



HM Government

**T-LEVELS**

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

Employer set project (ESP)  
**Assisting Teaching**  
Grade E  
Guide Exemplar Responses

v2.0: Guide exemplar responses  
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## Introduction

The purpose of this document is to support providers and students in their understanding of the requirements of the employer set project (ESP), which is a subcomponent of the core. This document provides clarity on the standard required for the ESP which contributes to the overall core grade specified.

This document contains a student exemplar response for the ESP for the T Level Technical Qualification in Education and Early Years. Included within this document are the project brief, mark scheme, student responses and examiner commentary.

The student work submitted has been marked and awarded at the grade specified in this document. The evidence provided is representative of a student performing at the grade awarded for the ESP and therefore shows an indicative level of performance to achieve that grade.

Audio evidence has been transcribed.

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## About the employer set project (ESP)

### Introduction

The purpose of the employer set project (ESP) is to ensure that each student has the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to a specific scenario and set of tasks. The scenario and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

Please note that:

- the use of the short phrase 'employer set project' or 'ESP' is made in reference to the assessment overall
- the use of the word 'brief' or 'project brief' is made in reference to documents that contain tasks 1 to 4 and that are generic to both the Early Years Educator (EYE) and assisting teaching (AT) pathways
- the use of 'Preliminary research activity', 'Scenario and control documents 1 and 2', 'Pro-formas' and 'Provider guide' refers directly to the documents that are named as such.

To achieve the assessment objectives (AOs) for the ESP, the student will demonstrate the following core skills (CS), which are embedded within the set tasks:

- **CS1:** Communicate information clearly to engage children and young people
- **CS2:** Work with others to plan and provide activities to meet children and young people's needs
- **CS3:** Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities
- **CS4:** Assess and manage risks to own and others' safety when planning activities.

The ESP also draws directly upon some content from element 1: Wider education sector (1.2) and all content from element 7: Professional practice (7.1 to 7.7 inclusive) and students will demonstrate an understanding of this core knowledge through demonstrating the skills required to complete the ESP. Element 1 (1.1) will be met within the core examination.

### Aims

Once students have selected an appropriate contextualised version of the ESP with their tutor, they will:

- plan and complete tasks within the ESP
- review and reflect on how they have approached and completed the tasks within the ESP
- use appropriate English, mathematics and digital skills:
  - use mathematical competencies in relation to observations and assessment
  - use written communication skills to submit an extended piece of writing, using the correct terminology and accurate spelling, punctuation and grammar
  - demonstrate how to use appropriate verbal communication skills and present information to an appropriate audience
  - use digital skills to demonstrate how to accurately record and track the attainment of a child or young person as well as the design of learning activities.

## Health and safety considerations

- All students **must** be informed and aware of any relevant health and safety considerations that need to be complied with to ensure they carry out their work in a safe manner.
- Students must be supervised at all times to ensure health and safety practices are observed.
- Where students are seen to be working in an unsafe manner, at the discretion of the tutor, the student may be removed from the assessment and the remaining time will be rescheduled.

## Assessment

- Students are **not** permitted to work in groups, with the exception of the peer discussion and feedback element of task 2 (b), and all work must be their own.
- Students will have **15 hours and 45 minutes** to complete the ESP; recommended and maximum timings, where applicable, are provided for each task.

## Assessment objectives (AOs)

The ESP is a formal assessment that accounts for 40% of the overall core component grade; therefore, it is important that the student produces work to the highest standard.

- Students will be assessed against the core knowledge and skills that they have learnt throughout their course of study, in response to a scenario set in a real-world situation and validated by employers within the specific specialism.
- The evidence generated for the ESP will be assessed holistically against five integrated AOs. These AOs and their weightings are shown in the table below.

Assessment objective (AO)		AO weighting
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills to meet developmental needs	53.33%
AO3	Select relevant techniques and resources to meet the brief	13.33%
AO4	Use English, mathematics and digital skills as appropriate	13.33%
AO5	Realise a project outcome and review how well the outcome meets the brief	10%

The marks allocated to each task by AO are shown in the table below:

Evidence	AO1	AO2	AO3	AO4	AO5	Total
<b>Task 1</b>						
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
<b>Task 2</b>						
Task 2 (a) is not marked						
Task 2 (b) is not marked						
Task 2 (c) (Reflection upon peer feedback)		6			3	9
<b>Task 3</b>						
Task 3 (a) is not marked						
Task 3 (b) (Presentation and tutor questions)	1	12	2		1	16

Digital skills				2		2
<b>Task 4</b>						
Task 4 (Reflective account)		7			5	12
<b>Total marks</b>	<b>9</b>	<b>48</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>90</b>

## Administering the external assessment

The maximum overall time allowed for the external assessment is **15 hours and 45 minutes** under **supervised** conditions. A breakdown of the task-specific timings is given on page 11.

NCFE sets the start date and the submission date of the assessment window for the external assessment task. External assessment material **must not** be given to students until the first supervised assessment session unless otherwise stated, such as for the preliminary research activity. Any instances of non-compliance will be investigated as maladministration, and could result in sanctions on students and providers.

The assessment window will consist of provider-arranged supervised sessions of external assessment. Sessions can be undertaken in a normal classroom environment, so long as each student has access to a computer system. Providers can decide how to arrange supervised sessions and must submit students' completed assessment work by the published submission date.

When preparing to start a supervised session, time taken to print students' work is **not** included as part of the permitted hours for the external assessment tasks. In addition to this, time taken to collate and upload students' work is also **not** included as part of the permitted hours for the external assessment tasks.

At any time, NCFE may request the timetable that providers have set for the supervised sessions. The permitted time **must not** be altered unless a reasonable adjustment has been agreed for a student in accordance with the Access Arrangements and Reasonable Adjustments Policy and the Special Considerations Policy, which can be found on the NCFE website. The permitted time **must not** be decreased, and students must be given the opportunity to complete the full amount of time for the external assessment task; providers must take this into account when timetabling the session.

## Marking the external assessment

The external assessment tasks are set and marked by NCFE. This means that providers **must not** assess, internally quality assure **or** provide any feedback to the student about their performance in the external assessment tasks. The only exception to this rule is the preliminary research activity (see page 13 for further details) and task 2 (a) (see page 23 for further details) where feedback to students is required. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

To achieve a grade for the core component, the student **must** attempt the external examination **and** the ESP. The combined grades from these assessments will be aggregated to form the overall core component grade (A\* to E and U). If students do not attempt one of the assessments or fail to reach the minimum standard across all assessments, they will receive a U grade until the student resits the relevant components.

## Instructions for tutors

### Assessment conditions

Students **must** complete the employer set project (ESP) independently and under supervised conditions, as per the assessment and task-specific instructions (page 12 onwards).

Students are required to sign External Assessment Cover Sheet (EACS) – Declaration of Authenticity forms to confirm that the work is their own. The EACS form can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and / or maladministration. Students **must** be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence was found not to be the student's own work.

Tutors **must** retain students' research materials at the end of each supervised session, alongside all materials and / or evidence produced by students within the supervised assessment.

At the end of **each** supervised session, the tutor **must** collect **all** evidence and any other materials, including students' research materials, before students leave the room, to ensure that no student takes any external assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have **not** made materials available to themselves or anyone else electronically via the intranet, internet or any other method.

External assessment materials must be securely stored between supervised sessions. Students **must not** have access to this area between the supervised sessions, including electronic files.

Work such as formative assessment and / or work done with sample assessment materials **must not** be used again as part of the external assessment task submission to NCFE.

Appendices should not be included and will not be marked.

The preliminary research activity will require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses.

### Plagiarism and use of artificial intelligence (AI)

**Plagiarism may result in the assessment task being awarded a U grade.** For further information, refer to the Plagiarism in Assessments guidance located on the Joint Council for Qualifications (JCQ) website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that the use of AI will prevent them from demonstrating that they have independently met the marking criteria and consequently will not be awarded marks for those sections. For further information, refer to the JCQ guidance on AI Use in Assessments located on their website.

## Resources

Students **must** have access to the appropriate resources required to complete the ESP. These include the following:

- research notes created in response to the preliminary material
- computers and relevant software
- technical equipment as required, such as audio recording equipment.

This list is **not** exhaustive, and you need to refer to the Qualification Specification for subject-specific details.

## Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of and meet the requirements of relevant NCFE policies and government legislation. You **must** ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services.

## Spellcheck

Where work is completed digitally, spelling and grammar checks **must** be disabled.

## Referencing

NCFE does not mandate a specific referencing style, but providers should ensure that students are able to reference their work correctly using whichever referencing style they have been taught.

## Timings

The timings below have been devised to support student and provider planning.

Tutors should encourage students to read all tasks in their entirety to ensure they take note of the time they have for each task.

Preliminary research activity – provided to students no more than 1 week prior to the start of the assessment window = 3 hours

Task 1 = a **maximum** of 5 hours:

- task 1 (a) = 2 hours and 30 minutes
- task 1 (b) = 2 hours and 30 minutes.

