



# **T Level Technical Qualification in Education and Early Years (Level 3)**

## **QN: 610/5748/4**

Occupational specialism assessment (OSA)

**Early Years Educator**

Assignment 1 part 2 – distinction

Guide Standard Exemplification Materials

## Contents

|                                                                                      |           |
|--------------------------------------------------------------------------------------|-----------|
| <b>Structured observation 1: Observation Planning Form.....</b>                      | <b>3</b>  |
| <b>Structured observation 1: Observation of Skills Recording Form .....</b>          | <b>5</b>  |
| <b>Structured observation 1: Observation notes .....</b>                             | <b>7</b>  |
| <b>Structured observation 1: Professional Discussion Form .....</b>                  | <b>9</b>  |
| <b>Structured observation 1: Marking criteria and assessment justification .....</b> | <b>11</b> |
| <b>Structured observation 1: Final Mark Form .....</b>                               | <b>12</b> |
| <b>Structured observation 2: Observation Planning Form.....</b>                      | <b>13</b> |
| <b>Structured observation 2: Observation of Skills Recording Form .....</b>          | <b>15</b> |
| <b>Structured observation 2: Observation notes .....</b>                             | <b>17</b> |
| <b>Structured observation 2: Professional Discussion Form .....</b>                  | <b>19</b> |
| <b>Structured observation 2: Marking criteria and assessment justification .....</b> | <b>21</b> |
| <b>Structured observation 2: Final Mark Form.....</b>                                | <b>22</b> |
| <b>Structured observation 3: Observation Planning Form.....</b>                      | <b>23</b> |
| <b>Structured observation 3: Observation of Skills Recording Form .....</b>          | <b>24</b> |
| <b>Structured observation 3: Observation notes .....</b>                             | <b>26</b> |
| <b>Structured observation 3: Professional Discussion Form .....</b>                  | <b>28</b> |
| <b>Structured observation 3: Marking criteria and assessment justification .....</b> | <b>30</b> |
| <b>Structured observation 3: Final Mark Form .....</b>                               | <b>32</b> |
| <b>Final Mark Form .....</b>                                                         | <b>33</b> |
| <b>Document information.....</b>                                                     | <b>34</b> |
| Change history record .....                                                          | 34        |

## Structured observation 1: Observation Planning Form

The student will be given time to plan an activity / experience that meets criteria associated with this structured observation. This plan is not marked but should be added as part of the overall evidence for the observation.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Student name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Russell King  | <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |
| <b>Assessor name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Kirsty Rogers | <b>Provider</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Riverside<br>3- to 5-year-olds |
| <b>Planned activity:</b><br>Engaging with children during play, for example role play / outdoor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               | <b>Criteria expected to be covered:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |
| <p><b>Activity:</b> role play outdoors: the garden centre shop.</p> <p><b>How I will meet the criteria:</b><br/>I will include the children in setting up the activity. We will work in small groups and I will also give them access to a range of resources such as:</p> <ul style="list-style-type: none"> <li>• plant pots</li> <li>• seeds and soil</li> <li>• labels</li> <li>• pretend money.</li> </ul> <p>The role play will support sustained shared thinking by open-ended questioning around garden centres, plants and growing. I will prepare the children by reading stories and looking at photos and images of different plants and flowers and will promote speech, language and communication throughout (S1.6, S1.10).</p> <p>The activity will allow for the use of mathematical language, how many, how much, less and more, whilst involving simple calculations such as counting (S1.4, S1.11).</p> <p>The children will work in small groups and also in large groups at story time.</p> <p>I will need to differentiate the activities to meet the needs of all of the children I am working with and think about their individual needs and circumstances.</p> <p>Observations will need to be considered so that I am able to plan next steps and I will also make notes and share these with the key person so that I can contribute to planning (S1.12).</p> |               | <p>S1.4 Apply strategies to develop and extend children's education and thinking.<br/>S1.6 Support and promote children's speech, language and communication.<br/>S1.10 Implement a range of pedagogical strategies to support children's early literacy skills.<br/>S1.11 Identify and use unplanned opportunities to develop mathematical understanding.<br/>S1.12 Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.<br/>S2.9 Model and encourage positive behaviours expected of children.<br/>S2.10 Support children to manage their own behaviour in relation to others.</p> |                                |

|                                                                                                                                                                                                                                                           |               |             |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|------------|
| I will always be a positive role model and also support children to manage their own behaviour in relation to others. This involves listening and showing compassion. I will communicate with all children and be inclusive in my approach (S2.9, S2.10). |               |             |            |
| <b>Student name and signature</b>                                                                                                                                                                                                                         | Russell King  | <b>Date</b> | 10.04.2027 |
| <b>Assessor name and signature</b>                                                                                                                                                                                                                        | Kirsty Rogers | <b>Date</b> | 10.04.2027 |

