



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

QN: 610/5748/4

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 1 – distinction

Guide Standard Exemplification Materials

Contents

Structured observation 1: Observation Planning Form.....	3
Structured observation 1: Observation of Skills Recording Form	6
Structured observation 1: Observation notes	8
Structured observation 1: Professional Discussion Form	10
Structured observation 1: Marking criteria and assessment justification	11
Structured observation 1: Final Mark Form	13
Structured observation 2: Observation Planning Form.....	14
Structured observation 2: Observation of Skills Recording Form	15
Structured observation 2: Observation notes	17
Structured observation 2: Professional Discussion Form	19
Structured observation 2: Marking criteria and assessment justification	20
Structured observation 2: Final Mark Form	22
Structured observation 3: Observation Planning Form.....	23
Structured observation 3: Observation of Skills Recording Form	25
Structured observation 3: Observation notes	27
Structured observation 3: Professional Discussion Form	29
Structured observation 3: Marking criteria and assessment justification	30
Structured observation 3: Final Mark Form.....	32
Final Mark Form	33
Document information.....	34
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.

Student name	Russell King	T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name	Kirsty Rogers	Provider	Primary School
Planned activity: Observation 1: support the class teacher to engage pupils in planned activities promoting literacy development, using technology to support and enhance learning opportunities.		Criteria expected to be covered:	
What I will do: The class are looking at Roman Britain. In this lesson pupils will be looking at Roman settlements in England. They will be mapping out these locations on a large map and then they will be working in groups to consider life during Roman Britain. This is a session that has been developed together with the teacher when we discussed ways to be innovative with this topic area. Once we have explored lifestyles using a range of books, interactive IT programmes and video clips we are going to visit the Roman section of the library and complete a short quiz. The activity will meet the criteria: S1.1, S1.3, S1.5, S2.8, S3.5 Work closely with teachers to ensure own contribution aligns with the teaching: I will liaise with the class teacher to share ideas and ensure that planning aligns with the age / stage of learning, promotes individual needs of the pupils whilst promoting literacy, using technology as appropriate. S1.3 Provide clear and accurate explanations of instructions, processes and concepts S1.5 Embed strategies for effectively managing behaviour in line with the school's policy S2.6 Apply appropriate strategies to enable pupils to access and engage in learning: throughout the activity S2.8 Apply appropriate strategies to support the development of literacy: throughout the activity S4.10 Support pupils' development of confidence and self-esteem in order to help		Activity description: This activity will assess the student's ability to engage pupils in the safe use of technology to enhance learning. The activity should allow the student to cover all of the relevant criteria listed below. Mapping to criteria: S1.1 Work closely with teachers to ensure own contribution aligns with the teaching S1.3 Provide clear and accurate explanations of instructions, processes and concepts S1.5 Embed strategies for effectively managing behaviour in line with the school's policy S2.2 Apply pedagogical understanding to deliver / lead small-group teaching within clearly defined / planned parameters S2.6 Apply appropriate strategies to enable pupils to access and engage in learning S2.8 Apply appropriate strategies to support the development of literacy S3.5 Support pupils to use technology safely S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning S4.13 Promote equality of opportunity and anti-discriminatory practice	

them manage their own learning: throughout the activity
 S4.13 Promote equality of opportunity and anti-discriminatory practice: throughout the activity

Resources:

- large map and pins with string
- labels
- IT programmes
- books
- magazines, pictures and photographs

Links to the curriculum:

- literacy development through planned project work at Key Stage 2

Literacy development at Key Stage 2 relevant to this lesson:

- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understanding both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

There are also opportunities for cross-curricular achievement:

History at Key Stage 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources (National Curriculum), and specifically, the Roman Empire and its impact on Britain. Examples (non-statutory) could include: • Julius Caesar's attempted invasion in 55–54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance (for example, Boudica) • 'Romanisation' of British sites (such as Caerwent) • the impact of technology, culture and beliefs, including early Christianity			
Student name and signature	Russell King	Date	10.04.2027
Assessor name and signature	Kirsty Rogers	Date	10.04.2027