Task 2 = a **maximum** of 3 hours and 55 minutes:

- task 2 (a) = 1 hour and 30 minutes
- task 2 (b) = up to 1 hour and 25 minutes dependent upon group size\*
  - students will have 10 minutes to refamiliarise themselves with their activity plan, prior to the peer discussion and feedback
  - students will each have up to a maximum of 5 minutes to share their activity plan
  - all other students within the group will have a combined total of up to a maximum of 10 minutes to feed back to the student who discussed their activity plan (see page 24)
- task 2 (c) = a maximum of 1 hour.

\*task 2 (b) – the timing for this task will vary depending on the number of students in each peer discussion group (3 students = 55 minutes / 4 students = 1 hour and 10 minutes / 5 students = 1 hour and 25 minutes).

Task 3 = a **maximum** of 2 hours and 5 minutes:

- task 3 (a) = a maximum of 1 hour and 45 minutes for preparation
- task 3 (b) = 20 minutes for each student:
  - up to 10 minutes for each student to present information
  - up to 10 minutes for tutors to ask questions and receive answers (see the task guidance on page 26 for more detail).

Task 4 = a **maximum** of 1 hour and 45 minutes

**Total** = 15 hours and 45 minutes

## Assessment and task-specific instructions

### Employer set project (ESP)

For each assessment window, there will be **two** versions of the employer set project (ESP) available for booking; each version is contextualised against the occupational specialisms (OSs) relevant to the pathway (see below). The ESP has been validated by employers in conjunction with NCFE. The ESP is designed to ensure a motivating starting point for students and will be based on a realistic vocationally relevant scenario.

### Selection of pathway

Students are required to discuss and agree with their tutor which of the following occupational-based pathways they would like to take forward for their ESP:

- Early Years Educator (EYE)
- Assisting Teaching (AT).

The provider must book students onto the appropriate pathway of the ESP by the deadline for that specific assessment series as indicated on the Key Dates Schedule on the relevant qualification page on the NCFE website.

Bookings will be made on the NCFE Portal, and guidance can be found in the Portal Handbook, which can be accessed within the system.

The selection and registration of the student on the appropriate pathway **must** be agreed ahead of the deadline outlined on the Key Dates Schedule. Whilst it is recommended that a student selects the pathway that is relevant to their intended OS, it is not a requirement that the student makes a selection decision based on this, or any other criteria.

### Distribution of documents

The project briefs (tasks 1 to 4) for the ESP are generic to both pathways (EYE / AT); therefore, all students will receive the same project brief for each task.

The preliminary research activity, scenario and control documents 1 and 2 along with the pro-formas are specific to the individual pathway (EYE / AT). Tutors **must** ensure that students have the correct documentation for the pathway they are registered on.

## Employer set project (ESP): preliminary research activity

### Time limit

3 hours

(this preliminary research activity is unmarked)

### Task-specific student instructions

You **must**:

- read through the scenario overview
- undertake research to gather information that will support you as you complete the employer set project (ESP)
- use the bullet points in the scenario overview to direct your research
- create a maximum of four pages of research notes that you can use during the completion of the ESP tasks.

Your tutor will be available to guide and support you during this supervised preliminary research activity.

Your research notes **must**:

- be contained within four pages (sides), **excluding references**
- be in Arial font 12 pt, within standard border sizes
- clearly show where sources have been used to support your own ideas and opinions
- clearly reference all sources used
- reference any quotations from websites.

### Additional information

For this task, you will have access to:

- a computer and relevant software
- the internet
- Department for Education – The national curriculum in England: Key stages 1 and 2 framework document (2013)
- Statutory guidance – National curriculum in England: mathematics programmes of study (2021)
- Mathematics guidance: key stages 1 and 2: Non-statutory guidance for the national curriculum in England (2020)
- any class notes
- any resources including textbooks, articles and journals.

### Evidence required for submission to tutor

The following evidence **must** be submitted:

- a maximum of four pages of research notes.

## Scenario overview

The primary school you work at has identified that one of the children in year 1 is falling behind in some areas of their studies after completing interim assessments. The class teacher and special educational needs and disabilities co-ordinator (SENDCo) feel the child would benefit from further support in mathematics.

As a result of this concern, you have been asked by the class teacher to work with the child to support their mathematical development of number. You will need to carry out research to inform your planning and provision in order to effectively support this child's progress and development.

You **must** consider the following:

- developmental norms and strategies that would be appropriate to support development
- the national curriculum and selection of suitable resources
- the role of observation, assessment, planning and reflection
- partnership working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.

## Employer set project (ESP) brief: Assisting Teaching

The ESP has been designed as an opportunity for you to demonstrate how you would respond to a current need that has been identified in your sector and is validated by employers.

### Student instructions

You must read the following scenario, control document 1 (pupil profile) and control document 2 (interim progress report (mathematics)) before beginning task 1 (a): intervention plan.

### Scenario

You are a teaching assistant in a small community primary school, working within a year 1 class of 25 pupils. The school is based in a rural area with access to an outdoor provision within the school grounds. You are about to begin the summer term.

You have been asked to work with the class teacher to support the development and progress of Emily, aged 6 years. Assessments have shown that Emily is not meeting some of the expected targets in mathematics, specifically in using objects / pictures and arrays to solve one-step multiplication and division problems. Emily has a cognitive learning difficulty and is supported by the special educational needs and disabilities co-ordinator (SENDCo).

You are provided with diagnostic and formative assessment in the form of interim teacher assessments. You also have Emily's profile notes, which outline background information recorded by the teachers.

Emily's profile notes indicate that she struggles with counting in multiples and tends to get frustrated when faced with problem-based multiplication and division questions. Her interim progress report shows that she requires extra support in this area. Emily is performing below the expected benchmark in mathematics as indicated by national assessments and the class teacher's ongoing assessment throughout the year.

You are required to analyse all of the information provided in order to plan an approach, including an intervention plan and an activity plan, to support the development of Emily's mathematics. The approach will be shared with, and approved by, the class teacher.

Regular reviews will take place to monitor Emily's progress, and the class teacher will formally review Emily's mathematics skills against the expected benchmark in mathematics after 6 weeks.

## Control document 1: pupil profile

<b>Setting:</b>	Oakdale Primary School
<b>Name:</b>	Emily
<b>Age:</b>	6 years
<b>Family background notes:</b>	<p>Emily joined the reception class at Oakdale Primary School when her parents relocated to the area during the summer holidays, just before the start of term one. Emily's parents selected the school because of its strong focus on outdoor learning and its commitment to creating a supportive, inclusive community for all pupils.</p> <p>The drive from their rural farmhouse to school typically takes around 25 minutes on most days, although traffic can cause delays on occasion. Emily has a 2-year-old brother and a newborn younger sister. Her mother is a freelance writer who works from home several days each week, while her father owns a small business that allows him to be flexible with his work schedule and prioritise family time.</p> <p>At home, Emily enjoys spending time with her family's pets – a cat named Luna and a dog named Rufus – and helping her parents in the garden. Her mother often helps out at school by volunteering for various events and activities, which Emily responds positively to.</p>
<b>Health and wellbeing notes:</b>	<p>Emily is a confident pupil who consistently demonstrates a strong sense of self-assurance in class. She has developed positive relationships with her peers through her involvement in extracurricular activities at school.</p> <p>However, Emily occasionally struggles to manage her emotional response to the demands of being a big sister, particularly since the arrival of younger siblings on the family farm. This can sometimes lead to feelings of frustration, and she is often overwhelmed during lessons, especially when she is expected to focus during structured activities. This is exacerbated by her cognitive learning difficulty. Emily often shouts, scribbles on her work and can refuse to engage in tasks, which has had an impact on her progress in some developmental areas.</p>
<b>Other professional involvement:</b>	The school special educational needs and disabilities co-ordinator (SENDCo) continues to work with the class teacher and Emily's parents to support with teaching and learning strategies.
<b>Teacher comments:</b>	<p>Emily is a confident pupil who has made progress in many areas of her learning this year. However, she has sometimes struggled to transition from play-based learning to more formal structured lessons as she has progressed from reception into year 1.</p> <p>Emily enjoys spending time outdoors and has in-depth knowledge related to animals and the natural world. She works well with other children demonstrating strong social skills. She sometimes struggles to transition from break times back into the classroom, and it can take some time for her to settle and focus during teacher instruction.</p> <p><b>Strengths:</b> Emily has made good progress with her counting, number recognition and solving problems involving numbers in real-life situations (for example, collecting the correct number of resources for friends in a game).</p>

Emily can read and write numbers from 0 to 20 with confidence.  
Emily enjoys using measurement in activities and demonstrates a good understanding of key mathematical vocabulary.

**Areas for improvement:**

Emily finds it difficult to remember and recall counting in multiples of 2, 5 and 10.

Emily can find it difficult to understand written mathematical problems using symbols (+ – x ÷).

Emily struggles to solve one-step problems, particularly involving multiplication and division, and can get frustrated when asked to answer mathematical questions.

