children's next steps, which are rarely in line with the requirements of the early education curriculum. There is minimal consideration given to meeting the educational and developmental progress of children. There are very significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of observation, assessment and planning to support children's educational progress and individual needs may include:

- use of appropriate approaches to planning to complete the activity plan
- formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used, for example, targeted questioning, informal observations or short group activities with a focus on understanding the world
- opportunities for purposeful and effective observations must be made to inform next steps for the children
- evidence that the activity has been planned in line with the identified areas of learning and development in the current early years curriculum within the area of understanding the world
- ensuring the learning objectives for the activity are being met
- evidence the activity differentiates, stretches, challenges and meets individual needs of children
- the planned activity and provision incorporate the different interests for the topic 'now and next', as well as the learning styles of the children
- planning and provision support the children to engage with peers, adults, and their environment; for example, by playing, exploring and thinking critically about the wider environment such as why

we water the flowers at the pre-school, providing a role play area and story area where children can play quietly or with others or be read to

- the children's interests and ideas and first-hand experiences of 'now and next' are incorporated and built on throughout the activity
- resources are adapted to meet individual needs of the children, for example, Tommy may find activities and experiences that help him understand the changes in his life such as role play or stories about a new baby in the family and Sami may enjoy small group experiences building on her strengths and preferences but with an adult close by
- adaptations in the outside environment to ensure all children can access the activity
- the activity ensures stretch and challenge of children's knowledge and skills, for example, by providing extension tasks or by including opportunity for risk and challenge.

Accept any other suitable response.

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

Band	Mark	Descriptor
5	13 to 15	The plan for the educational activity targeting development within understanding the world to safeguard and promote the health, safety and wellbeing of children is exceptional. There is an excellent understanding of the impact of an extensive range of factors on children's health and wellbeing, which is always in line with learning and developmental areas within the requirements of the early education curriculum. There is an excellent understanding of the impact of safeguarding and risk management, which is always in line with policies and procedures. There is highly sophisticated consideration given to the effect of the educational activity on children's resilience, curiosity and independence. There are very minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
4	10 to 12	The plan for the educational activity targeting development within understanding the world to safeguard and promote the health, safety and wellbeing of children is highly effective. There is a highly developed understanding of the impact of a wide range of factors on children's health and wellbeing, which is mostly in line with learning and developmental areas within the requirements of the early education curriculum. There is a highly developed understanding of the impact of safeguarding and risk management, which is mostly in line with policies and procedures. There is refined consideration given to the effect of the educational activity on children's resilience, curiosity and independence. There are minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.
3	7 to 9	The plan for the educational activity targeting development within understanding the world to safeguard and promote the health, safety and wellbeing of children is effective. There is a good understanding of the impact of a moderate range of factors on children's health and wellbeing, which is generally in line with learning and developmental areas within the requirements of the early education curriculum. There is a good understanding of the impact of safeguarding and risk management, which is generally in line with policies and procedures. There is proficient consideration given to the effect of the educational activity on children's resilience, curiosity, and independence.

		There are moderate errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
2	4 to 6	The plan for the educational activity targeting development within understanding the world to safeguard and promote the health, safety and wellbeing of children is moderately effective. There is a moderate understanding of the impact of a limited range of factors on children's health and wellbeing, which is sometimes in line with learning and developmental areas within the requirements of the early education curriculum. There is moderate understanding of the impact of safeguarding and risk management, which is sometimes in line with policies and procedures. There is some consideration given to the effect of the educational activity on children's resilience, curiosity, and independence. There are significant errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.
1	1 to 3	The plan for the educational activity targeting development within understanding the world to safeguard and promote the health, safety and wellbeing of children is limited in effectiveness. There is a limited understanding of the impact of a very limited range of factors on children's health and wellbeing, which is rarely in line with learning and developmental areas within the requirements of the early education curriculum. There is a limited understanding of the impact of safeguarding and risk management, which is rarely in line with policies and procedures. There is minimal consideration given to the effect of the educational activity on children's resilience, curiosity and independence. There are very significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to promote the health, safety, resilience, independence and wellbeing of children in line with educational factors, policies / procedures and the early education curriculum, may include:

- following / referring to the setting's policies and procedures for health and safety, security, confidentiality of information and safeguarding
- contributing accurately and coherently to any relevant records during the activity or obtaining parental consent for photographs or the use of an online journal
- following / referring to the setting's policies and procedures for risk assessment of the area or resources being used
- identifying and minimising any risks or hazards prior to the activity taking place
- opportunities for and balance between appropriate risk and challenge for children

- awareness of the links between maintaining children's health for effective / improved learning
- ensuring the emotional wellbeing of children, for example, demonstrating sensitivity to any fears or concerns they have in the environment and talking them through the activity, so they know what to expect
- ensuring effective supervision of all children during the activity
- application of a range of strategies to support the children to make and maintain friendships such as role modelling, co-operation and collaboration, practising sharing and use of encouragement and praise for good behaviour
- promoting healthy lifestyles by modelling healthy behaviour or planning physical activities, cookery activities, or food growing activities.