## Structured observation 1: Observation of Skills Recording Form

|                                                                                                           |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student name</b>                                                                                       | Russell King                                                                                                                                          |                                                                                                                                                                             | <b>Date</b>                                                                                                                                      | 14.04.2027                                                                                                                                     |
| <b>Observation 1: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)</b> |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| <b>Assessor name</b>                                                                                      | Kirsty Rogers                                                                                                                                         |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| <b>Brief description of setting and age of child / children</b>                                           | Set in an early years setting with a small group of children aged between 3 and 5                                                                     |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| <b>Band</b>                                                                                               | <b>0</b>                                                                                                                                              | <b>1</b>                                                                                                                                                                    | <b>2</b>                                                                                                                                         | <b>3</b>                                                                                                                                       |
| <b>Mark</b>                                                                                               | <b>0</b>                                                                                                                                              | <b>1</b>                                                                                                                                                                    | <b>2</b>                                                                                                                                         | <b>3</b>                                                                                                                                       |
| <b>Descriptors</b>                                                                                        | <b>Limited</b><br>demonstration of skill, as relevant to the structured observation, that has <b>minimal effectiveness</b> and <b>numerous errors</b> | <b>Basic</b><br>demonstration of skill, as relevant to the structured observation, that has <b>some effectiveness</b> and <b>some accuracy</b> (though may be inconsistent) | <b>Reasonable</b><br>demonstration of skill, as relevant to the structured observation, that is <b>mostly effective</b> , <b>mostly accurate</b> | <b>Excellent</b><br>demonstration of skill, as relevant to the structured observation, that is <b>highly effective</b> , <b>fully accurate</b> |
| <b>Content points</b>                                                                                     | <b>Assessor judgement and notes</b>                                                                                                                   |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| S1.4<br>Apply strategies to develop and extend children's education and thinking.                         |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| S1.6<br>Support and promote children's speech, language and communication.                                |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| S1.10<br>Implement a range of pedagogical strategies to support children's early literacy skills.         |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| S1.11                                                                                                     |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |

|                                                                                                                                                      |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Identify and use unplanned opportunities to develop mathematical understanding.                                                                      |  |  |  |  |
| S1.12<br>Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities. |  |  |  |  |
| S2.9<br>Model and encourage positive behaviours expected of children.                                                                                |  |  |  |  |
| S2.10<br>Support children to manage their own behaviour in relation to others.                                                                       |  |  |  |  |

## Structured observation 1: Observation notes

This is a narrative of the observation. This narrative is to help support this Guide Standard Exemplification Material (GSEM) and is **not** an evidence requirement and therefore does not need to be submitted to NCFE. A detailed observation is required in order to support justification of the criteria by the assessor and support score allocation. Provider assessors do not need to produce such a detailed record of what took place within the setting, but it should be full enough to support with examples in support of the assessment justification. The Observation of Skills Recording Form must be used by provider assessors and submitted to NCFE as evidence. For the GSEMs, the narrative is typed out; this does not need to be the case for live observations – handwritten observations must be legible.

| Narrative of activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Criteria                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p>The student shares with me the detailed plan and shows me the area outside. The student refers to previous observations of children to promote child-centred planning</p> <p>The student follows a planned activity outdoors to promote mathematics, building on children's developmental stage and interests; a 'garden centre' had been set up for the children to visit, including a snack bar. Throughout the observation, the student uses a range of pedagogical strategies to support children's emergent literacy skills when communicating with the children, for example 1:1, in small groups, using the images and the props to convey meaning and encouraging discussion. When reading with the children and when looking at the labels in the 'garden centre', the student introduces sounds and letters and encourages children's contributions through engaging dialogue. I am seated too far away to hear exactly what is being said but there is a lot of buying and selling going on fuelled by engaging and interactive speech, language and communication.</p> <p>Evidence of how the student implements a range of strategies includes: use of intonation when reading stories, encouraging contribution from the children through a range of communication methods, asking open-ended questions stimulating / extending play through innovative role play outdoors and provocation. There is an obvious rapport between student and children demonstrated by relaxed contribution and interaction.</p> <p>The student uses mathematical language during planned activities to incorporate unplanned, incidental learning opportunities for mathematics. This is seen when the student counts out the 'money' as part of the role play in the outside garden centre. The student introduces simple concepts through appropriate mathematical language and concepts such as counting from one to five, adding five items to the basket and phrases such as 'more than', 'too many', 'half full' and 'empty'. The student makes sure all individual children are contributing to the activity, and that they are all able to participate at their level.</p> <p>The student models positive behaviour throughout the observation and is aware of the needs of the children around him, at one point kneeling to support children who were both determined to wear the same hat to come to the shop. The student responds consistently in a calm manner, distracting the children by asking if there are any woolly hats as he is feeling cold, (of which there were several), and these soon became the hat of choice. The student remains aware of the individual learning needs of the</p> | <p>S1.4<br/>S1.6<br/>S1.10<br/>S1.11<br/>S2.9<br/>S2.10</p> |

| Narrative of activity                                                                                                                                                                                                                                                                  |               |             | Criteria   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|------------|
| <p>children, and sensitive to their needs, by encouraging a new member of the setting to come along to the snack bar with him for a drink.</p> <p>The student sustains interest and extends the play encouraging incidental maths, problem solving and thinking skills throughout.</p> |               |             |            |
| <b>Student name and signature</b>                                                                                                                                                                                                                                                      | Russell King  | <b>Date</b> | 14.04.2027 |
| <b>Assessor name and signature</b>                                                                                                                                                                                                                                                     | Kirsty Rogers | <b>Date</b> | 14.04.2027 |