SAMPLE

## Control document 2: interim progress report (mathematics)

Year 1 Teacher assessment outcomes (based on continuous assessment)	Emily's performance	% of year 1 children working towards the expected standard	% of year 1 children working at the expected standard	% of year 1 children working at a greater depth within the standard
<b>Number</b>				
Number and place value	1	14	70	16
Addition and subtraction	1	16	65	19
Multiplication and division	1	13	71	16
Fractions	1	15	66	19
<b>Measurement</b>				
Measurement	2	5	81	14
<b>Geometry</b>				
Properties of shapes	2	11	63	36
Position and direction	3	12	68	20
<b>(1) Working towards the expected standard</b> <b>(2) At the expected standard</b> <b>(3) At a greater depth within the standard</b>				

## Task 1 (a): early support plan (EYE) or intervention plan (AT)

### Time limit

2 hours and 30 minutes.

Task 1 (a) must be completed within the time limit, to include reading the scenario and control documents 1 and 2.

[16 marks]

Plus 4 marks for English  
Plus 2 marks for mathematics  
Plus 4 marks for digital skills  
[10 marks in total – across both tasks]

### Task-specific student instructions

Using the information provided in the relevant (EYE / AT) scenario and control documents 1 and 2, you **must**:

- create either an early support plan (EYE) or intervention plan (AT) that you would use to meet the developmental needs of the child
- make reference to your research findings in your plan.

Your finalised plan should be completed and submitted using pro-forma A (early support plan (EYE) or intervention plan (AT)), which will be supplied to you by your tutor.

### English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with an excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

### Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- pro-forma A (early support plan (EYE) or intervention plan (AT))
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

## Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed early support (EYE) or intervention plan (AT) using supplied pro-forma A.

The following filename conventions must be used for all materials produced:

(Provider number)\_(Unique learner number)\_(Surname)\_(First name)\_TaskXx\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and unique learner number from your tutor.

SAMPLE

## Task 1 (b): activity plan

### Time limit

2 hours and 30 minutes.

All parts of task 1 (b) must be completed within the time limit.

[25 marks]

Plus 4 marks for English  
Plus 2 marks for mathematics  
Plus 4 marks for digital skills  
[10 marks in total – across both tasks]

### Task-specific student instructions

- You must create an activity plan that you would use to support the child.
- You should use the information provided in the scenario and the control documents 1 and 2 to complete your activity plan.

You should include an explanation of how the planned activity:

- links to the wider curriculum and the child's development
- is underpinned by benchmark outcomes, teaching and learning strategies and / or educational theory, concepts and pedagogy
- includes effective use of communication with the child and others
- supports opportunities for observation and assessment
- identifies any hazards, risks and controls.

### English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

### Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- pro-forma B (activity plan)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

## Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed activity plan (using supplied pro-forma B).

The following filename conventions must be used for all materials produced:

(Provider number)\_(Unique learner number)\_(Surname)\_(First name)\_TaskXx\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and unique learner number from your tutor.

## Task 2 (a): preparation for discussion

### Time limit

Up to a maximum of 1 hour and 30 minutes is available to complete this task.

The time must be used as directed for the task – preparing for the group discussion.

[this task is unmarked]

### Task-specific student instructions

- Your tutor will put you into your peer discussion groups of between three to five students.
- Your tutor will give you activity plans for the other students in your group.
- You **must** complete one pro-forma C (peer discussion and feedback form) for each student in your group.
- Your tutor will be available to guide and support you during this task.
- When finished you **must** submit these pro-formas to your tutor.

### Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma B (activity plan) for each student in your peer discussion group
- pro-forma C (peer discussion and feedback form)
- a computer and relevant software if required.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

### Evidence required

The following evidence **must** be submitted to your tutor

- completed pro-forma C (one per student).

The following filename conventions must be used for each completed pro-forma C:

Student name and task number

## Task 2 (b): peer discussion and feedback

### Time limit

Up to a maximum of 1 hour and 25 minutes.

The time must be used as directed for the task – familiarisation (10 minutes) and peer discussion and feedback (15 minutes per student).

[this task is unmarked]

### Task-specific student instructions

- Your tutor will put you into your peer discussion groups.
- You will have access to your own activity plan completed in task 1 (b) and you will be given 10 minutes to familiarise yourself with the activity plan before beginning the peer discussion.
- Each group member will take it in turn to share their activity plan (up to a maximum of 5 minutes) and receive feedback from the group (up to a maximum of 10 minutes).
- You may choose to take notes during the peer feedback to assist you in completing task 2 (c).

### Additional information

For this task, you will have access to:

- completed pro-forma B (activity plan)
- completed pro-forma Cs (peer discussion and feedback form) for each student in your peer discussion group
- the scenario and control documents 1 and 2
- a computer and relevant software if required.

Please note:

- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

### Evidence required

The following evidence (if created) **must** be submitted to your tutor:

- any notes you have made during the peer discussion and feedback.

## Task 2 (c): reflection upon peer feedback

### Time limit

1 hour.

You can use the time how you want, but all parts of task 2 (c) must be completed within the time limit.

[9 marks]

### Task-specific student instructions

- You **must** reflect on the feedback you have received in task 2 (b) and consider which feedback you will act upon and which you will not.
- You **must** update a copy of your original activity plan (pro-forma B) using blue text, **NOT** black, to identify any changes you are making.
- You **must** also complete the box at the end of the copy of your activity plan (pro-forma B), justifying the reasons for any changes you have made or not made.

### Additional information

For this task, you will have access to:

- a copy of your pro-forma B (completed activity plan) from task 1 (b)
- completed pro-forma Cs (peer discussion and feedback form) from task 2 (a)
- any additional notes taken during task 2 (b)
- a computer and relevant software.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

### Evidence required for submission to NCFE

The following evidence **must** be submitted:

- an updated activity plan (pro-forma B)
- all feedback received from peers using pro-forma C.

The following filename conventions must be used for all materials produced:

(Provider number)\_(Unique learner number)\_(Surname)\_(First name)\_TaskXx\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and unique learner number from your tutor.

## Task 3 (a): digital presentation preparation

### Time limit

1 hour and 45 minutes.

[this task is unmarked]

### Task-specific student instructions

To complete this task you must prepare a digital presentation using relevant software (for example, Microsoft PowerPoint / Prezi) that gives an overview of both plans from task 1 (pro-forma A and pro-forma B).

- You may wish to make brief notes of no more than one side of A4 to support you in the delivery of your presentation. Your tutor will give you copies of your completed work from task 1 and task 2 to help you prepare for the presentation.

Your preparation should include:

- a summary of your early support plan (EYE) or intervention plan (AT)
- a summary of your activity plan to include details of any updates made following peer feedback
- how your activity will support the child, including communication techniques and strategies to support relevant areas of their development
- a justification of suitability of resources
- a summary of how the diagnostic formative assessment informed your activity plan
- how your activity plan builds upon the child's current needs and requirements
- how your activity plan enables the child's progress and achievement to be monitored
- identification of the theoretical concepts or pedagogies that have informed your approach.

Following your presentation, your tutor will ask you questions on the following areas:

- how your approach is informed by educational theories, concepts or pedagogies
- how your communication skills will support the child's progress
- how well you feel your planned approach and / or activity plan meets a specific element of the brief.

### Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from task 2 (c)
- completed pro-forma C (feedback to peers)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

## Evidence required for submission to NCFE

The following evidence **must** be submitted:

- your completed digital presentation alongside any notes created.

The following filename conventions must be used for all materials produced:

(Provider number)\_(Unique learner number)\_(Surname)\_(First name)\_TaskXx\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and unique learner number from your tutor.

SAMPLE

## Task 3 (b): digital presentation and tutor questions

### Time limit

20 minutes.

The time must be used as directed for the task – digital presentation (up to a maximum of 10 minutes) and tutor questions (up to a maximum of 10 minutes).

[16 marks]  
Plus 2 marks for digital skills  
[18 marks in total]

### Task-specific student instructions

Your tutor will be assuming the role of the key person (EYE) or class tutor (AT) from the setting referenced in the scenario. This task will be recorded (audio only) by your tutor.

You must:

- present your digital presentation to your tutor (up to a maximum of 10 minutes)
- respond to questions from your tutor on your presentation (up to a maximum of 10 minutes).

Your tutor will ask you questions on the following areas:

- how your approach is informed by educational theories, concepts or pedagogies
- how your communication skills will support the child's progress
- how well you feel your planned approach and / or activity plan meets a specific element of the brief.

### Digital skills

- Your work should demonstrate effective use of digital technology to present information clearly and concisely.

### Additional information

For this task, you will have access to:

- your completed digital presentation with supporting notes as required
- a computer and relevant software to give your presentation.

Please note:

- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed
- you will **NOT** have access to the questions your tutor will ask before the task takes place.

## Evidence required for submission to NCFE

The following evidence **must** be submitted:

- an audio recording of the digital presentation that includes the tutor questions and student responses.

The following filename conventions must be used for all materials produced:

(Provider number)\_(Unique learner number)\_(Surname)\_(First name)\_TaskXx\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and unique learner number from your tutor.