Structured observation 1: Observation of Skills Recording Form

Student name	Russell King		Date	14.04.2027
Observation 1: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)				
Assessor name	Kirsty Rogers			
Brief description of setting and age of child / children	A small group of 7- to 8-year-old pupils in a rural primary school			
Band	0	1	2	3
Mark	0	1	2	3
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective and mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective and fully accurate
Content points	Assessor judgement and notes			
S1.1 Work closely with teachers to ensure own contribution aligns with the teaching				
S1.3 Provide clear and accurate explanations of instructions, processes and concepts				
S1.5 Embed strategies for effectively managing behaviour in line with the school's policy				
S2.2 Apply pedagogical				

understanding to deliver / lead small-group teaching within clearly defined / planned parameters				
S2.6 Apply appropriate strategies to enable pupils to access and engage in learning				
S2.8 Apply appropriate strategies to support the development of literacy				
S3.5 Support pupils to use technology safely				
S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning				
S4.13 Promote equality of opportunity and anti-discriminatory practice				

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
Narrative The student tapes a large map to the front of the classroom and the teacher is reading out the different names of the areas in England that have Roman settlements. The teacher takes time and repeats some of the more complicated names using phonics. Pupils can quickly see that there are lots! The teacher starts to read them out quickly and the student is struggling to get the string and the pins in place, the pupils and the teacher are laughing, and the student stops and laughs too. The student is saying this to the teacher: 'there are so many settlements, I did not realise'. Teacher: 'Yes, a strange thought to think that where we live, there have been Romans walking across the roads where we live, what do you think about that?' (addressing pupils). Children start to shout out their thoughts. Pupils laugh. The student asks some of the pupils to help him to identify the places by holding up names such as Chester or Carlisle and the pupils are guessing where they may be. Once this is completed the teacher asks two children to work on the PCs with the student as he will be taking turns with all of the children, two at a time to look at an interactive IT programme. The student needs to remind the pupils to take turns on the PCs and does so in a calm and consistent manner. Meanwhile the other children will be involved in display work looking at life in Roman Britain and they can choose a topic such as food, housing and traditions. The children will be creating a giant book all about Roman Britain and presenting it to the library at the infant school next week where they will dress in Roman costume and talk about their work. There are opportunities to introduce mathematical concepts when looking at the pictures of the coins and the student makes reference to money and value during discussions. The student liaises with the teacher to check next steps using the IT equipment and the teacher acknowledges. The student invites two children to sit with him at the IT programme table. The children are keen to look at the interactive activities, which include a drag and drop of settlements, findings and ways of life. The children are engaged in this and so the student leaves them temporarily to support a pupil struggling with scissors	S1.1 S1.3 S1.5 S2.2 S2.6 S2.8 S3.5 S4.10 S4.13

Narrative of activity			Criteria
and supports them by holding the paper still whilst he cuts. The student keeps the children on task and moves them along the different activities in the classroom, taking every opportunity to extend vocabulary, referring to the text in the books provided and discussing the activity with the pupils. I observe the student as he communicates with the children, his positive manner evident as he laughs and encourages the children; he also reminds the children of safety rules and praises children for their achievements. The student keeps his focus on the IT programme and is able to ensure all children are able to have a turn on the interactive programme and are able to collate their ideas for the library session.			
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	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.

T Level Technical Qualification in Education and Early Years (610/5748/4)	Student name	Russell King	
Date and time of discussion	N / A	Assessor name	Kirsty Rogers
Observation number	Observation 1: Support the class teacher to engage pupils in planned activities promoting literacy development.		
Record of the discussion		Criteria	Score
The full range of assessment criteria were observed during the observation. As a result, no professional discussion was required.			
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	14.04.2027

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.