## Structured observation 1: Professional Discussion Form

This form must be completed with the provider assessor's comments on the professional discussion and must be submitted along with the recording of the professional discussion. Grading is supplied in the Assessor Guidance document.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                      |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|---------------|
| <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   | <b>Student name</b>  | Russell King  |
| <b>Date and time of discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 14.04.2027 at 2pm | <b>Assessor name</b> | Kirsty Rogers |
| <b>Observation number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                 |                      |               |
| <b>Record of the discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   | <b>Criteria</b>      | <b>Score</b>  |
| <p><b>Assessor:</b> I begin by commenting on the activity, praising the student for doing such a good job modelling positive behaviours for the pupils and steer the discussion to lesson objectives and refer to the student's planning to discuss the only criterion not occurring and therefore not seen during the observation: S1.12 – using observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.</p> <p>I ask about strategies that could have been used to assess the mathematical input prior to starting the activity.</p> <p><b>Student:</b> I was able to meet the needs of the children and since I know the children well thought that the targeted maths was at a suitable level. But I could have and really should have assessed the observations already completed on the children and this may have informed my role a little more, for example I could have let the children do the counting rather than leading this - which I did sometimes, and this way I would have been able to see which, if any needed further extension to help develop their numeracy.</p> <p>This led to a discussion of developmental milestones typically expected from 0 to 5 years and how the early years settings prepared for children according to their age and individual need / circumstance. The student was also able to discuss the benefits of role play and play in general for children's holistic development from 5 to 7 years of age. The response considers each area of development and was able to discuss the significance of prime areas of the statutory framework for a child's future disposition to learning as well as the implications of individual circumstances on development.</p> <p><b>Assessor:</b> I thank the student for their time and ask them to share their feedback notes with the teacher and bring the discussion to a close.</p> |                   | S1.12                |               |
| <b>Student name and signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Russell King      | <b>Date</b>          | 14.04.2027    |

|                                    |               |             |            |
|------------------------------------|---------------|-------------|------------|
| <b>Assessor name and signature</b> | Kirsty Rogers | <b>Date</b> | 14.04.2027 |
|------------------------------------|---------------|-------------|------------|

SAMPLE

## Structured observation 1: Marking criteria and assessment justification

When completing the marking criteria, the assessor will score each discrete criteria using the Observation of Skills Recording Form. To support these decisions, an assessment justification is to be supplied in one of two ways, either criteria by criteria, or as shown below, a holistic summary approach.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria:</b> S1.4, S1.6, S1.10, S1.11, S1.12, S2.9, S2.10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assessment justification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>The student demonstrates a fully accurate understanding of how the observation and assessment cycle is intended to be applied to prepare purposeful child-centred learning experiences for the children, building on their interests and stages of development. This was evidenced from the professional discussion which also demonstrated student reflection and areas for improvement. The student was very aware of this cycle and how it informs next steps planning and their own role within it. This criteria could be built upon by considering the learning needs of each child and engaging in discussion with the key person and other staff to clearly inform the activity to ensure it is accessible and reasonable for all children at the setting (S1.12).</p> <p>Throughout the observation, the student is able to make excellent use of spontaneous opportunities to support and extend children's understanding across a range of concepts including emerging mathematics and literacy. For example, a range of pedagogical strategies are applied effectively to support emergent literacy, including interactive and engaging dialogue with all of the children and the use of sounds and letters when looking at the labels in the 'garden centre'. Mathematical concepts are introduced through unplanned playful interactions with the children as appropriate to extend learning when 'counting money', as well as through the use of mathematical language, such as 'more than', 'too many', 'half full' and 'empty' (S1.4, S1.10, S1.11).</p> <p>The student is able to demonstrate engaging communication with all children involved throughout the observation and uses highly effective techniques and skills to extend conversation, maximising opportunity for sustained shared thinking and problem solving. Rich speech, communication and language is evident through the activity; children engaged with the student and each other through a language-rich dialogue throughout the experience (S1.4, S1.6).</p> <p>The student is aware of the needs of the children and shows sensitivity towards a young child who is settling in at the setting as well as modelling behaviour to support children to manage their own emotions and deal with their own behaviour in relation to others. For example, the use of modality when considering their hats which was role-modelled in a positive and highly effective way (S2.9, S2.10).</p> <p><b>Assessor name and signature:</b> Kirsty Rogers<br/><b>Date:</b> 14.04.2027</p> <p><b>Student name and signature:</b> Russell King<br/><b>Date:</b> 14.04.2027</p> |

## Structured observation 1: Final Mark Form

|                                                                       |  |                                                                                  |  |
|-----------------------------------------------------------------------|--|----------------------------------------------------------------------------------|--|
| <b>Student name</b>                                                   |  | <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b> |  |
| <b>Assessor name</b>                                                  |  | <b>Provider</b>                                                                  |  |
| <b>Total marks achieved (observation and professional discussion)</b> |  |                                                                                  |  |
| <b>Student signature</b>                                              |  | <b>Date</b>                                                                      |  |
| <b>Assessor signature</b>                                             |  | <b>Date</b>                                                                      |  |

## Structured observation 2: Observation Planning Form

The student will be given time to plan an activity / experience that meets criteria associated with this structured observation. This plan is not marked but should be added as part of the overall evidence for the observation.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Student name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Russell King  | <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |
| <b>Assessor name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Kirsty Rogers | <b>Provider</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Riverside<br>3- to 5-year-olds |
| <b>Planned activity</b><br>Developing an area of provision, for example a role-play area, a book corner or a creative area<br>This activity will help me to plan an area of provision within the early years setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               | <b>Criteria expected to be covered:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |
| I am going to create a book area. This will be a quiet space but also one that allows for creativity and innovation. I would like it to include: <ul style="list-style-type: none"> <li>• <b>Cosy seating:</b> I have thought about this and discussed it with my mentor. I am going to use some of the large cushions from the role-play area and move the children's small bench into the area too.</li> <li>• <b>Range of books</b> including large books and picture books, tapes and earphones will be provided. I will also look at how pictures, positive images and photographs can be included in the area.</li> <li>• <b>Computer area:</b> I will make sure the children can maximise technology in the area or close by to enable extension activities as well as offering diverse opportunity for literacy development.</li> <li>• <b>Story sacks and props</b> are already in the area, but they are not used well. Some are incomplete and of poor appearance so I will ask my mentor if I can sort these and make better use of them with story time. Parents too will be encouraged to borrow the story sacks to encourage active engagement and home-school learning.</li> <li>• <b>Posters, labels and picture cards / sequence cards</b> can be used close by to add to the atmosphere and extend learning.</li> <li>• <b>Notice board and story board (Velcro)</b> The children have a felt notice board with characters in felt from well-known stories. These felt</li> </ul> |               | S1.7 Promote equality of opportunity and anti-discriminatory practice: I will meet this criterion by selecting a range of books with positive images, culturally diverse books and non-stereotypical books to ensure a range of appropriate books are available for the children that are appropriate too for their stage of development.<br><br>S3.2 Plan educational opportunities to enable children to progress: I will meet this by planning to meet the needs of the children, knowing where they are currently at and the steps that can be taken to enable further progress in their learning and development.<br><br>S3.3 Provide and lead care, educational experiences and purposeful play opportunities: I will meet this criteria by using story sacks, sequence cards and storyboards appropriately as part of learning experiences. The area is cluttered now and whilst the children have a lot of choice, they are not really using the resources as intended. This will also further develop S3.2.<br><br>S2.7 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities: I will meet this criterion because the book area will be one that is used for adult-led story time, as well as appealing to individuals or groups of children. There are large and small cushions, a bench and a computer with two small chairs close by. |                                |