SAMPLE

## Task 4: reflective account

### Time limit

1 hour and 45 minutes.

[12 marks]

### Task-specific student instructions

You must now complete a reflective account using the following reflective model:

- Gibbs' Reflective Cycle.

Pro-forma D (reflective account) has been provided to support you to complete this task.

As part of this task, you may wish to refer to task 2 (c) (reflection upon peer feedback). Work from task 2 (c) must not be duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

### Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from task 2 (c)
- completed pro-forma C (feedback to peers)
- completed digital presentation
- pro-forma D (reflective account)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

### Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed pro-forma D (reflective account).

The following filename conventions must be used for all materials produced:

(Provider number)\_(Unique learner number)\_(Surname)\_(First name)\_TaskXx\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and unique learner number from your tutor.

## ESP mark scheme

### Marking instructions

Bands of performance marking grids have been designed to award a student's response holistically, drawing on the evidence the student produces in the tasks, and should follow a best-fit approach.

Marking will take place once all tasks are complete, and the marker has access to all the student's evidence for each of the tasks.

Table 1 shows the tasks (pieces of evidence) that will be used as the basis of judgement for each of the assessment objectives (AOs). Table 2 shows the marking bands for each task.

Markers should review each of these pieces of evidence, using the guidance provided at the top of each marking grid to support an understanding of what they are expecting to make their judgement on, before placing the student in one of the bands.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. The marker should determine the band before determining the mark.

When determining a band, the marker should use a best-fit approach. A judgement should be made on the overall quality of the student's evidence, and should reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, the marker should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark within the band, the marker's decision should be based on the quality of the response in relation to the descriptors. The marker must also consider the relative weightings of the AOs, so as not to over / under credit a response. Standardisation materials, marked by the chief examiner, will help the marker with determining a mark. The marker will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse. As a general rule of thumb, allocation of the highest mark within a three-mark band should be evidence that may meet the criteria 'convincingly'. For two marks out of a total of three, evidence may meet the criteria 'adequately' and for the lowest mark, the evidence may 'just' be meeting the criteria. This is guidance and any approach will be confirmed in standardisation.

**Note:** students may refer to the following documentation (accept any appropriate version):

- Department for Education (DfE) – Statutory framework for the early years foundation stage (2017) (2021) (2023) (2024)
- Department for Education (DfE) – Development Matters: Non-statutory curriculum guidance for the early years foundation stage (2012) (2020) (2021) (2023)
- Birth to 5 Matters: Non-statutory guidance for the early years foundation stage (2021)
- the national curriculum.

**Table 1**

Evidence	AO1	AO2	AO3	AO4	AO5	Total
<b>Task 1</b>						
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
<b>Task 2</b>						
Task 2 (a) is not marked						
Task 2 (b) is not marked						
Task 2 (c) (Reflection upon peer feedback)		6			3	9
<b>Task 3</b>						
Task 3 (a) is not marked						
Task 3 (b) (Digital presentation and tutor questions)	1	12	2		1	16
Digital skills				2		2
<b>Task 4</b>						
Task 4 (Reflective account)		7			5	12
<b>Total marks</b>	<b>9</b>	<b>48</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>90</b>

**Table 2**

Mark bands	Band 1	Band 2	Band 3	Band 4	Band 5	AO4 (English / mathematics / digital)
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	1 to 4 marks	5 to 8 marks	9 to 12 marks	13 to 16 marks		10 marks
Task 1 (b) (Activity plan)	1 to 5 marks	6 to 10 marks	11 to 15 marks	16 to 20 marks	21 to 25 marks	
Task 2 (a) is not marked Task 2 (b) is not marked Task 2 (c) (Reflection upon peer feedback)	1 to 3 marks	4 to 6 marks	7 to 9 marks			
Task 3 (a) is not marked Task 3 (b) (Digital presentation and tutor questions)	1 to 4 marks	5 to 8 marks	9 to 12 marks	13 to 16 marks		2 marks
Task 4 (Reflective account)	1 to 3 marks	4 to 6 marks	7 to 9 marks	10 to 12 marks		

**Task 1 (a) (early support plan (EYE) or intervention plan (AT))**

Create an early support plan or intervention plan that you would use to meet the child / pupil's developmental needs.

**The early support plan (EYE) or intervention plan (AT) should include:**

- strategies to support the child's developmental needs building on diagnostic formative assessment information
- identification of suitable resources and / or techniques
- appropriate communication strategies to use with the child (age- / stage-appropriate language)
- ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs
- methods of tracking and monitoring the child's progress towards their 6-week review
- use of educational theories, concepts or pedagogies.

Band	Mark	Descriptor
4	13 to 16 marks	<p><b>The early support plan (EYE) or intervention plan (AT):</b></p> <ul style="list-style-type: none"> <li>• is clearly presented, coherently written and includes detailed technical terminology</li> <li>• is detailed, including reference to all strategies, resources and techniques to be used, and takes full account of all available information, referencing relevant educational theories, concepts or pedagogies</li> <li>• has comprehensive coverage of the requirements of an early support plan or intervention plan</li> <li>• fully addresses all of the child's development / support needs.</li> </ul>
3	9 to 12 marks	<p><b>The early support plan (EYE) or intervention plan (AT):</b></p> <ul style="list-style-type: none"> <li>• is clearly presented and includes appropriate technical terminology</li> <li>• is appropriately detailed, including reference to most strategies, resources and techniques to be used and takes appropriate account of the information available, referencing some appropriate educational theories, concepts or pedagogies</li> <li>• has appropriate coverage of the requirements of an early support plan or intervention plan</li> <li>• addresses most of the child's development / support needs.</li> </ul>
2	5 to 8 marks	<p><b>The early support plan (EYE) or intervention plan (AT):</b></p> <ul style="list-style-type: none"> <li>• has some clarity within presentation and includes limited technical terminology</li> <li>• is limited in detail with limited reference to strategies, resources and techniques to be used and takes limited account of the information available with limited referencing to educational theories, concepts or pedagogies</li> <li>• has limited coverage of the requirements of an early support plan or intervention plan</li> <li>• addresses some of the child's development / support needs.</li> </ul>
1	1 to 4 marks	<p><b>The early support plan (EYE) or intervention plan (AT):</b></p> <ul style="list-style-type: none"> <li>• lacks clarity within presentation and includes minimal technical terminology</li> <li>• includes minimal detail, minimal reference to strategies, resources and techniques to be used and takes minimal account of available information with minimal referencing to educational theories, concepts or pedagogies</li> <li>• has minimal coverage of the requirements of an early support plan or intervention plan</li> <li>• does not appropriately address the child's development / support needs.</li> </ul>
0	0 marks	No creditworthy material.

### Task 1 (b) (activity plan)

Create an activity plan that you could use to support the child / pupil.

#### The activity plan should include:

- how the activity links to and supports the wider curriculum and the child's development
- teaching and learning strategies and / or educational theory, concepts and pedagogy that underpin the activity
- the instructions to be given to the child to ensure understanding and engagement in the activity (ensuring communication is age-/stage-appropriate)
- ways to work with parents, practitioners and specialists to prepare for the activity
- how observation will be used to track the child's progress through the activity, including reliability, validity, policy and procedure
- how the diagnostic formative assessment informs planning
- opportunities for formative and summative assessment to assess the child's needs and contribute to raising standards / benchmarks
- identification of hazards, risks and control measures to ensure own and others' safety throughout the activity.

Band	Mark	Descriptor
5	21 to 25 marks	<p><b>The activity plan demonstrates:</b></p> <ul style="list-style-type: none"> <li>• comprehensive, coherent activity planning, linking to the wider curriculum and building on diagnostic formative assessment</li> <li>• comprehensive rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with comprehensive links to teaching and learning strategies that underpin the activity</li> <li>• comprehensive level of relevant detail shown including instructions to be given to the child and explanation of how observation will be used</li> <li>• justified selection of resources and support strategies</li> <li>• comprehensive assessment strategies including comprehensive explanation of formative and summative assessments including a comprehensive understanding of how the activity plan contributes to expected standards / benchmarking</li> <li>• comprehensive risk analysis with reference to all hazards, risks and controls.</li> </ul>
4	16 to 20 marks	<p><b>The activity plan demonstrates:</b></p> <ul style="list-style-type: none"> <li>• detailed, coherent activity planning, linking to the wider curriculum and building on diagnostic formative assessment</li> <li>• detailed rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with detailed links to teaching and learning strategies that could underpin the activity</li> <li>• good level of detail shown including reference to instructions to be given to the child and explanation of how observation will be used</li> <li>• reasoned selection of resources and support strategies</li> <li>• detailed assessment strategies including detailed explanation of formative and summative assessments including a good understanding of how the activity plan contributes to expected standards / benchmarking</li> <li>• detailed risk assessment with reference to some hazards, risks and controls.</li> </ul>
3	11 to 15 marks	<p><b>The activity plan demonstrates:</b></p> <ul style="list-style-type: none"> <li>• appropriate activity planning with some links to the wider curriculum and some reference to diagnostic formative assessment</li> <li>• appropriate rationale for the activity choice (taking account of information contained within early support plan or intervention plan and the brief) with</li> </ul>