Accept any other suitable response.

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

Band	Mark	Descriptor
5	9 to 10	The planning for the educational activity to support children's health, wellbeing, education, and development by working in partnership is exceptional. There is an excellent understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children's individual needs and enables children to progress in skills within understanding the world. There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children. There are very minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
4	7 to 8	The planning for the educational activity to support children's health, wellbeing, education, and development by working in partnership is highly effective. There is a highly developed understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children's individual needs and enables children to progress in skills within understanding the world. There is refined consideration given to meeting the individual and / or holistic developmental needs of children. There are minor errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.
3	5 to 6	The planning for the educational activity to support children's health, wellbeing, education, and development by working in partnership is effective. There is a good understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children's individual needs and enables children to progress in skills within understanding the world. There is proficient consideration given to meeting the individual and / or holistic developmental needs of children. There are moderate errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
2	3 to 4	The planning for the educational activity to support children's health, wellbeing, education, and development by working in partnership is moderately effective. There is a moderate understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children's individual needs and enables children to progress in skills within understanding the world. There is some consideration given to meeting the individual and / or holistic developmental needs of children.

		There are significant errors that would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness .
1	1 to 2	The planning for the educational activity to support children's health, wellbeing, education, and development by working in partnership is limited in effectiveness. There is a limited understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children's individual needs and enables children to progress in skills within understanding the world. There is minimal consideration given to meeting the individual and / or holistic developmental needs of children. There are very significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to support children's holistic development by working in partnership may include:

- examples of working in partnership with parents or carers to help them recognise the value of their contributions
- helping parents take an active part in their child's education, for example, home learning opportunities or next steps in learning
- details of any other support staff working with the child
- records and reports – delivering special requirements such as education, health and care (EHC) plans
- the role of the practitioner to effectively carry out the activity in line with the learning objectives
- partnership working linked to EYFS requirements, for example, sharing information on the activity with other practitioners in the setting including the class teacher or teaching assistants to discuss progress and next steps
- benefits of working collaboratively with other external professionals sharing information and maintaining effective ongoing communication to support the children's education and progression.

Accept any other suitable response.

Educational activity 2 – personal, social and emotional development (PSED)

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

Band	Mark	Descriptor
3	9 to 12	Exceptional demonstration of planning to meet children’s expected and / or atypical skills in PSED, with a selection of resources and equipment that is highly appropriate to the educational activity and the age and stage of development of the children. There is an excellent understanding of the purpose and application of an extensive range of pedagogical strategies, showing an excellent understanding of the requirements of the early education curriculum. There are excellent links to learning theory or philosophical approaches; these are appropriate to the suggested educational activity. There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children. There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
2	5 to 8	Effective demonstration of planning to meet children’s expected and / or atypical skills in PSED, with a selection of resources and equipment that is generally appropriate to the educational activity and the age and stage of development of the children. There is a good understanding of the purpose and application of a moderate range of pedagogical strategies, showing a good understanding of the requirements of the early education curriculum. There are some links to learning theory or philosophical approaches; these are generally appropriate to the suggested educational activity. There is sufficient consideration given to meeting the individual and / or holistic developmental needs of children. There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
1	1 to 4	Limited effectiveness demonstrated in planning to meet children’s expected and / or atypical skills in PSED, with a selection of resources and equipment that is likely to be inappropriate to the educational activity and the age and stage of development of the children. There is a limited understanding of the purpose and application of a narrow range of pedagogical strategies, showing a limited understanding of the requirements of the early education curriculum. There are minimal links to learning theory or philosophical approaches. There is minimal consideration given to meeting the individual and / or holistic developmental needs of children.