|                                                                                                                                                                                                                                                                                         |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p>characters are not often used with the story and there are too many characters available making the area messy and cluttered.</p> <p>The book area will be planned to make sure it values diversity and inclusive practice through the books available and the posters selected.</p> |               | <p>S2.9 Model and encourage positive behaviours expected of children: I will meet this criterion at all times but specifically by showing a respectful use of the books and the other resources.</p> <p>S2.10 Support children to manage their own behaviour in relation to others: I will meet this criterion by providing a welcoming and comfortable environment that promotes a calm, safe and secure atmosphere. Children will be encouraged to care for the books, share resources and work co-operatively.</p> |            |
| <b>Student name and signature</b>                                                                                                                                                                                                                                                       | Russell King  | <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10.04.2027 |
| <b>Assessor name and signature</b>                                                                                                                                                                                                                                                      | Kirsty Rogers | <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10.04.2027 |

## Structured observation 2: Observation of Skills Recording Form

|                                                                                                                    |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student name</b>                                                                                                | Russell King                                                                                                                                          |                                                                                                                                                                             | <b>Date</b>                                                                                                                                      | 14.04.2027                                                                                                                                     |
| <b>Observation 2: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)</b>          |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| <b>Assessor name</b>                                                                                               | Kirsty Rogers                                                                                                                                         |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| <b>Brief description of setting and age of child / children</b>                                                    | Set in an ELC nursery class with a small group of children aged between 3 and 5.                                                                      |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| <b>Band</b>                                                                                                        | <b>0</b>                                                                                                                                              | <b>1</b>                                                                                                                                                                    | <b>2</b>                                                                                                                                         | <b>3</b>                                                                                                                                       |
| <b>Mark</b>                                                                                                        | <b>0</b>                                                                                                                                              | <b>1</b>                                                                                                                                                                    | <b>2</b>                                                                                                                                         | <b>3</b>                                                                                                                                       |
| <b>Descriptors</b>                                                                                                 | <b>Limited</b><br>demonstration of skill, as relevant to the structured observation, that has <b>minimal effectiveness</b> and <b>numerous errors</b> | <b>Basic</b><br>demonstration of skill, as relevant to the structured observation, that has <b>some effectiveness</b> and <b>some accuracy</b> (though may be inconsistent) | <b>Reasonable</b><br>demonstration of skill, as relevant to the structured observation, that is <b>mostly effective</b> , <b>mostly accurate</b> | <b>Excellent</b><br>demonstration of skill, as relevant to the structured observation, that is <b>highly effective</b> , <b>fully accurate</b> |
| <b>Content points</b>                                                                                              | <b>Assessor judgement and notes</b>                                                                                                                   |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| S1.4<br>Apply strategies to develop and extend children's education and thinking.                                  |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| S1.7<br>Promote equality of opportunity and anti-discriminatory practice.                                          |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |
| S2.7<br>Encourage children's participation by ensuring a balance between adult-led and child-initiated activities. |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |

|                                                                                        |  |  |  |  |
|----------------------------------------------------------------------------------------|--|--|--|--|
| S2.9<br>Model and encourage positive behaviours expected of children.                  |  |  |  |  |
| S2.10<br>Support children to manage their own behaviour in relation to others.         |  |  |  |  |
| S3.2 Plan educational opportunities to enable children to progress.                    |  |  |  |  |
| S3.3 Provide and lead care, educational experiences and purposeful play opportunities. |  |  |  |  |

## Structured observation 2: Observation notes

This is a narrative of the observation. This narrative is to help support this Guide Standard Exemplification Material (GSEM) and is **not** an evidence requirement and therefore does not need to be submitted to NCFE. A detailed observation is required in order to support justification of the criteria by the assessor and support score allocation. Provider assessors do not need to produce such a detailed record of what took place within the setting, but it should be full enough to support with examples in support of the assessment justification. The Observation of Skills Recording Form must be used by provider assessors and submitted to NCFE as evidence. For the GSEMs, the narrative is typed out; this does not need to be the case for live observations – handwritten observations must be legible.