Criteria: S1.1, S1.3, S1.5, S2.2, S2.6, S2.8, S3.5, S4.10, S4.13

Assessment justification

Communication between the student and the teacher effectively ensures that the activity is aligned to the teacher's objectives and appropriate for the pupil's stage and level of learning. There is an obvious rapport between the teacher and the student and this was evident throughout. Time had been taken prior to the observation in terms of planning the activity and the student demonstrated a clear understanding of the lesson content, the timing and the overall aim / intentions and this allowed for a relaxed and well organised approach (S1.1).

The student applied a range of strategies to promote pupil engagement, interest and contribution in a highly effective way. Opportunities for open ended questioning, use of text to explore terminology, clear guidance and support and throughout all interactions the individual needs of pupils were prioritised at all times. The student managed the activity well, gave clear initial and ongoing instructions to keep all pupils focused on the task. Safe use of technology was evident, and the student reminded pupils that the activity was for two pupils at a time in a calm and consistent way to promote behavioural expectations.

The student considered contribution when giving feedback and the student was confident in the level of engagement, motivation and interest and had already planned follow up activities that will build on this and enhance learning and curiosity. Highly effective use of terminology relevant to the subject area, for example, the student had planned for the activity well and was confident with the curriculum terminology and saw opportunity to apply appropriate strategies for literacy as well as mathematics and history development through the session. Highly effective in supporting pupils' enhanced curiosity in a way that increases and challenges their learning and sensitively encourages perseverance and resilience. For example, the pupils were motivated and engaged throughout. The pace and indeed the range of experiences planned for and carried out here were executed with skill and attention to pupil-centred needs. Literacy was further promoted when discussing the book about Roman Britain, extending vocabulary and referring directly to text on the display or from the resources available (S1.3, S2.2, S2.6, S2.8, S3.5, S1.5).

Chooses prompting and questioning strategies effectively to develop and support pupils' understanding. This is evidenced by the use of strategies that are appropriate and differentiated to meet the needs of pupils. The student has a relaxed and reassuring manner with the children, uses questioning, and opportunities for open-ended questioning in a meaningful and purposeful way to support and promote inclusion. Further examples of the student's perception are seen when he notices a pupil is struggling with one of the tasks for the display and he offers support to enable them to stay motivated (S4.10, S4.13).

The student was highly effective in the delivery of the lesson. One aspect that could be considered moving forward would be attention to feedback for the teacher, whilst the student had ideas to move things on there was very little recorded to support next steps development for the teacher.

Assessor name and signature: Kirsty Rogers

Date: 14.04.2027

Student name and signature: Russell King

Date: 14.04.2027

SAMPLE

Structured observation 1: Final Mark Form

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

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.

Student name	Russell King	T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name	Kirsty Rogers	Provider	Primary School
Planned activity: Observation 2: promote effective inclusive teaching, learning and assessment opportunities for pupils.		Criteria expected to be covered:	
What I will do: I will liaise with the class teacher to make sure that I have a clear understanding of the lesson plan and the objectives, ensuring that I look at the child's progress record so that any approaches and strategies are in line with the teacher's usual approach. This will offer consistency. I will be working alongside the class teacher to explore the child's interests and take on board learning from expert intervention to support this child's specific learning. Focus: meeting a child's individual needs, promoting inclusion in the teaching and learning environment. This planned session will allow for holistic achievement of the identified criteria.		S2.1 Deliver appropriate interventions to support progress for identified pupils S2.7 Support pupils in developing ownership of their learning and education through student-led approaches S2.11 Build professional relationships with colleagues, stakeholders, parents and carers, and pupils S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach S3.3 Implement the requirements of, and comply with, legal obligations within scope of practice S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences S3.12 Assist pupils to create goals and targets to support their development S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions S4.9 Support pupils with special educational needs or disabilities	
Student name and signature	Russell King	Date	10.04.2027
Assessor name and signature	Kirsty Rogers	Date	10.04.2027

