

T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 1 – Planning Activity

Mark scheme

Marking guidelines

General guidelines

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

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

Guidelines for using extended response marking grids

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

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

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

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

Performance outcomes (POs)

This assessment requires students to be able to:

PO1: Support the class teacher to enhance children’s education, individually and in groups

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

PO4: Recognise, adapt and respond to individual children’s needs, including those with SEND, to support development and access to the curriculum

	Weighting	Marks
PO1	35%	20
PO2	35%	20
PO4	30%	15
Total	100%	55

Complete the lesson plan and demonstrate **in detail**:

- how you would adapt the lesson plan to align with the teacher’s plan and meet the individual needs of Lily and Zi Chung
- suitable extension activities and a plenary to support Lily’s and Zi Chung’s progress
- a range of pedagogical strategies to enhance and support Lily’s and Zi Chung’s literacy skills.
- how you have selected and planned the use of appropriate resources to enhance and support Lily’s and Zi Chung’s literacy skills.

You must use the answer space after the lesson plan to **explain** how:

- the selected resources will be used to support Lily’s and Zi Chung’s individual learning needs, in line with the intent, implementation and intended impact of the school curriculum
- information from formative and summative assessment will be used to identify Lily’s and Zi Chung’s individual needs and plan for their next steps
- differentiation to your lesson plan and strategies and interventions will support the inclusion of Lily and Zi Chung.

Planning activity

PO1: Support the class teacher to enhance children’s education, individually and in groups.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Adaptions to the lesson plan show limited ability to align own contribution with the teaching.</p> <p>Identifies a very narrow range of pedagogical strategies that enhance pupils’ education with limited effectiveness.</p> <p>Minimal understanding of the intent, implementation and intended impact of the school curriculum and basic ability to select appropriate resources.</p>	1–4
2	<p>Adaptions to the lesson plan show moderate ability to align own contribution with the teaching.</p> <p>Identifies a narrow range of pedagogical strategies that enhance pupils’ education with some effectiveness.</p> <p>Moderate understanding of the intent, implementation and intended impact of the school curriculum and moderately effective ability to select appropriate resources.</p>	5–8
3	<p>Adaptions to the lesson plan show good ability to align own contribution with the teaching.</p> <p>Identifies a range of pedagogical strategies that effectively enhance pupils’ education.</p> <p>Good understanding of the intent, implementation and intended impact of school curriculum and confident ability to select appropriate resources.</p>	9–12
4	<p>Adaptions to the lesson plan show highly developed ability to align own contribution with the teaching.</p> <p>Identifies a wide range of pedagogical strategies that very effectively enhance pupils’ education.</p> <p>Very good understanding of the intent, implementation and intended impact of the school curriculum and highly effective ability to select appropriate resources.</p>	13–16

5	<p>Adaptions to the lesson plan show excellent ability to align own contribution with the teaching.</p> <p>Identifies a very wide range of pedagogical strategies that are highly effective in enhancing pupils' education.</p> <p>Highly sophisticated understanding of the intent, implementation and intended impact of the school curriculum and exceptional ability to select appropriate resources.</p>	17–20
----------	---	--------------

Indicative content

Within adaptions to the lesson plan to align own contribution with the teaching, students may include:

- tailor and adapt activities to specifically support the specific needs of Lily and Zi Chung
- supporting the lesson objectives and reinforcing and explaining language used by the teacher
- planning opportunities within the lesson to enable Lily and Zi Chung to feedback to check understanding
- enable opportunities to reinforce understanding of modal verbs in ways to meet Lily's and Zi Chung's needs
- understanding the national curriculum intent, implementation and intended impact, Key stage 2 literacy and application to the plan.

Within the lesson plan, students may demonstrate pedagogical strategies to deliver learning activities and interventions that enhance the pupils' education including:

- adult-led and pupil-led pedagogical strategies to support Zi Chung and Lily, for example, for example adult-led feedback, collaborative learning, practical tasks, sustained shared thinking
- discussion to demonstrate understanding of pedagogical strategies, how they are used to deliver learning activities and interventions, and ways in which their application can support the education of Lily and Zi Chung.
- scaffolding learning through the use of other professionals with specialist skills
- understanding of relevant learning theories, including, constructivists/behaviourists/social learning/cognitivists to support learning
- planned use of strategies such as positive reinforcement, targeted use of language, collaborative and peer support groups.

Within the lesson plan and explanation regarding the selection of appropriate resources, students may include:

- the use of appropriate resources to support Lily and Zi Chung and adaptability for pupils with EAL or dyslexia, for example, for example colour of pen or whiteboard
- use of technology and specialist programmes to support dyslexia and EAL which is relevant to the task, for example, Clicker, Lexia, multilingual/bilingual word processing, iPad
- ways in which the student could give feedback to the Teacher on Lily's and Zi Chung's progress, for example verbally, written communication
- consideration of space available and access to resources within the classroom to support Lily's and Zi Chung's needs
- understanding of ways in which specialist professionals are able to support English as an additional language and dyslexia

Accept other suitable responses.