| Narrative of activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Criteria                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <p><b>In the setting before the activity takes place:</b></p> <p>The student explains the rationale for selecting the book area as the focus for the observation, explaining that the children hardly ever come to the area to look at the books or use the story sacks and props provided.</p> <p>The student explains how the children have been involved in developing this area but that it is very much adult led. The student decides the resources they will need include:</p> <ul style="list-style-type: none"> <li>• cosy seating</li> <li>• range of books including large books and picture books, tapes and earphones</li> <li>• computer area</li> <li>• story sacks and props</li> <li>• posters, labels and picture cards / sequence cards</li> <li>• notice board and story board (Velcro).</li> </ul> <p>The student approaches the 'cosy area' and engages the children in conversation about the books, resources and equipment in the area. He responds to children's needs and questions in a calm and engaging manner. The children select the book, 'The Three Billy Goats Gruff' and the student explains that they will 'build the bridge for the goats, asking them what they should use to build it do they think?' The children shouted 'bricks', and one child said 'I think we should use sticks like my mum's office.'</p> <p>The student missed this and did not respond.</p> <p>The children drag the box of bricks over to the book area and together the children and the student use the bricks to make a bridge. It is a simple structure that crosses the floor area from one cushion to another in the book area. The student asks open-ended questions to motivate and engage children, prompting sustained shared thinking, problem solving and peer discussion.</p> <p>The student uses strong intonation to tell The Three Billy Goat's Gruff and the children join in with 'trip trap....'</p> <p>The student develops the role play as he takes on the role of the 'troll' and encourages the children to take the role of the goats. The student crawls across the blocks looking (and sniffing) for the goats. The goats are lying very still and the student cannot find them. The children laugh as the student crawls back along the bridge. The student repeats this a few times and then he says that the troll is very sleepy so the goats can play on the bridge and eat the green grass. The children play on the brick bridge and</p> | <p>S1.4<br/>S1.7<br/>S2.9<br/>S2.10<br/>S3.2<br/>S3.3</p> |

| Narrative of activity                                                                                                                                                                                                                                                                                                                           |               |             | Criteria   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|------------|
| also repeat the story using the props. The student shows the children the Velcro board and sequence cards and uses this to encourage the children to sequence the story by attaching the sequence cards, thinking together, problem solving and discussing the order of the story. They whisper and tip toe to avoid waking the sleeping troll! |               |             |            |
| <b>Student name and signature</b>                                                                                                                                                                                                                                                                                                               | Russell King  | <b>Date</b> | 14.04.2027 |
| <b>Assessor name and signature</b>                                                                                                                                                                                                                                                                                                              | Kirsty Rogers | <b>Date</b> | 14.04.2027 |

## Structured observation 2: Professional Discussion Form

This form must be completed with the provider assessor's comments on the professional discussion and must be submitted along with the recording of the professional discussion. Grading is supplied in the Assessor Guidance document.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                      |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|---------------|
| <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   | <b>Student name</b>  | Russell King  |
| <b>Date and time of discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 14.04.2027 at 2pm | <b>Assessor name</b> | Kirsty Rogers |
| <b>Observation number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                 |                      |               |
| <b>Record of the discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   | <b>Criteria</b>      | <b>Score</b>  |
| <p><b>Assessor:</b> Thank you, we are now going to have a professional discussion about the criteria that needs it. I would like to talk about S2.7 which is around the importance of getting that balance between adult and child led activities and experiences. The student is able to explain how he developed the book area as an adult-led venture but, in the end, it turned out to be in collaboration with the children as they shared their thoughts on the book corner and what would make it better.</p> <p><b>Student:</b> Well, actually, I did speak to the nursery staff about the book area, and I was told that the children would be interested and would join me – which they did, and they shared their ideas too, so in the end it was a bit of all of our ideas. I think that now the book area is set up, it will be interesting to watch how the children use it in their own play. I might see more of a balance then – it won't be me leading the play as an activity, more of an experience for the children – well, sort of.</p> <p><b>Assessor:</b> Thank you, you and the children certainly seemed like you were all having a lot of fun and was a true example of creating that balance between adult and child led opportunities in action!</p> <p><b>Assessor:</b> Anything else you would like to add?</p> <p>The student comments that the activity has really helped to engage with parents / carers and extended family members, making links to theoretical learning in the classroom for him too.</p> <p><b>Student:</b> Yes, I think it will help with language and social interaction, encouraging sustained share thinking and also if you think about the different areas of the EYFS, all of them I think, especially communication and language. The activity also builds on opportunities for speech, language and communication building on the children's interests and promoting sounds and early reading skills. The children really like small group work to problem solve with the sequence cards, use the role-play props and to simply look through the selection of books. I also think it could help develop</p> |                   | S2.7                 |               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |             |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|------------|
| <p>partnerships with parents as they will see the book area and we can share observations and just talk about how their child has used the area.</p> <p><b>Student:</b> I think it was great for socialisation and there was a lot of play and interaction, so lots of language, literacy and expressive arts and design too as well as maths, I think. It reminds me of the work we did in class about Steiner and features of expressive play and just allowing children to play and be creative – I think sometimes we can get too concerned with the outcomes a bit, do you know what I mean, and I think that's also why we need to make sure there is a balance between adult and child led play opportunities.</p> <p><b>Assessor:</b> Yes, I can understand what you are saying, thank you.</p> |               |             |            |
| <b>Student name and signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Russell King  | <b>Date</b> | 14.04.2027 |
| <b>Assessor name and signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Kirsty Rogers | <b>Date</b> | 14.04.2027 |

## Structured observation 2: Marking criteria and assessment justification

When completing the marking criteria, the assessor will score each discrete criteria using the Observation of Skills Recording Form. To support these decisions an assessment justification is to be supplied in one of two ways, either criteria by criteria, or as shown below, a holistic summary approach.