Structured observation 2: Observation of Skills Recording Form

Student name	Russell King		Date	14.04.2027
Observation 1: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)				
Assessor name	Kirsty Rogers			
Brief description of setting and age of child / children	A small group of 7- to 8-year-old pupils in a rural primary school			
Band	0	1	2	3
Mark	0	1	2	3
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective and mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective and fully accurate
Content points	Assessor judgement and notes			
S2.1 Deliver appropriate interventions to support progress for identified pupils				
S2.7 Support pupils in developing ownership of their learning and education through student-led approaches				
S2.11 Build professional relationships with colleagues, stakeholders, parents and carers, and pupils				

S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach				
S3.3 Implement the requirements of, and comply with, legal obligations within scope of practice				
S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences				
S3.12 Assist pupils to create goals and targets to support their development				
S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum				
S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions				
S4.9 Support pupils with special educational needs or disabilities				

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
The student is working with a small group of children as they engage with a maths activity. The student has been asked to work with child A who has specific learning difficulties. The student shares the lesson plan and objectives with me and explains the aim of the session, giving me some background to child A's needs and how the teacher applies strategies and techniques so that they are consistent with specialised intervention support from other professionals. Notes and records have been made available for me to gain insight, and these are returned to the class teacher who smiles at me and nods to the student as a cue that the session is about to begin. The student is asked by the class teacher to make notes on the plan to be able to share with the teacher and wider partnership team. The pupil sits with the other children towards the front of the class and the student joins the teacher at the front of the class. The teacher explains that this activity is about maths – using a budget – and then passes over to the student. The student then addresses the class to explain that the children have £20, and they are making some cakes for a charity sale. They have access to a lot of recipes and should think about which cake, or cakes, they will choose. They then have to use the budget list (ingredient cost break down list) to cost the items they will need. The teacher reminds them that they will be making cakes next week with Mrs. Casey for a charity event, and they need to make sure that the £20 they have raised from a non-uniform day is enough. The student joins child A to support her with the task. The student breaks the task down and together with the pupil they identify the different tasks required, I hear the student saying OK so what do we need to do and talk to the pupil about the different steps. Pupil: 'Are we baking?' The pupil becomes very excited and begins to shout to her peers. The student sensitively calms the pupil and reminds her of the task they are doing and gently tells the other children to focus their thinking on the baking preparation activity. All pupils respond attentively and work independently, fully engaged in their task.	S2.1 S2.7 S2.11 S2.12 S3.9 S3.12 S4.5 S4.6 S4.9

Narrative of activity			Criteria
Student: 'Yes, next week, but let's choose the cake we might bake' – pointing and talking about the different photos of the cakes. Eventually after lots of discussion, and reasoning, the pupil chooses some chocolate crispies and the student encourages the pupil to move on to the next stage by asking what they need to do next. Immediately, the pupil starts to list the ingredients from the recipe, taking time to praise her and reminding her often to find the price from the budget list and record this. It takes child A a little longer than her peers but, whilst the teacher is facilitating a discussion about the activity, she nods to the student to carry on and she talks about the different cakes with the rest of the class. Child A completes the task, and the student praises her and asks if she would like to share her choice with the teacher. The teacher welcomes child A to the front to share her work, and the teacher and student then support the completion of a tally chart to make a decision on the different cakes and which one they would bake next week with Mrs. Casey.			
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	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.