		<p>appropriate reference to teaching and learning strategies that may be linked to the activity</p> <ul style="list-style-type: none"> <li>• appropriate level of relevant detail shown with some reference to instructions, which may be given to the child, and some consideration of how observation will be used</li> <li>• appropriate selection of resources and support strategies</li> <li>• appropriate assessment strategies including an understanding of the need to assess the learner and an appropriate understanding of how the activity plan contributes to expected standards / benchmarking</li> <li>• appropriate risk assessment including relevant hazards, risks and controls.</li> </ul>
2	6 to 10 marks	<p><b>The activity plan demonstrates:</b></p> <ul style="list-style-type: none"> <li>• limited activity planning with few links to the wider curriculum and limited reference to diagnostic formative assessment</li> <li>• limited rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with limited reference to teaching and learning strategies that may not link to the activity</li> <li>• limited level of relevant detail shown and little reference to instructions, which may be given to the child, or of how the observation will be used</li> <li>• limited selection of resources and support strategies</li> <li>• limited assessment strategies with limited reference to how to assess the learner and a limited understanding of how the activity plan contributes to expected standards / benchmarking</li> <li>• limited risk assessment, with some relevant hazards, risks and controls.</li> </ul>
1	1 to 5 marks	<p><b>The activity plan demonstrates:</b></p> <ul style="list-style-type: none"> <li>• minimal activity planning with no links to the wider curriculum or reference to the diagnostic formative assessment</li> <li>• minimal rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with minimal reference to teaching and learning strategies</li> <li>• minimal relevant detail shown with no reference to instructions that may be given to the child or of how the observation will be used</li> <li>• minimal selection of resources and support strategies</li> <li>• minimal assessment strategies with minimal reference to how to assess the learner and a minimal understanding of how the activity plan contributes to expected standards / benchmarking</li> <li>• minimal risk assessment, with minimal relevant hazards, risks and controls.</li> </ul>
0	0 marks	No creditworthy material.

<b>Task 1 (a) and 1 (b)</b> AO4: English, mathematics and digital skills.	
English (4 marks)	<p><b>4 marks:</b> plans include excellent use of Level 2 English throughout and convey meaning clearly, concisely and coherently, using formal and informal tone as appropriate to the context of an early years / children’s institution / setting. Use of terminology is excellent with no errors.</p> <p><b>3 marks:</b> plans include a well-developed use of Level 2 English through most of the documents and convey meaning clearly and coherently, using formal and informal tone as appropriate to the context of the early years / children’s institution / setting. There is a good use of technical terminology with minimal errors.</p> <p><b>2 marks:</b> plans include inconsistent use of Level 2 English throughout the documents; for example, they may lack conciseness although overall they convey meaning coherently. Use of formal and informal tone is mostly appropriate to the context of the early years / children’s institution / setting. Use of technical terminology is sound but contains some errors.</p> <p><b>1 mark:</b> plans include simplistic use of English at Level 1 or below throughout the documents. There may be some errors that do not affect meaning or coherence. Use of formal and informal tone is sometimes incongruent with the context of the early years / children’s institution / setting. The use of technical terminology is minimal and includes some errors.</p> <p><b>0 marks:</b> no creditworthy material.</p>
Mathematics (2 marks)	<p><b>2 marks:</b> plans demonstrate that the student has accurately processed / analysed the assessment data presented in the brief in a highly effective way.</p> <p><b>1 mark:</b> plans demonstrate that the student has processed / analysed the assessment data presented in the brief effectively.</p> <p><b>0 marks:</b> no creditworthy material.</p>
Digital skills (4 marks)	<p><b>4 marks:</b> plans produced demonstrate effective and efficient use of digital technology and media to present information and assessment evidence clearly and concisely so it can be accessed by the intended audience in the context of the early years / children’s institution / setting.</p> <p><b>3 marks:</b> plans produced demonstrate a mostly effective use of digital technology and media, presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years / children’s institution / setting.</p> <p><b>2 marks:</b> plans produced demonstrate use of digital technology and media that is limited, sometimes presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years / children’s institution / setting. It is clear to the audience that the use of digital skills could be strengthened to enhance accessibility and presentation.</p> <p><b>1 mark:</b> plans produced demonstrate a use of digital technology and media but cause the intended audience in the context of the early years / children’s institution / setting to have difficulty in accessing the information and assessment evidence presented. It is clear to the audience that the use of digital skills is a weakness and should be strengthened to enhance accessibility and presentation.</p> <p><b>0 marks:</b> no creditworthy material or did not include any digital skills.</p>

**Task 2 (c) (reflection upon peer feedback)**

Updates to activity plan with justifications following peer feedback.

**The evidence should demonstrate:**

- skills of reflection and evaluation in the student's updated activity plan
- justification of amendments made to the activity plan following peer discussion and feedback.

**Task 2 (a) / 2 (b)** (reflect on and evaluate the plans of other students, providing feedback through peer group discussion) are **not** marked. Marking must be solely based on the student's updated activity plan with justifications following peer discussion.

<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
3	7 to 9 marks	<b>The student demonstrates:</b> <ul style="list-style-type: none"> <li>• a comprehensive evaluative approach with a clear focus on the objective of the activity plan</li> <li>• a comprehensive level of reflection shown through updated activity plan and corresponding justifications</li> <li>• comprehensive justification for each suggested amendment to the activity plan</li> <li>• comprehensive evidence of well-reasoned / justified amendments to plan following peer discussion.</li> </ul>
2	4 to 6 marks	<b>The student demonstrates:</b> <ul style="list-style-type: none"> <li>• an appropriate evaluative approach with a focus on the objective of the activity plan</li> <li>• an appropriate level of reflection shown through updated activity plan and corresponding justifications</li> <li>• appropriate justification for each suggested amendment to the activity plan</li> <li>• appropriate evidence of reasoned / justified amendments to plan following peer discussion.</li> </ul>
1	1 to 3 marks	<b>The student demonstrates:</b> <ul style="list-style-type: none"> <li>• limited evaluation with limited focus on the objective of the activity plan</li> <li>• a limited level of reflection shown through updated activity plan and corresponding justifications</li> <li>• limited suggestions for amendments to activity plan</li> <li>• limited evidence of amendments to plan following peer discussion.</li> </ul>
0	0 marks	No creditworthy material.

### Task 3 (b) (digital presentation and tutor questions)

A digital presentation, giving an overview of the early support plan (EYE) or intervention plan (AT) and activity plan, followed by tutor questions (marked evidence to include the presentation slides and an audio recording of the presentation and tutor questions).

#### Preparation to include:

- summary of key points within early support plan or intervention plan and activity plan, including detail of any updates made following peer feedback
- how the plans are informed by educational theories, concepts or pedagogies
- communication techniques required to support the child's progress
- strategies to support the relevant areas of the child's development
- justification of suitability of resources.

Band	Mark	Descriptor
4	13 to 16 marks	<b>Evidence presented demonstrates:</b> <ul style="list-style-type: none"><li>• comprehensive level of preparation evident in relation to the task</li><li>• highly confident contribution to the tutor's questions</li><li>• detailed summary of the key points within the early support plan or intervention plan and activity plan, including thorough detail of any updates made following peer feedback</li><li>• clearly articulated justification of selected resources and techniques within early support plan or intervention plan and activity plan</li><li>• comprehensive responses to tutor's questions that include detailed explanation of all educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.</li></ul>
3	9 to 12 marks	<b>Evidence presented demonstrates:</b> <ul style="list-style-type: none"><li>• appropriate level of preparation evident in relation to the task</li><li>• confident contribution to the tutor's questions</li><li>• appropriate summary of the key points within the early support plan or intervention plan and activity plan, including appropriate detail of any updates made following peer feedback</li><li>• appropriate justification of selected resources and techniques within early support plan or intervention plan and activity plan</li><li>• appropriate responses to tutor's questions that include reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.</li></ul>
2	5 to 8 marks	<b>Evidence presented demonstrates:</b> <ul style="list-style-type: none"><li>• limited level of preparation evident in relation to the task</li><li>• limited contribution to the tutor's questions showing limited confidence</li><li>• limited summary of the key points within early support plan or intervention plan and activity plan, with limited detail of any updates made following peer feedback</li><li>• limited understanding shown for choice of resources and techniques within early support plan or intervention plan and activity plan</li><li>• limited responses to tutor's questions with limited reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.</li></ul>

1	1 to 4 marks	<b>Evidence presented demonstrates:</b> <ul style="list-style-type: none"> <li>minimal preparation evident in relation to the task</li> <li>minimal contribution to the tutor's questions showing minimal confidence</li> <li>minimal summary of the key points within the early support plan or intervention plan and activity plan, with minimal detail of any updates made following peer feedback</li> <li>minimal understanding of choice of resources and techniques within early support plan or intervention plan and activity plan</li> <li>minimal responses to tutor's questions with minimal reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.</li> </ul>
0	0 marks	No creditworthy material.