PO2: Plan, provide and review educational opportunities in collaboration with Teachers and other adults.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Basic adaption of the lesson plan to promote all pupils' progression.</p> <p>Minimal identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Simplistic understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	1–4
2	<p>Sufficient adaption of the lesson plan to promote all pupils' progression.</p> <p>Reasonable identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Competent understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	5–8
3	<p>Good adaption of the lesson plan to promote all pupils' progression.</p> <p>Confident identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Good understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	9–12
4	<p>Highly sophisticated adaption of the lesson plan to promote all pupils' progression.</p> <p>Refined identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Highly effective understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	13–16

5	<p>Excellent adaption of the lesson plan to promote all pupils' progression.</p> <p>Highly sophisticated identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Exceptional understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	17–20
----------	--	--------------

SAMPLE

Indicative content

Within adaptations to the lesson plan to promote the pupils' progression, students may include:

- inclusion of suitable adaptations to activities to support the learning needs and progression of Lily and Zi Chung
- understanding of the need for ongoing assessment to support progression
- appropriate adaptations to ensure the lesson outcomes are met for Lily and Zi Chung
- ways to ensure the adaptations ensure Lily's and Zi Chung's understanding of the use of modal verbs to meet their own progression needs
- incorporating opportunities for collaborative working where appropriate

Within the lesson plan and explanation related to interventions and/or strategies for differentiated support and feedback, students may include:

- delivering appropriate interventions to support the progress of Lily and Zi Chung, for example using a flexible approach, small group/one to one situation
- use of a range of strategies to promote knowledge and understanding of modal verbs, for example, working in pairs to identify modal verbs, underlining modal verbs in sentences on the whiteboard
- how and when feedback to the Teacher around pupil progress and next steps is given, for example during/after the lesson, verbal, written.

Within the explanation related to the use of formative and summative feedback to plan for next steps, students may include:

- use of summative and formative assessments and methods of observing, recording and reporting to support the planning for Lily and Zi Chung and to track their progress, for example, questioning techniques, evaluation tasks
- ways in which specific and timely feedback can positively support learning
- the importance of ongoing assessment through the use of tools such as questioning supports the assessment and planning of next steps for learning
- ways in which to feedback positively in order to support Lily's and Zi Chung's self-esteem

Accept other suitable responses.

PO4: Recognise, adapt and respond to individual children’s needs, including those with SEND, to support development and access to the curriculum.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	Adaptions to the lesson plan show minimal recognition of the particular needs of individual pupils. Limited suggestions of ways to support the inclusion of all pupils within the lesson. Basic differentiation and extension planning to support pupils’ learning and development.	1–3
2	Adaptions to the lesson plan show sufficient recognition of the particular needs of individual pupils. Adequate suggestions of ways to support the inclusion of all pupils within the lesson. Adequate differentiation and extension planning to support pupils’ learning and development.	4–6
3	Adaptions to the lesson plan show considered recognition of the particular needs of individual pupils. Good suggestions of ways to support the inclusion of all pupils within the lesson. Effective differentiation and extension planning to support pupils’ learning and development.	7–9
4	Adaptions to the lesson plan show highly considered recognition of the particular needs of individual pupils. Very good suggestions of ways to support the inclusion of all pupils within the lesson. Highly effective differentiation and extension planning to support pupils’ learning and development.	10–12

5	<p>Adaptions to the lesson plan show exceptional recognition of the particular needs of individual pupils.</p> <p>Excellent suggestions of ways to support the inclusion of all pupils within the lesson.</p> <p>Highly sophisticated differentiation and extension planning to support pupils' learning and development.</p>	13–15
----------	---	--------------

Indicative content

Within adaptions to the lesson plan that recognise the pupil's individual needs, students may include:

- adapting the intended LO to make it more manageable for Lily and Zi Chung, for example by reducing the content to be covered, reducing the amount of words/sentences to be produced
- taking account of any EHCP targets or external advice which Lily or Zi Chung may have been given
- adapting the layout of handouts and worksheets for pupils' needs, for example may use different coloured paper, overlays or fonts to support Lily, or may provide short, concise instructions for Zi Chung
- using words in home language to support Zi Chung
- using pictures to aid understanding of text to support both Lily and Zi Chung
- use of praise and encouragement to develop self-esteem and encourage independent learning
- considering how Lily and Zi Chung may use the computer or specialist software packages, for example Lexia, Spelling Shed, or multilingual/bilingual word processing software.

Within the explanation related to differentiation and inclusion, students may include:

- discussion relating to the importance of differentiation to meet the specific individual needs of Lily and Zi Chung
- explanation of ways in which the lesson may be differentiated, for example, additional resources, pace of learning, and reinforcement of concepts.
- understanding of the need to adapt and change planning to meet the needs of Lily and Zi Chung
- understanding of the ways in which and importance of ensuring that Lily and Zi Chung are fully included in the lesson for example the application of strategies to implement small group work to support peer learning.

Within the lesson plan, students may demonstrate suitable extension activities and a plenary, that include:

- outline suggested work for parents to do at home with children on modal verbs to consolidate work done in school. Send a small list of simpler sentences on plan which have not been used in the lesson
- consider instructions for parents, for example in language that is clear and accurate
- consider use of an interpreter for Zi Chung's parents if needed
- consider discussing progress of Lily and Zi Chung on a regular basis with parents and receiving feedback on performance with extension activities, for example verbal or written communication, via an interpreter for Zi Chung's parents.

Accept other suitable responses.

SAMPLE

Document information

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2020–2024.

‘T-LEVELS’ is a registered trade mark of the Department for Education.

‘T Level’ is a registered trade mark of the Institute for Apprenticeships and Technical Education.

‘Institute for Apprenticeships & Technical Education’ and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

NCFE is authorised by the Institute for Apprenticeships and Technical Education to develop and deliver this 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	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	Indicative content and performance outcome clarification	November 2021	January 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	15 November 2023
v5.0	Amends made to reflect changes to the Teaching Assistant occupational standard	December 2023	30 April 2024