T Level Technical Qualification in Education and Early Years (610/5748/4)		Student name	Russell King
Date and time of discussion	14.04.2027 at 2pm	Assessor name	Kirsty Rogers
Observation number	Observation 2: promote effective inclusive teaching, learning and assessment opportunities for pupils		
Record of the discussion		Criteria	Score
Assessor: I begin by commenting on the activity, 'It was great to see you so involved with the class teacher at the front of the class'. I steer the discussion to lesson objectives and refer to the student's planning to discuss the criteria not occurring and, therefore, not seen during the observation: S3.3 Implement the requirements of, and comply with, legal obligations within scope of practice. Assessor: Did you need to consider any legal obligations within scope of practice, for example any policies that may have been relevant to your activity? Student: I am always aware of health, safety and welfare. I always make sure the activities are safe for the children as well as supporting learning. There will be more to follow such as the risk assessment for next week when I am supporting the baking! I am also aware of safeguarding and my own role and responsibilities. For A, I am aware of the SEND policy and the Equality, Diversity and Inclusion policy at the school to make sure she, the pupil that is, is always engaged in her learning. Assessor: I thank the student for their time and remind him to share the feedback notes with the teacher and bring the discussion to a close.		S3.3	
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	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: S2.1, S2.7, S2.11, S2.12, S3.3, S3.9, S3.12, S4.5, S4.6, S4.9

Assessment justification

The student has an obvious rapport with the class teacher and all pupils. The student was able to support a pupil with specific learning difficulties that he was working with, engaging in a range of practical activities to support the lesson objectives for mathematical learning, through appropriate questioning, effectively and accurately promoting pupil ownership. The student was aware of professional-informed strategies and techniques and was able to model adaptive approaches to curriculum delivery as appropriate. The student worked alongside the class teacher to follow the objectives and also made notes to share feedback that could support professional collaboration, the student was able to respond to questions, reassuring them and supporting their understanding appropriate to their stage and needs. The environment was calm and relaxed with a sense of engagement; the student established and maintained this throughout (S2.1, S2.7, S2.11, S2.12, S4.5, S4.6, S4.9).

The student is highly skilled at role modelling to encourage the pupil he was working with to develop problem-solving mathematical concepts that were at the core of the lesson plan. The student appropriately supported the pupil to create realistic, challenging and achievable targets in line with the setting approach, this is evidenced by collaborative planning and skilful scaffolding techniques to break down the teacher's task into manageable steps, ensuring a safe and nurturing calm environment conducive to learning. He is a highly effective communicator, actively listening to and sensitively acknowledging the pupil's contributions, allowing the pupil to safely express their thoughts in a safe and secure environment. This is evident in all interactions and ways of working with the pupil as the student consistently models high levels of professional behaviours (S3.9, S3.12).

The student confidently and consistently offers specific praise and encouragement and sensitively encourages the pupil to recognise their own achievement, as well as being perceptive to the needs of other pupils, and responds to them in appreciation of their contributions and achievements. Appropriate responses are given that show clear understanding of how to support the target intervention pupils, to create realistic, challenging and achievable targets in line with the setting approach. High levels of understanding of how to support and promote positive self-concept through positive practice were demonstrated. The student maintained the engagement and motivation throughout and was able to achieve the lesson objective around budgets for a future baking activity (S2.1).

Throughout the interactions with the pupil, the student demonstrates a high level of confidence when supporting the pupil through targeted intervention for numeracy, to take opportunities to be independent and take ownership of their learning. Planning and provision are effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice (S4.6).

The student applied strategies throughout the process, such as praising, encouraging and being attentive throughout and showing accurate recognition of when the pupils needed encouragement and when to extend learning (S2.1).

The student effectively supports positive behaviour and conducts himself in an inclusive way. Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. The student uses positive behaviour strategies routinely and clarifies rules fairly and promptly. The student works in ways that appreciate inclusive practice, adapting the task to promote participation and achievement.

The work could be improved by considering mathematical learning and introducing mathematical language throughout the activity.

Assessor name and signature: Kirsty Rogers

Date: 14.04.2027

Student name and signature: Russell King

Date: 14.04.2027

Structured observation 2: Final Mark Form

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

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.