<b>Task 3</b>	
AO4: English, mathematics and digital skills.	
Digital skills (2 marks)	<p><b>2 marks:</b> summary and key points of plans produced in task 3 (a) demonstrate overall an effective and efficient use of digital skills to present information clearly and concisely so it can be accessed for task 3 (b).</p> <p><b>1 mark:</b> summary and key points of plans produced in task 3 (a) demonstrate a mostly effective use of digital skills to present information clearly so it can be accessed for task 3 (b).</p> <p><b>0 marks:</b> no creditable material or did not include any digital skills.</p>

### Task 4 (reflective account)

**Complete a reflective account using the identified model to reflect on:**

- effectiveness of own communication skills and quality of own contribution within peer discussion, digital presentation and tutor questions
- quality of planned activity / early support or intervention plan to support intended outcomes
- extent to which feedback informed changes to own planned activity
- identified improvements to own knowledge, planning skills and collaborative working for future practice.

**Note to examiners** – students have been informed that they can refer to reflections made following peer feedback in task 2 (c), but do not award marks where this has been simply duplicated. There must be evidence of students building upon reflections from task 2 (c).

Band	Mark	Descriptor
4	10 to 12 marks	<b>Reflective account demonstrates:</b> <ul style="list-style-type: none"> <li>• reference to all four points above, including clear, well-reasoned reflection with comprehensive evaluation and justified actions.</li> </ul>
3	7 to 9 marks	<b>Reflective account demonstrates:</b> <ul style="list-style-type: none"> <li>• reference to all four points above, including reasoned reflection with appropriate evaluation and some justified actions.</li> </ul>
2	4 to 6 marks	<b>Reflective account demonstrates:</b> <ul style="list-style-type: none"> <li>• reference to some points above, including appropriate reflection with limited evaluation and limited justified actions.</li> </ul>
1	1 to 3 marks	<b>Reflective account demonstrates:</b> <ul style="list-style-type: none"> <li>• reference to some points above, including limited, relevant reflection and no evidence of evaluation or justified actions.</li> </ul>
0	0 marks	No creditworthy material.

## Student evidence

### Task 1 (a) – early support plan

Use this template to complete your intervention plan.

<b>Child / pupil's name</b>	Emily	<b>Child / pupil's strengths and interests</b>	Emily is a happy and confident girl who likes talking to people and working with others. She has lots of friends and gets on well with adults too. She really likes being outside and looking at animals and plants. Emily is good at solving problems and likes using numbers, like when she's measuring things. She listens when adults help her and tries to do better next time. She enjoys learning and likes to do things on her own sometimes too.
<b>Child / pupil's age</b>	6	<b>Child / pupil's developmental needs</b>	Emily's developmental needs are maths – she finds counting in multiples of 2, 5s and 10s difficult and finds it hard to understand maths questions. She is also adjusting to having a new baby in the family and can struggle to control her emotions.
<b>Setting</b>	Rural community primary school		

<b>Area of development</b>	<b>Support strategies:</b>	<b>Appropriate resources and / or techniques</b>	<b>Links to educational theory / concepts / pedagogy</b>	<b>Intended outcomes</b>
	<ul style="list-style-type: none"> <li><b>your role</b></li> <li><b>partnerships</b> – ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs building upon diagnostic and formative assessment information</li> <li><b>communication</b> – appropriate communication strategies to use with the child.</li> </ul>			

Counting	<p>You can help Emily practise counting in 2s, 5s, and 10s by using everyday things like socks, pegs, or small toys. Emily likes being with others, so doing this activity in a small group with her friends would make it more fun and help her stay engaged. The children can start by putting socks into pairs and counting them out loud together—2, 4, 6, 8, and so on. This helps them see the pattern and understand what counting in 2s means.</p> <p>Next, give them some pegs and ask them to make little groups of 5. They can count them together—5, 10, 15, 20. After that, use toys or blocks to make groups of 10 and count—10, 20, 30. It's helpful if they touch or move each group as they count, so they can link the number to what they see and feel. You can ask Emily simple questions like "How many pairs of socks are there now?" or "What number comes next?" and write down her answers to see how she's doing.</p> <p>You could also talk to Emily's parents and suggest they try the same activity at home. That way, she gets extra practice, and it helps build her confidence with numbers.</p>	Socks, pegs, toys and a quiet space. Pen and paper to record how Emily does.	This could link to social cognitive-learning theory which describes the influence of individual experiences, the action of others, and environmental factors on individual behaviours. Seeing other children count in groups of 2, 5 and 10 can encourage the child to count on her own and encourage her to keep practising according to Bandura. This links to Emily because she sees other children counting and wants to do the same as her friends.	My intended outcome for Emily is for her to massively improve on her counting in 2s, 5s and 10s. I would like Emily to gain more confidence and be able to count higher than she can at the moment. This links to maths in the national curriculum. Another outcome I would like to see is for Emily to not shout or get cross if she finds the activity hard and to keep going instead of giving up.
Maths problems	Emily finds maths hard when it has symbols like +, -, x and ÷.	You could use blocks or toys	This links to the work of Jean Piaget, a well-known child development theorist.	This activity helps Emily learn to

	<p>She gets confused when she has to do even simple questions, like one step problems with times or divide. When she doesn't understand, she can get upset or frustrated and doesn't want to keep going. To help Emily work through maths problems we can use blocks or pictures instead or alongside the symbols so that she can see the problem with real objects, like 2 groups of 3 blocks. It makes more sense than just saying <math>2 \times 3</math>. It's better to show her than just tell her. This makes her feel calm and helps her learn better. You could work with the teacher and maybe the SENDCo to make sure we all help Emily in the same way. I would sit with her in class and help her break down the questions into small parts. I wouldn't give her the answer but help her think about it. I'd also tell the teacher how she's doing so we can keep helping her the best we can.</p>	<p>or animals. Emily could also use maths games on the computer.</p>	<p>Piaget said that young children learn best through hands-on experiences and by exploring the world around them. He explained that children in the early stages of development, like Emily, need to see and touch things to fully understand new ideas. This is especially true in subjects like maths, where abstract symbols such as <math>+</math>, <math>-</math>, <math>\times</math>, and <math>\div</math> can be confusing. <a href="https://en.wikipedia.org/wiki/Jean_Piaget">https://en.wikipedia.org/wiki/Jean_Piaget</a></p>	<p>count in groups of 2, 5 and 10. She will get better at saying the numbers in the right order. She will also learn how to put things into groups, which helps her understand times tables. This also links to maths in the national curriculum. Doing the activity with friends makes it more fun for Emily. She can talk and listen while she learns, which helps her with speaking and thinking.</p>
Outdoor play	<p>Emily and a small group of friends can take part in a fun treasure hunt outside. You could hide number cards or maths problems (like "<math>2 + 3</math>" or "count 5 sticks") around the outside area. The children walk around with a small map or clues to find each one.</p>	<p>Outdoor area, number cards or maths problems, map or clues, natural objects.</p>	<p>Forest School and outdoor learning support this kind of learning by letting children like Emily explore, play, and learn in a natural environment. <a href="https://forestschoolassociation.org/what-is-forest-school/">https://forestschoolassociation.org/what-is-forest-school/</a> It helps them feel calm, build confidence, and learn through real experiences, like counting sticks, building with logs, or watching animals. This kind of learning</p>	<p>Outdoor play will help Emily improve her movement, coordination, and control. Activities like running, climbing, and balancing support the PE goals in</p>

	<p>When Emily finds a card, she can solve the problem using natural objects like leaves, stones, or sticks to help her count. She can work with a friend, which helps her feel supported and builds her confidence.</p> <p>This activity also helps Emily with her emotions. Being outside in the fresh air can help her feel calm and happy. Working with her friends gives her a chance to practise taking turns, sharing, and talking about how she feels if she gets stuck or frustrated. You could give her praise and support to help her stay positive.</p>		<p>can also help with emotions, because being outside can make children feel more relaxed and happy.</p>	<p>Key Stage 1, which focus on developing basic physical skills and encouraging active, healthy lifestyles as well as supporting Emily's maths.</p>
Emotions	<p>Emily sometimes finds it hard to stay calm in class, especially when she's feeling upset about things at home, like being a big sister and having a new baby in the family. This can make her feel stressed and she might shout, scribble on her work or not want to do the task. It makes it harder for her to learn and join in.</p> <p>One way to help Emily is to use role play. This means acting out little stories or feelings using toys, puppets or dress up clothes. We could use the toys and puppets to express how we feel, such as cross with the baby crying, upset because mum and dad are always with</p>	<p>Baby dolls, dressing up, role play area set up like home.</p>	<p>This links to the work of <b>Lev Vygotsky</b>, a theorist who said that children learn best through social interaction and play. He said that children can learn new skills when they work with others who help guide them. This is called the Zone of Proximal Development.  <a href="https://www.gowriensw.com.au/thought-leadership/vygotsky-theory">https://www.gowriensw.com.au/thought-leadership/vygotsky-theory</a>  When Emily takes part in role play, she is learning through play and talking with adults or other children. This helps her understand her feelings and practise how to deal with them. The adult can guide her gently, helping her learn new ways to stay calm and solve problems. This matches Vygotsky's idea that learning happens best when they are supported by others in a social setting.</p>	<p>This will help Emily understand and talk about her feelings. It gives her a safe and fun way to practise what to do when she feels upset or angry. This can help her stay calmer in class and join in with learning. It also helps her learn how to ask for help and use kind words instead of shouting or</p>