| Criteria: S1.4, S1.7, S2.7, S2.9, S2.10, S3.2, S3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment justification |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>Planning demonstrates high levels of skill and effective engagement with others including the children. It demonstrates a highly effective ability to select and adapt resources to encourage participation and support a balance of high quality, adult-led and child-initiated activities that are child-centred and highly engaging. This appears to have been done to enable the development of the book area and is clearly evidenced in the professional discussion (S2.7).</p> <p>The student has been able to demonstrate highly proactive, inclusive practice, showing an excellent awareness of equality of opportunity and remaining sensitive to the individual needs of children when in the book area (S1.7). Through skilful facilitation and highly effective role modelling children were able to play co-operatively and respectfully, for example when taking turns to 'cross the bridge' and when they conspired to 'tip toe around the snoring troll'. (S2.9, S2.10). When asking the children about the resources to build the bridge the student missed an opportunity to engage in wider learning to develop and extend the children's education and thinking as one child wanted to use sticks, this would have been an interesting and engaging conversation as a group.</p> <p>The student showed highly effective skills to lead the 'Billy Goat's Gruff' activity and made use of unplanned opportunities to challenge children's learning through careful use of resources or suggestions / questions. Sensitivity and skills were applied through the use of open-ended questions to enable children to engage in sustained child-initiated play that develops their skills and knowledge (S1.4, S3.2, S3.3).</p> <p>There is an accurate understanding of learning and development within all areas of learning and development within the early years foundation stage (EYFS) statutory framework.</p> <p><b>Assessor name and signature:</b> Kirsty Rogers<br/><b>Date:</b> 14.04.2027</p> <p><b>Student name and signature:</b> Russell King<br/><b>Date:</b> 14.04.2027</p> |                          |

## Structured observation 2: Final Mark Form

|                             |  |                                                                                  |  |
|-----------------------------|--|----------------------------------------------------------------------------------|--|
| <b>Student name</b>         |  | <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b> |  |
| <b>Assessor name</b>        |  | <b>Provider</b>                                                                  |  |
| <b>Total marks achieved</b> |  |                                                                                  |  |
| <b>Student signature</b>    |  | <b>Date</b>                                                                      |  |
| <b>Assessor signature</b>   |  | <b>Date</b>                                                                      |  |

## Structured observation 3: Observation Planning Form

The student will be given time to plan an activity / experience that meets criteria associated with this structured observation. This plan is not marked but should be added as part of the overall evidence for the observation.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Student name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Russell King  | <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |
| <b>Assessor name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Kirsty Rogers | <b>Provider</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Riverside<br>3- to 5-year-olds |
| <b>Planned activity</b><br>Meeting the individual needs of children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               | <b>Criteria expected to be covered:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |
| <b>Activity Description</b><br><p>This activity will assess the student's ability to meet the individual needs of children through contributing to their care and wellbeing.</p> <p>Supporting children through planned transitions, for example within settings (ie moving from one age group to another), or to / from settings.</p> <p>The observation will help me to show how I am able to:</p> <ul style="list-style-type: none"> <li>• meet children's care needs</li> <li>• promote safe and secure environments</li> <li>• support group learning and socialisation</li> <li>• work collaboratively with colleagues, parents / carers and other professionals to meet the needs of children and enable them to progress</li> <li>• discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and / or carers.</li> </ul> |               | <p>S1.4 Apply strategies to develop and extend children's education and thinking: this will be met throughout all the activities.</p> <p>S2.2 Promote secure attachments with children: I will meet this through maintaining safe and secure attachments with children.</p> <p>S2.3 Support children's group learning and socialisation: there will be opportunity for this when children are playing in small groups.</p> <p>S2.9 Model and encourage positive behaviours expected of children.</p> <p>S2.10 Support children to manage their own behaviour in relation to others.</p> <p>S4.1 Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities: As appropriate throughout the activities and care routines.</p> <p>S4.7 Carry out a range of care routines.</p> <p>S4.8 Promote healthy lifestyles.</p> <p>S4.10 Undertake tasks, ensuring the prevention and control of infection.</p> <p>S5.4 Work collaboratively with other professionals to meet the needs of the children and enable them to progress.</p> |                                |
| <b>Student name and signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Russell King  | <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10.04.2027                     |
| <b>Assessor name and signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Kirsty Rogers | <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10.04.2027                     |

## Structured observation 3: Observation of Skills Recording Form

|                                                                                                           |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |            |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Student name</b>                                                                                       |                                                                                                                                                       | Russell King                                                                                                                                                                |                                                                                                                                                  | <b>Date</b>                                                                                                                                    | 14.04.2027 |
| <b>Observation 3: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)</b> |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |            |
| <b>Assessor name</b>                                                                                      |                                                                                                                                                       | Kirsty Rogers                                                                                                                                                               |                                                                                                                                                  |                                                                                                                                                |            |
| <b>Brief description of setting and age of child / children</b>                                           |                                                                                                                                                       | Set in an early years setting with a small group of children aged between 3 and 5                                                                                           |                                                                                                                                                  |                                                                                                                                                |            |
| <b>Band</b>                                                                                               | <b>0</b>                                                                                                                                              | <b>1</b>                                                                                                                                                                    | <b>2</b>                                                                                                                                         | <b>3</b>                                                                                                                                       |            |
| <b>Mark</b>                                                                                               | <b>0</b>                                                                                                                                              | <b>1</b>                                                                                                                                                                    | <b>2</b>                                                                                                                                         | <b>3</b>                                                                                                                                       |            |
| <b>Descriptors</b>                                                                                        | <b>Limited</b><br>demonstration of skill, as relevant to the structured observation, that has <b>minimal effectiveness</b> and <b>numerous errors</b> | <b>Basic</b><br>demonstration of skill, as relevant to the structured observation, that has <b>some effectiveness</b> and <b>some accuracy</b> (though may be inconsistent) | <b>Reasonable</b><br>demonstration of skill, as relevant to the structured observation, that is <b>mostly effective</b> , <b>mostly accurate</b> | <b>Excellent</b><br>demonstration of skill, as relevant to the structured observation, that is <b>highly effective</b> , <b>fully accurate</b> |            |
| <b>Content points</b>                                                                                     | <b>Assessor judgement and notes</b>                                                                                                                   |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |            |
| S1.4<br>Apply strategies to develop and extend children's education and thinking.                         |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |            |
| S2.2<br>Promote secure attachments with children.                                                         |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |            |
| S2.3<br>Support children's group learning and socialisation.                                              |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |            |
| S2.9<br>Model and encourage positive behaviours expected of children.                                     |                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                |            |