Student name	Russell King	T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name	Kirsty Rogers	Provider	Primary School
Planned activity: Observation 3: facilitate educational experiences to support holistic learning and wellbeing.		Criteria expected to be covered:	
What will I do: Establishing a buddy system with the infants. The session will focus on relationships, friendships and how a buddy system may help all of those involved. Key words to be explored include: • friends • relationships • trust • respect • caring • listening • sharing • honesty • compassion. Resources: Fact cards with the key words included Links to the curriculum: RSHE Focus: Relationships and friendships for emotional wellbeing If the weather is fine the class teacher has agreed that this lesson could take place outside. This would be great as the playground has a seated area with picnic benches. I would need to make sure that a safe and secure learning environment is created and carry out a safety check before taking the children outside. The class teacher has a pre-populated risk		S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons S2.3 Contribute to the assessment process and use information effectively S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding S1.5 Embed strategies for effectively managing behaviour in line with the school's policy S1.8 Facilitate learning outside of the classroom S2.10 Identify and use unplanned opportunities to develop mathematical understanding S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved S3.13 Support the development of personal, social and emotional skills within the areas of learning and development S3.14 Encourage pupils to make decisions and informed choices S4.11 Support the development of pupils' positive self-concept	

assessment I can use to do this. We would need to come in for the video clips though. Lesson plan: Video clip: https://www.bbc.co.uk/teach/class-clips-video/articles/zbpvcqt This activity will support the achievement of all criteria.			
Student name and signature	Russell King	Date	10.04.2027
Assessor name and signature	Kirsty Rogers	Date	10.04.2027

Structured observation 3: Observation of Skills Recording Form

Student name		Russell King		Date	14.04.27
Observation 1: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)					
Assessor name		Kirsty Rogers			
Brief description of setting and age of child / children		A small group of 7- to 8-year-old pupils in a rural primary school. Student working 1:1 with a child with English as an additional language.			
Band	0	1	2	3	
Mark	0	1	2	3	
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective and mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective and fully accurate	
Content points	Assessor judgement and notes				
S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons					
S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding					
S1.5 Embed strategies for effectively managing					

behaviour in line with the school's policy				
S1.8 Facilitate learning outside of the classroom				
S2.3 Contribute to the assessment process and use information effectively				
S2.10 Identify and use unplanned opportunities to develop mathematical understanding				
S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved				
S3.13 Support the development of personal, social and emotional skills within the areas of learning and development				
S3.14 Encourage pupils to make decisions and informed choices				
S4.11 Support the development of pupils' positive self-concept				

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
The student is working with a small group of children using fact cards with words on and looking at what these mean. To help one child to understand empathy, he is explaining how we all have favourite things and asks this pupil about his favourite things, what do you like to play with? Conversation: Pupil: What like my football game on the computer? Student: Yes, OK, so how would you feel if you couldn't play on your football game because it was broken? Pupil: I would play a different game. (laughs) Student: Yes, clever you, OK what if your computer was broken? Pupil: I would be a bit bored cos I love it and I would be grumpy I bet! Student: OK so if I was showing you empathy, I would listen to you tell me how you were feeling because you couldn't play on the computer and I would understand how that was making you feel, so I listen, I show I understand, and this is what empathy means. The student extends the learning through open ended questions: Student: Can you think of an example now? I tell you what, will you work with pupil here (another child on table) and I will come back for an example or you can share it at the end in group time? Is that OK? Pupil: Yeah that's good, how do you say it? Student: Empathy, empathy, got it? Pupil: Got it. The student continues to circulate and encourage discussion, making the most of opportunities for sustained shared thinking and problem solving in peer groups.	S1.2 S2.3 S1.4 S1.5 S1.8 S2.10 S3.11 S3.13 S3.14 S4.11