		There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to meet children's expected and / or atypical development may include:

- expected patterns of development of children aged 3 to 4 in PSED with a focus on managing transitions, including health and wellbeing, demonstrated through appropriateness of provision and suitable choice of activity, such as:
 - learning objectives of the planned activity
 - educational opportunities within the planned activity
 - supporting age-appropriate PSED activities based on the 'now and next' topic; for example:
 - modelling practices and including activities that support good hygiene, such as handwashing after being in the sensory garden
 - providing opportunities to talk and learn about exercise, healthy eating and the importance of sleep and sensible amounts of screen time when starting school
 - bringing in objects, pictures and photographs to talk about; for example, photos of when the children were babies to identify growth and development
 - planning activities that encourage children to ask questions to find out more
 - planning activities to teach the children about personal hygiene
 - inviting visitors to come in, such as teachers from their new school or health visitor to help the child understand his mum having a baby
 - planning activities to teach children about being a safe pedestrian, such as staying on the pavement, holding hands and crossing the road
 - incorporating the characteristics of children's learning in early years in the activities, including playing and exploring, active learning and creating and thinking critically
 - allowing children to test own capabilities related to risk and challenge
- supporting children's atypical development, evidenced through:
 - differentiation of activities and resources provided
 - extending learning where appropriate
 - learning more about themselves and their bodies through resources such as books, stories, number rhymes, physical objects, pictures, visitors and educational trips, as well as first-hand experiences.

Selection of relevant resources and equipment may include:

- appropriate for the age and stage of the children
- effectively modelled; for example, modelling practices that support good hygiene, such as handwashing before cooking or snack time and after using the toilet
- the planned activities and resources must be fun, accessible and engaging, promoting the children's enjoyment and interests in the world around them
- choice of resources / activity considers factors that may impact on the development of PSED
- role play to help support upcoming transitions and changes
- using widgets and visual timetables to help children know what is happening 'now and next'.

Understanding of the purpose and application of relevant pedagogical strategies may include:

- the use of enabling environments within the classroom or outdoor space to provide rich learning opportunities as well as supporting and developing skills in PSED through play and playful teaching; for example, setting up a home corner role-play area, or having visitors into the setting to talk about transitions
- incorporating children's likes and interests into an activity, to help interactions and foster friendships
- providing group activities so that children can learn through peer support (especially important for the child who struggles socially); the child who is struggling with regulation can learn from good role modelling of expected behaviour by peers
- providing a balance between adult-led and child-initiated activities
- the use of games, stories and songs to support children's learning and PSED
- using a quiet space and access to sensory areas to support emotional wellbeing
- providing a range of sensory activities such as water play or gardening
- flexibility during the planned activity to extend learning, harnessing unplanned opportunities.

Appropriate links to theoretical or philosophical approaches to inform planning of the educational activity may include:

- providing consistent care
- considering the attachment styles children display
- being responsive and sensitive to the child's likes, dislikes, interests and needs
- considering the age and stage of development related to attachment.

Consideration given to meeting the individual and / or holistic developmental needs of children may include:

Links to other areas of learning and development supported within the PSED activity; for example, in behaviour, understanding the world, development and managing transitions.

- communication and language – providing opportunities to learn new vocabulary; for example, words to express feeling and emotions, engaging in conversation, role play, story time and singing songs and rhymes
- understanding the world – recognising different environments and what they represent, how we grow, where babies come from, starting school
- mathematics – preparing numbers by counting up and down from 1 to 10 and 10 to 1
- literacy – story time on 'now and next', writing letters and words, engaging interaction from the child who enjoys literacy and maths. For example, small group story time that encourages interactions with other children
- ensuring additional / different resources are available depending on the activity planned
- values and behaviours are promoted
- recognition that not all activities may be suitable for all children
- ensuring the child who is struggling with behaviour is supported and provided with opportunities to learn and succeed.

Accept any other suitable response.

PO2: Develop relationships with children to facilitate their development

Band	Mark	Descriptor
3	5 to 6	The planning for the educational activity targeting skills in PSED to develop relationships with children is exceptional. There is an excellent understanding of the effects of an extensive range of factors and the purpose of strategies, which is always in line with expected and atypical patterns of skills in PSED, showing an excellent understanding of the requirements of the early education curriculum. There is highly sophisticated consideration given to meeting the PSED needs of children. There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
2	3 to 4	The planning for the educational activity targeting skills in PSED to develop relationships with children is effective. There is a good understanding of the effects of a moderate range of factors and the purpose of strategies, which is generally in line with expected and atypical patterns of skills in PSED, showing a good understanding of the requirements of the early education curriculum. There is sufficient consideration given to meeting the PSED needs of children. There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
1	1 to 2	The planning for the educational activity targeting skills in PSED to develop relationships with children is limited in effectiveness. There is a limited understanding of the effects of a narrow range of factors and the purpose of strategies, which is rarely in line with expected and atypical patterns of skills in PSED, showing a limited understanding of the requirements of the early education curriculum. There is minimal consideration given to meeting the PSED needs of children. There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to develop relationships with children may include:

- incorporating children's likes and interests to increase participation and self-esteem, such as valuing children's ideas, experiences and contributions and giving praise and encouragement
- providing a balance between adult-led and child-initiated activities, such as an adult-led 'now or next' activity or child-initiated exploration
- promoting non-cognitive skills; for example, resilience, curiosity and perseverance
- promoting independence
- strategies for positive behaviour management, such as modelling teamwork, outlining expected behaviour such as turn-taking and listening to and respecting the ideas of peers, and providing instructions that are age- and stage-appropriate.

Understanding of the effects of factors and the purpose of strategies, in line with expected and atypical patterns of development, the early education curriculum and supporting children's PSED, may include:

- holistic strategies to support the child who presents characteristics that could suggest SEND and may have difficulty with social skills including recognising play cues and nonverbal gestures
- holistic strategies to support the child with behaviour concerns and following instructions; for example, giving the child an activity with simple and clear instructions, repeating the instruction and the expectation at the end of the task (success criteria), giving opportunities for partner work to support the child's emotional security and giving them confidence
- holistic strategies to support both children in building friendships; for example, providing opportunities for partner and group work to support the child's emotional security and give them confidence, supporting the child when experiencing new activities and enabling environments in and outside of the classroom, providing scaffolding opportunities until they have the confidence to try activities independently and apply self-regulation techniques.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	7 to 9	The planning for the educational activity targeting skills in PSED to enable children to progress is exceptional. There is an excellent understanding of planning and providing for children's individual needs, interests and stages of development and there are highly appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are always in line with the requirements of the early education curriculum. There is highly sophisticated consideration given to meeting the educational and developmental progress of children. There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
2	4 to 6	The planning for the educational activity targeting skills in PSED to enable children to progress is effective. There is a good understanding of planning and providing for children's individual needs, interests and stages of development and there are generally appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are generally in line with the requirements of the early education curriculum. There is sufficient consideration given to meeting the educational and developmental progress of children. There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
1	1 to 3	The planning for the educational activity targeting skills in PSED to enable children to progress is limited in effectiveness. There is a limited understanding of planning and providing for children's individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are limited in preparing children's next steps, which are rarely in line with the requirements of the early education curriculum. There is minimal consideration given to meeting the educational and developmental progress of children. There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of observation, assessment and planning to support children's educational progress / next steps and individual needs may include:

- use of appropriate approaches to planning utilised to complete the activity plan
- formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used, for example, targeted questioning, informal observations or short group activities
- opportunities for purposeful and effective observations must be made to inform next steps for the child
- planning the activity in line with the identified areas of learning and development in the current early years education curriculum
- ensuring the learning objectives for the activity are being met
- identification of any specific educational or developmental needs of children on the activity plan; evidence that the activity differentiates, stretches, challenges and meets individual needs; also, the individual needs of the child including SEND, and the child who needs support with self-regulation, are acknowledged and catered for in the activity plan
- the planned activity and provision incorporate the different interests and learning styles of children; for example, some children will prefer active learning through being hands-on, taking part in practical activities and games with a focus on PSED; for example, planned outdoor activities and trips out in small groups to practise crossing the road safely, visitors into school to talk about starting school and what to expect
- planning and provision – support children to engage with peers, adults and their environment; for example, by playing, exploring and critical thinking related to the wider environment
- the children's interests and ideas are built on throughout the activity to ensure participation
- adapting resources to meet individual needs of the children; for example, left-handed scissors or different types of mark-making resources and pencil grips
- adaptations to the inside and outside environment to ensure all children are able to access the activity
- ensuring stretch and challenge of children's knowledge and skills; for example, by providing extension tasks or by including opportunity for risk and challenge
- the activity enhances learning by building on children's interests and incorporating children's ideas.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	7 to 9	The plan for the educational activity targeting skills in PSED to safeguard and promote the health, safety and wellbeing of children is exceptional. There is an excellent understanding of the impact of an extensive range of factors on children's health and wellbeing, which is always in line with learning and developmental areas within the requirements of the early education curriculum. There is an excellent understanding of the impact of safeguarding and risk management, which is always in line with policies and procedures. There is highly sophisticated consideration given to the effect of the educational activity on children's resilience, curiosity and independence. There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
2	4 to 6	The plan for the educational activity targeting skills in PSED to safeguard and promote the health, safety and wellbeing of children is effective. There is a good understanding of the impact of a moderate range of factors on children's health and wellbeing, which is generally in line with learning and developmental areas within the requirements of the early education curriculum. There is a good understanding of the impact of safeguarding and risk management, which is generally in line with policies and procedures. There is sufficient consideration given to the effect of the educational activity on children's resilience, curiosity and independence. There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
1	1 to 3	The plan for the educational activity targeting skills in PSED to safeguard and promote the health, safety and wellbeing of children is limited in effectiveness. There is a limited understanding of the impact of a very limited range of factors on children's health and wellbeing, which is rarely in line with learning and developmental areas within the requirements of the early education curriculum. There is a limited understanding of the impact of safeguarding and risk management, which is rarely in line with policies and procedures. There is minimal consideration given to the effect of the educational activity on children's resilience, curiosity and independence. There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to promote the health, safety, resilience, independence and wellbeing of children, in line with educational factors, policies / procedures and the early education curriculum, may include:

- awareness that children's health and self-care must be maintained during the activity and the role of the adult in promoting this; for example, managing safe use of equipment and resources, managing toileting, and basic hygiene such as washing hands and clearing up
- if using the outdoor environment for the activity, students must also:
 - encourage children to wash hands
 - ensure children are appropriately dressed for outside activities depending on weather, including coats, wellies and sun hats
 - promote safe use of equipment and resources
 - remind children to stay hydrated, particularly during hot weather
 - manage toileting with the group of children
 - help children to be 'school ready'
- following the setting's policies and procedures for health and safety; for example, the adult to carry a first aid kit, also, considering if a child has any allergies or requires an inhaler
- contributing to any relevant records for the children during the activity; for example, daily registers or medication requirements
- following the setting's policies and procedures for risk assessment of the area being used for the activity; for example, identifying and minimising any risks or hazards prior to the activity taking place, are there opportunities for and balance between appropriate risk and challenge for children
- ensuring the emotional wellbeing of children; for example, demonstrating sensitivity to any fears or concerns they have in the environment
- preparing the children by talking them through the activity so that they know what to expect
- key principles and practitioner responsibilities for safeguarding children and adults in the reception class:
 - safeguarding confidentiality of the children involved in the activity; for example, parental consent for videos or photography and use of an online learning journal
 - ensuring own safeguarding; for example, not working alone with the group of children
- ensuring effective supervision of children during the activity to maintain children's safety at all times
- opportunities for collaboration to extend children's relationships and friendships where appropriate
- applying safeguarding procedures for recording and reporting concerns and sharing information effectively following protocol
- awareness of signs and indicators of harm and abuse and when a child is at risk or in need, and how the key principles of safeguarding underpin practice
- awareness of age-appropriate behaviours and language that has links to safeguarding; for example, if the child with behaviour changes was using inappropriate 'adult' language.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	5 to 6	The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is exceptional. There is an excellent understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress their skills in PSED. There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children. There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.
2	3 to 4	The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is effective. There is a good understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress their skills in PSED. There is sufficient consideration given to meeting the individual and / or holistic developmental needs of children. There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.
1	1 to 2	The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is limited in effectiveness. There is a limited understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress their skills in PSED. There is minimal consideration given to meeting the individual and / or holistic developmental needs of children. There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to support children's holistic development by working in partnership may include:

- plans to discuss progress and plan next steps with colleagues, parents and carers
- the role of the practitioner to effectively carry out the activity in line with the learning objectives
- partnership working linked to EYFS requirements; for example, sharing information on the activity with other practitioners in the setting including the class teacher, teaching assistants or early years practitioners
- the role of the practitioner in assessment and planning and sharing this information and outcomes with parents, carers and other professionals and services
- partnership working linked to EYFS requirements with external agencies
- purpose and benefits of partnership working to support children's education and progression
- sharing concerns about development, SEND needs or behaviours where additional support may be needed
- collaborative multi-agency working to provide the right support, guidance and advice for any developmental or safeguarding concerns that may be raised
- to follow setting policies and procedures in recording and reporting when working in partnership
- the role of the practitioner in seeking advice and guidance above their role expectations.

Accept any other suitable response.

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	30 June 2026	31 July 2026

SAMPLE

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