	<p>the baby or feeling angry in class and show as well as talk about ways we could start to feel better. Emily can join in or just watch at first. It helps her talk about her feelings and learn ways to calm down.</p> <p>You could work with the teacher and maybe the SENDCo to plan these role play times. You could also talk to Emily's parents to see what helps her at home.</p> <p>You can use the same words or ideas in school so she feels safe and understood. This can help her feel more happy and ready to learn.</p>			<p>scribbling. Emily might feel more in control of her emotions. This can help her focus better in lessons and make more progress with her learning.</p> <p>This activity links to intended outcomes for PSHE (RSHE) as well as mathematics.</p>
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<p><b>How progress will be tracked and monitored towards their 6-week summative review</b></p>	<p>Emily's progress will be tracked and monitored by doing these sessions 2 times a week. The one on one sessions will include counting in groups of 2, 5 and 10 and doing easy maths work. You could also record how high Emily can count in 2s, 5s and 10s and how many maths sums she gets right at the end of every week.</p>
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## Task 1 (b) – activity plan

Use this template to complete your activity plan.

<b>Child / pupil's name</b>	Emily
<b>Aims of activity</b>	<p style="text-align: center;"><b>Pet shop</b></p> <p>The point of this activity is to help Emily get better at multiplication and division, but in a fun way that she actually enjoys. She loves animals and using her imagination, so we're doing a role-play game to make maths less scary for her. I will be working at Emily's pace so that she feels able to participate. This activity will also support her when talking to others, managing her feelings, and just feeling more confident overall.</p> <p>The plan is for Emily to join a small group with me (I'm the TA) and 3 or 4 other children who are making expected progress in their early maths. The whole activity will last about an hour, but I'll break it up.</p> <p>First, I'll spend about 10 mins with her using a feelings chart. She'll pick how she's feeling and put her name or photo next to it. This helps her understand her emotions. If she's upset, I'll take her to the calm corner where there's resources to help her relax and feel calm. Once she's feeling okay, I'll explain the activity and use pictures to support Emily's understanding of the maths task. Emily will be asked if she would like to be the shopkeeper in a "Pet Shop," and her friends will come to buy toy animals using pretend money. I'll show her how it works first, like "How much for 3 rabbits at 2p each?" using real toys, coins, and number lines. I won't start any written maths yet.</p> <p>To help her talk about her thinking, I'll give her sentence starters like "I think it's ___ because..." and pictures to help her explain. She'll also practise talking to her friends, taking turns, asking questions, and being polite – all good for her social skills.</p> <p>During the game, she'll do simple maths like grouping animals or counting in 2s, 5s, or 10s. I'll help her at first, then slowly leave her alone so she can try on her own.</p> <p>If she gets upset or stops joining in, I'll take her to the calm corner for a break.</p> <p>At the end, we'll go back to the feelings chart and talk about how she felt before and after. I'll ask her what she liked and what helped her, using straightforward open questions.</p> <p>I'll write down what I see during the session like how she talks about maths, how she feels, and how she gets on with others. I'll share this with the SENDCo and her parents to keep everyone in the loop and help plan her next steps. I'll also think about what went well and what I could do better next time.</p> <p>If she joins in well and uses her calming strategies, she'll get 10 mins of free choice time at the end of the day. If she keeps trying all week, she</p>

	<p>can pick a small animal sticker or bookmark to take home. I'll also give her lots of praise during the activity.</p> <p>I really think this will help Emily feel better about maths and also help her with talking through her emotions and building confidence. It's all based on what she likes and needs, and it mixes learning with fun.</p>
<p><b>Links to wider curriculum and the child / pupil's development</b></p>	<p>This activity helps Emily learn the kind of maths she needs to know in Key Stage 1, especially multiplication and division. In Year 1, children start to count in 2s, 5s, and 10s, and they solve simple problems using real objects and pictures. In this activity, Emily uses toy animals and pretend money to practise these skills in a fun way. For example, she might work out how much 3 rabbits cost if each one is 2p. This helps her understand how multiplication works by using real things she can see and touch.</p> <p>The activity also helps Emily use maths words to explain what she's doing. She practises saying things like "I think it's 6 because 2, 4, 6" which is part of learning how to reason and talk about maths. This is an important part of the Key Stage 1 maths curriculum too.</p> <p>Overall, the activity is a fun and easy way for Emily to learn maths skills. It matches what children are expected to learn in school, but it's done in a way that feels safe and fun for her.</p>
<p><b>Links to teaching and learning strategies and / or educational theory / concepts / pedagogy</b></p>	<p>This maths activity links really well to social cognitive-learning theory because it helps Emily learn by watching others and copying what they do. At the start, the teaching assistant shows her how to solve a problem like "3 rabbits at 2p each" using toy animals and coins. Emily can see how it's done before trying it herself, which makes it less scary. She also watches her friends who are more confident in maths, and this helps her pick up new ideas and ways of thinking about numbers.</p> <p>The role-play part is really important too because it gives Emily the chance to talk to her friends and use maths in a fun, real-life way. She gets to ask questions, answer them, and explain what she's doing. This kind of social learning is a big part of social cognitive theory – children learn better when they're working with their friends and getting feedback. It also helps her practise using maths words and thinking out loud, which builds her understanding.</p> <p>The environment also plays a big role. Things like number lines, coins, and pictures help Emily understand the maths in a way that makes sense to her. These tools support her learning and make it easier for her to see what's happening in the problem. All of this fits with social cognitive-learning theory, which says that learning happens best when children have the right support, people to learn from, and a safe space to try things out.</p>
<p><b>Appropriate resources</b></p>	<p>We will need:</p> <ul style="list-style-type: none"> <li>• Toy animals</li> <li>• Play money</li> <li>• Shopping baskets or trays</li> <li>• Price tags</li> <li>• Number lines</li> <li>• Number tracks or hundred squares</li> <li>• Visual sentence starters</li> <li>• Calm corner setup with soft cushions or beanbags</li> <li>• Fidget toys or sensory items</li> </ul>

	<ul style="list-style-type: none"> <li>• Pen and paper for observations</li> <li>• Stickers</li> </ul>
<p><b>Support strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>your role</b></li> <li>• <b>partnerships</b> – ways to work with parents, practitioners and specialists to prepare for the activity and to inform next steps</li> <li>• <b>communication</b> – the instructions to be given to the child / pupil to ensure understanding and engagement in the activity.</li> </ul>	<p>My role during the activity will be to walk around and see how the children are doing – if they need any help I'll be up and ready to go and help them whenever they need it. I will make notes on Emily's progress to share with the teacher.</p> <p>During the activity I will ask Emily questions like what animal are you buying? How much does it cost? How many coins do you need?</p> <p>Working in partnership with parents, practitioners and other professionals can help outcomes as information can be shared and this helps to find out more about individual children. This can then enable you to plan activities that the child will actually enjoy and want to join in with. Talking to Emily's parents will make them feel more included with her school life and not feeling like they are being left out on what happens at school.</p>
<p><b>Use of formative assessment (such as observation opportunities) during the activity. You must consider:</b></p> <ul style="list-style-type: none"> <li>• how the diagnostic assessment (child / pupil profile) and (individual progress review) has contributed to your planning</li> <li>• how this formative assessment may inform summative assessment (at the 6-week review)</li> <li>• why it is important to follow policy and procedure when recording information during observation</li> <li>• how to ensure observations are valid and reliable</li> <li>• how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with.</li> </ul>	<p>The information from the diagnostic assessment told me what Emily likes and what she needs help with to help me plan the activity.</p> <p>The use of observation during this activity will be carried out during the children's normal daily activities. Observing children during a planned activity will help practitioners to see how useful it has been and what to do next to support their progress.</p> <p>The information from this assessment will be added to the summative assessment to show where Emily has made progress with her maths skill at the six week review.</p> <p>It is important to follow policies so that observations follow setting guidelines and that information is shared in line with confidentiality. It is important to make sure the observation is accurate so that it shows Emily's true level of development and helps the other people working with her to support her properly. I would share this information with her parents, the teacher and the SENDCo.</p>