Narrative of activity			Criteria
The children are asked to gather any resources they have been using and come back inside. There is a lot of happy chatter, and one boy says that was good being outside. Student: Yes, it's lovely being in the fresh air. And look at A and C smiling (A and C skipping along the edge of the playground making their way back to the classroom). Once settled in the classroom the teacher plays the video clips. This is followed by a large group discussion around friendships and the children are asked to use a sentence about friendships using one of the key words. The pupils working on empathy look at the student, the student asks if they have thought of an example. Pupil: Yes, but it isn't a sentence. Student: That's OK I am sure we would like to hear the example. Teacher: If you have found an example for empathy that would be marvellous, have a go! Pupil reads out example and is praised by student and teacher. The pupil beams. The student is asked to share information about the infant mentor system (the buddy programme) and explains what this is and how it will work. The pupils are asked to volunteer to be mentors / buddies and everyone puts up their hand. The student then reminds the class that the infant group is three-quarters of the size of their own class. He then asked how many buddies there are. A number of pupils raised their hands and one was able to answer correctly. The student then suggested that some mentors may have to share a buddy. Student explains the process: Great, we will meet our 'buddies' on Friday so shall we think of ways that we can welcome them? The student addresses the whole group and then asks individual groups to think of 2 ways – he circulates. The pupils are asked to write their ideas on a large piece of paper and a group discussion is held which the student manages independently.			
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	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.

T Level Technical Qualification in Education and Early Years (610/5748/4)	Student name	Russell King	
Date and time of discussion	N/A	Assessor name	Kirsty Rogers
Observation number	Observation 3: facilitate educational experiences to support holistic learning and wellbeing		
Record of the discussion		Criteria	Score
The full range of assessment criteria were observed during the observation. As a result, no professional discussion was required.			
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	14.04.2027

Structured observation 3: 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: S1.2, S1.4, S1.5, S1.8, S2.3, S2.10, S3.11, S3.13, S3.14, S4.11
Assessment justification
The student has an obvious rapport with the class. The student was able to support each pupil and was able to respond to questions, reassuring them and supporting their understanding appropriate to their stage and needs. The environment, both indoors and outdoors was calm and relaxed with a sense of engagement; the student established and maintained this throughout. The student is highly skilled at role modelling to encourage pupils to develop positive relationships, empathy and care for others being at the core of the lesson plan. The student appropriately supports pupils to create realistic, challenging and achievable targets in line with the setting's approach; this is evidenced by collaborative planning (S1.2, S1.8). The student confidently and consistently offers specific praise and encouragement and sensitively encourages pupils to recognise their own achievements. The student applies appropriate vocabulary and ensures the pupil has fully understood when encouraging them to contribute their ideas. This maximises opportunity for unplanned mathematics when considering mentor:mentee ratios (S1.4, S2.10, S3.11, S3.13). Throughout the interactions with the pupils, the student demonstrates a high level of confidence when supporting pupils to take opportunities to be independent and take ownership of their learning, make decisions and reinforce learning. Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice (S3.14, S4.11). The student was an effective and consistent role model throughout the process, praising, encouraging and being attentive throughout. The student was able to recognise when pupils needed encouragement and when to extend learning. The student was a highly effective communicator, actively listening to and sensitively acknowledging pupils' experience and feelings, allowing pupils to safely express their feelings. This is evident in all interactions and way of collaborating with the pupils as the student consistently models high levels of professional behaviours. The student effectively follows agreed behaviour management strategies in line with school policy throughout and conducts herself in an inclusive way. Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. The student uses positive behaviour strategies routinely and clarifies rules fairly and promptly.

All children were engaged by the student and all questions were raised confidently, managed with appropriate sensitivity and with personal regard (such as the example using football to make the point clear).

The majority of the lesson was implemented outside and this showed that the student was aware of the benefits of extending the activity beyond the classroom and made all checks to ensure a rich learning environment that was healthy and safe. To improve this activity greater links could be made to support PSHE with records to show how the objectives of the lesson align and how these links are made. This would support the teacher and next steps planning with others.

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 (observation and professional discussion)			
Student signature		Date	
Assessor signature		Date	

Final Mark Form

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

Document information

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