|                                                                                                                                                               |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| S2.10<br>Support children to manage their own behaviour in relation to others.                                                                                |  |  |  |  |
| S4.1<br>Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities. |  |  |  |  |
| S4.7 Carry out a range of care routines.                                                                                                                      |  |  |  |  |
| S4.8 Promote healthy lifestyles.                                                                                                                              |  |  |  |  |
| S4.10<br>Undertake tasks, ensuring the prevention and control of infection.                                                                                   |  |  |  |  |
| S5.4<br>Work collaboratively with other professionals to meet the needs of the children and enable them to progress.                                          |  |  |  |  |

## Structured observation 3: Observation notes

This is a narrative of the observation. This narrative is to help support this Guide Standard Exemplification Material (GSEM) and is **not** an evidence requirement and, therefore, does not need to be submitted to NCFE. A detailed observation is required in order to support justification of the criteria by the assessor and support score allocation. Provider assessors do not need to produce such a detailed record of what took place within the setting, but it should be full enough to support with examples in support of the assessment justification. The Observation of Skills Recording Form must be used by provider assessors and submitted to NCFE as evidence. For the GSEMs, the narrative is typed out; this does not need to be the case for live observations – handwritten observations must be legible.

| Narrative of activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Criteria                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>The student was reading a story about starting school when I arrived. The children were sitting in the book area and each one had a photo or picture of their new primary school. The student asks the children to participate through use of questioning, and reflecting on what starting school might be like, for example, discussing friendships at the new school.</p> <p>The student reminds the group of children that they are going on a school visit later, and a few children were excited and held up their hand shouting 'me, me I'm going'. The student reminds the children to take turns when talking and why we should listen to each other.</p> <p>The student leads the children to the display in the corridor where he had worked with the children on a large display. The display had pictures of all the schools and a timeline of activities and experiences. The student leads an interactive discussion using the information from the display. The children are able to identify their new schoolteacher from the photographs.</p> <p>The student talks to the children about their transition to school and supports the children with any questions they have. The children are asked to wash their hands as they are having a special snack today - they are making their own fruit salad. The student helps the children who need a little support and talks about why we need to wash our hands before a snack as he does so. He prepares the tables by cleaning with the anti-bac spray and again includes a dialogue to talk about why and talks about stopping germs that could make us feel sick or make our tummy hurt.</p> <p>During the snack time the student talks about healthy eating, he tells the children what each of the fruit is called and why fruit is good for us. This leads to a discussion around different foods. The children were really engaged in this discussion. The student interrupted the discussion to show me the transition tree.</p> <p>The student showed me the transition tree that they had all made together. The tree held all of the names of the children with descriptions of how they were feeling, some were frightened, and some were excited. The tree is at the end of the corridor and the parents / carers have taken a big interest in this, strengthening parental engagement.</p> <p>The student tells me that there is one child with Down's syndrome, and she is very anxious about starting her new school. Her parents are also very worried. I thanked</p> | <p>S1.4<br/>S2.2<br/>S2.3<br/>S2.9<br/>S2.10<br/>S4.7<br/>S4.8<br/>S4.10<br/>S5.4</p> |

| Narrative of activity                                                                                                        |               |             | Criteria   |
|------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|------------|
| the student for his time and asked him if we could have a discussion in the office once he had cleared away the snack table. |               |             |            |
| <b>Student name and signature</b>                                                                                            | Russell King  | <b>Date</b> | 14.04.2027 |
| <b>Assessor name and signature</b>                                                                                           | Kirsty Rogers | <b>Date</b> | 14.04.2027 |

## Structured observation 3: Professional Discussion Form

This form must be completed with the provider assessor's comments on the professional discussion and must be submitted along with the recording of the professional discussion. Grading is supplied in the Assessor Guidance document.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                      |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|---------------|
| <b>T Level Technical Qualification in Education and Early Years (610/5748/4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   | <b>Student name</b>  | Russell King  |
| <b>Date and time of discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 14.04.2027 at 2pm | <b>Assessor name</b> | Kirsty Rogers |
| <b>Observation number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3                 |                      |               |
| <b>Record of the discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   | <b>Criteria</b>      | <b>Score</b>  |
| <p><b>Assessor:</b> I begin by commenting on the activity, praising the student for doing such a good job engaging and encouraging the children.</p> <p>I steer the discussion to lesson objectives and refer to the student's planning to discuss the only criteria not occurring and, therefore, not seen during the observation: S4.1 – identifying and responding appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities.</p> <p>I ask about what sorts of records and reports may be useful at transition and how do we keep children safe at times such as this?</p> <p><b>Student:</b> I know it is important to keep all records confidential and store securely online. There are ways that these help children on their journey to transition, such as sharing assessments like the observation notes.</p> <p>The teacher will benefit from knowing what the child is capable of before planning and the teacher will need to know about the child's personal and cultural situations so that they are aware of any specific needs impacting the child or indeed wider implications for the family. By sharing information through accurate, coherent records and including the key person, children can be safeguarded and the best welfare provided to meet their holistic wellbeing.</p> <p>Observations should also be shared as the child's stage, ability and needs are expressed through the observation cycle and the teacher can learn such a lot about the child by simply looking through the observation record. Any additional needs will require careful and sensitive action for consistency and continuity across a graduated approach, for example the child with Down's will need to be settled to ensure she feels a strong relationship with the class teacher.</p> <p>The student is able to show me the policies and procedures for safeguarding and welfare and was able to use examples, to explain the legal requirements and guidance on health and safety, security,</p> |                   | S4.1                 |               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |             |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|------------|
| <p>confidentiality of information, safeguarding and promoting the welfare of children, to include child health and immunisation, child protection, dietary needs, including recording and reporting procedures. The student referred to the documentation to explain procedures in place for hygiene measures within health and safety including the types of PPE used and how this contributes to safe practice.</p> <p><b>Assessor:</b> I thank the student for their time and ask them to share their feedback notes with the teacher and bring the discussion to a close.</p> |               |             |            |
| <b>Student name and signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Russell King  | <b>Date</b> | 14.04.2027 |
| <b>Assessor name and signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Kirsty Rogers | <b>Date</b> | 14.04.2027 |

## Structured observation 3: Marking criteria and assessment justification

When completing the marking criteria, the assessor will score each discrete criteria. You will find the marking bands arranged per criteria in this document. A holistic approach has been used in this example.

**Criteria:** S1.4, S2.2, S2.3, S2.9, S2.10, S4.1, S4.7, S4.8, S4.10, S5.4

### Assessment justification

Skilful planning and effective application of pedagogical approaches have been excellently demonstrated to recognise the needs of the children as they prepare for transition to school, and to plan and lead activities and experiences to meet the individual needs of the children. This demonstrates an awareness of the child's holistic development.

Highly effective promotion of secure attachments is shown through sensitive, empathetic responses to meet the children's individual needs and this is shown specifically through engagement with children and when discussing the needs and feelings of parents / carers (S2.2). The student demonstrates an understanding of the potential effects of, and how to prepare and support children through transitions and significant events in their lives, offering a range of examples and how children may be affected at different ages / stages. Throughout the observation the student was highly effective in confidently engaging with children in a range of ways including group activities and was able to utilise all opportunities to extend children's learning and thinking (S1.4).

High level of confidence and skill to actively and sensitively listen to and skilfully question children to support group learning and socialisation through leading a discussion around verbalisation of feelings which is demonstrated when the student talked to the children about the display and the transition tree. An excellent understanding is shown of appropriate collaborative working practices with colleagues, parents / carers and other professionals to meet the needs of children and enable progression (S2.3, S5.4).

The student was a highly effective role model throughout, he also supported children to wait to have their needs met as appropriate when listening to others during group conversations (S2.9, S2.10). This was evidenced when the children were shouting together about the pending school visit. The student reminded the children of listening to others and turn-taking in conversation in a calm and effective way.

When the discussion moved forward to capture the wider implications of welfare the student was able to use examples, document references, policies and procedures to explain the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children, to include child health and immunisation, child protection, dietary needs, including recording and reporting procedures. The student was able to refer to documentation to explain procedures in place for hygiene measures within health and safety including the types of PPE used and reasons for this (S4.1).

During the visit I was able to see how the student supported and practised personal care routines:

- handwashing
- hygiene practice to minimise infection with excellent dialogue
- mealtime preparation
- communication to engage children in discussion around healthy lifestyles (S4.7, S4.8, S4.10).

The work around healthy lifestyle could have been extended to include discussions around physical activity, fresh air and exercise as the children were keen to chat, this was a missed opportunity to extend children's education and thinking.

**Assessor name and signature:** Kirsty Rogers

**Date:** 14.04.2027

**Student name and signature:** Russell King

**Date:** 14.04.2027

### Structured observation 3: Final Mark Form

|                      |  |                                                                           |  |
|----------------------|--|---------------------------------------------------------------------------|--|
| Student name         |  | T Level Technical Qualification in Education and Early Years (610/5748/4) |  |
| Assessor name        |  | Provider                                                                  |  |
| Total marks achieved |  |                                                                           |  |
| Student signature    |  | Date                                                                      |  |
| Assessor signature   |  | Date                                                                      |  |

## Final Mark Form

|                                 |  |                                                                                            |                 |
|---------------------------------|--|--------------------------------------------------------------------------------------------|-----------------|
| <b>Student name</b>             |  | <b>T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)</b> |                 |
| <b>Assessor name</b>            |  | <b>Provider</b>                                                                            | <b>Employer</b> |
| <b>Total marks achieved</b>     |  |                                                                                            |                 |
| <b>Structured observation 1</b> |  |                                                                                            |                 |
| <b>Structured observation 2</b> |  |                                                                                            |                 |
| <b>Structured observation 3</b> |  |                                                                                            |                 |
| <b>Student signature</b>        |  | <b>Date</b>                                                                                |                 |
| <b>Assessor signature</b>       |  | <b>Date</b>                                                                                |                 |

# Document information

Copyright in this document belongs to, and is used under licence from the Department for Education, © 2025.

‘T-LEVELS’ and ‘T Level’ are registered trade marks of the Department for Education.

NCFE is authorised by the Department for Education to develop and deliver this T Level Technical Qualification.

‘CACHE’ is a registered trade mark of NCFE.

Owner: Head of Assessment Solutions

## Change history record

| Version | Description of change   | Approval         | Date of issue    |
|---------|-------------------------|------------------|------------------|
| v1.0    | First published version | 03 November 2025 | 04 November 2025 |