colleagues, the family and other professionals	
<p><b>Benchmarking and expectations of standards in children / pupil's learning and development:</b></p> <ul style="list-style-type: none"> <li>• how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking).</li> </ul>	<p>This activity helps Emily to work on maths skills that match what's expected in key stage 1, such as counting in 2s, 5s and 10s and solving simple multiplication problems. By using real toys and money, it makes the learning more fun and easier to understand.</p> <p>It also helps raise standards because it shows what Emily can do with the right support. She watches others, uses sentence starters and gets praise, which helps her feel more confident and willing to try. This builds her skills over time.</p> <p>The notes and observations taken during the activity help practitioners see how she's doing and plan what to do next. This makes sure she keeps moving forward and gets the help she needs to reach the expected level in the national curriculum.</p>
<p><b>Hazards, risks and controls</b></p>	<p>During the "Animal Shop" activity, Emily will be using small items like toy animals, coins, and counters to help her solve simple maths problems. These materials are helpful for Emily's learning but can also be a choking hazard if accidentally put in the mouth. To keep Emily and the other children safe I will always stay close by to supervise and make sure all items are used properly. The materials will be introduced clearly, and Emily will be reminded that they are for playing shop not for putting in her mouth. A risk assessment should be in place to identify any hazards and risks as well as suggest ways these can be stopped.</p>
<p><b>Intended outcomes</b></p>	<p>The intended outcome of this activity for Emily is that she feels more confident for her maths lessons. Her confidence is important for all of her lessons so to see her confidence grow would be amazing.</p> <p>Emily will begin to understand simple multiplication by grouping toy animals and counting in 2s, 5s or 10s. She will use real objects such as coins and number lines to help her work out answers, instead of written sums which she finds tricky.</p> <p>Emily will practise taking turns, asking questions and listening to others. This will help her feel more comfortable working in a group and build her social skills. She will also learn how to manage her feelings better by using the emotion chart and calm corner when needed. By the end of the activity, she should feel more confident and proud of what she's done. This will help her meet the PSHE (RSHE) outcomes in the national curriculum as well as her mathematics.</p>
<p><b>The following two boxes are to be completed as part of task 2 (c) – reflection upon peer feedback. Do NOT complete as part of task 1 (b).</b></p>	
<p><b>Identify and justify the changes you have made to your activity plan in light of the feedback received</b></p>	

Identify and justify the feedback that you have not acted upon and why	
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## Task 2 (a) / 2 (b)

These tasks are unmarked.

## Task 2 (c) – reflection upon peer feedback

Use this template to complete your activity plan.

Child / pupil's name	Emily
Aims of activity	<p style="text-align: center;">Pet shop</p> <p>The point of this activity is to help Emily get better at multiplication and division, but in a fun way that she actually enjoys. She loves animals and using her imagination, so we're doing a role-play game to make maths less scary for her. I will be working at Emily's pace so that she feels able to participate. This activity will also support her when talking to others, managing her feelings, and just feeling more confident overall.</p> <p>The plan is for Emily to join a small group with me (I'm the TA) and 3 or 4 other children who are making expected progress in their early maths. The whole activity will last about an hour, but I'll break it up.</p> <p style="color: #00aaff;">It's good for Emily to do this activity in a small group instead of just with an adult. She likes being around other children and gets on well with them, so being with her friends can help her feel happy and confident. Watching how they do the maths can also help her learn and give her ideas for how to do it herself (following feedback).</p> <p>First, I'll spend about 10 mins with her using a feelings chart. She'll pick how she's feeling and put her name or photo next to it. This helps her understand her emotions. If she's upset, I'll take her to the calm corner where there's resources to help her relax and feel calm. Once she's feeling okay, I'll explain the activity and use pictures to support Emily's understanding of the maths task. Emily will be asked if she would like to be the shopkeeper in a "Pet Shop," and her friends will come to buy toy animals using pretend money. I'll show her how it works first, like "How much for 3 rabbits at 2p each?" using real toys, coins, and number lines. I won't start any written maths yet.</p> <p>To help her talk about her thinking, I'll give her sentence starters like "I think it's ___ because..." and pictures to help her explain. She'll also practise talking to her friends, taking turns, asking questions, and being polite – all good for her social skills.</p>

	<p>During the game, she'll do simple maths like grouping animals or counting in 2s, 5s, or 10s. I'll help her at first, then slowly leave her alone so she can try on her own.</p> <p>If she gets upset or stops joining in, I'll take her to the calm corner for a break.</p> <p>At the end, we'll go back to the feelings chart and talk about how she felt before and after. I'll ask her what she liked and what helped her, using straightforward open questions.</p> <p>If Emily finishes the activity and wants to, she can make her own animal price tag and tell me how she would work out the cost for more than one. This is a fun way to keep learning without pressure and lets her use her own ideas and interests (following feedback).</p> <p>I'll write down what I see during the session like how she talks about maths, how she feels, and how she gets on with others. I'll share this with the SENDCo and her parents to keep everyone in the loop and help plan her next steps. I'll also think about what went well and what I could do better next time.</p> <p>If she joins in well and uses her calming strategies, she'll get 10 mins of free choice time at the end of the day. If she keeps trying all week, she can pick a small animal sticker or bookmark to take home. I'll also give her lots of praise during the activity.</p> <p>I really think this will help Emily feel better about maths and also help her with talking through her emotions and building confidence. It's all based on what she likes and needs, and it mixes learning with fun.</p>
<p><b>Links to wider curriculum and the child / pupil's development</b></p>	<p>This activity helps Emily learn the kind of maths she needs to know in Key Stage 1, especially multiplication and division. In Year 1, children start to count in 2s, 5s, and 10s, and they solve simple problems using real objects and pictures. In this activity, Emily uses toy animals and pretend money to practise these skills in a fun way. For example, she might work out how much 3 rabbits cost if each one is 2p. This helps her understand how multiplication works by using real things she can see and touch.</p> <p>The activity also helps Emily use maths words to explain what she's doing. She practises saying things like "I think it's 6 because 2, 4, 6" which is part of learning how to reason and talk about maths. This is an important part of the Key Stage 1 maths curriculum too.</p> <p>Overall, the activity is a fun and easy way for Emily to learn maths skills. It matches what children are expected to learn in school, but it's done in a way that feels safe and fun for her.</p>
<p><b>Links to teaching and learning strategies and / or educational theory / concepts / pedagogy</b></p>	<p>This maths activity links really well to social cognitive-learning theory because it helps Emily learn by watching others and copying what they do. <a href="#">This is Bandura's theory</a>. At the start, the teaching assistant shows her how to solve a problem like "3 rabbits at 2p each" using toy animals and coins. Emily can see how it's done before trying it herself, which makes it less scary. She also watches her friends who are more confident in maths, and this helps her pick up new ideas and ways of thinking about numbers.</p> <p>The role-play part is really important too because it gives Emily the chance to talk to her friends and use maths in a fun, real-life way. She</p>

	<p>gets to ask questions, answer them, and explain what she's doing. This kind of social learning is a big part of social cognitive theory – children learn better when they're working with their friends and getting feedback. It also helps her practise using maths words and thinking out loud, which builds her understanding.</p> <p>The environment also plays a big role. Things like number lines, coins, and pictures help Emily understand the maths in a way that makes sense to her. These tools support her learning and make it easier for her to see what's happening in the problem. All of this fits with social cognitive-learning theory, which says that learning happens best when children have the right support, people to learn from, and a safe space to try things out.</p> <p>Bronfenbrenner's theory says that a child's learning is affected by lots of things around them, not just school. For Emily, becoming a big sister has made her more sensitive, which can change how she behaves and learns in class. So it's important to think about what's happening at home and in school when planning support for her (following feedback).</p>
<p><b>Appropriate resources</b></p>	<p>We will need:</p> <ul style="list-style-type: none"> <li>• Toy animals</li> <li>• Play money</li> <li>• Shopping baskets or trays</li> <li>• Price tags</li> <li>• Number lines</li> <li>• Number tracks or hundred squares</li> <li>• Visual sentence starters</li> <li>• Calm corner setup with soft cushions or beanbags</li> <li>• Fidget toys or sensory items</li> <li>• Pen and paper for observations</li> <li>• Stickers</li> </ul>
<p><b>Support strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>your role</b></li> <li>• <b>partnerships</b> – ways to work with parents, practitioners and specialists to prepare for the activity and to inform next steps</li> <li>• <b>communication</b> – the instructions to be given to the child / pupil to ensure understanding and engagement in the activity.</li> </ul>	<p>My role during the activity will be to walk around and see how the children are doing – if they need any help I'll be up and ready to go and help them whenever they need it. I will make notes on Emily's progress to share with the teacher.</p> <p>During the activity I will ask Emily questions like what animal are you buying? How much does it cost? How many coins do you need?</p> <p>Working in partnership with parents, practitioners and other professionals can help outcomes as information can be shared and this helps to find out more about individual children. This can then enable you to plan activities that the child will actually enjoy and want to join in with. Talking to Emily's parents will make them feel more included with her school life and not feeling like they are being left out on what happens at school.</p>
<p><b>Use of formative assessment (such as observation opportunities) during the activity. You must consider:</b></p>	<p>The information from the diagnostic assessment told me what Emily likes and what she needs help with to help me plan the activity.</p> <p>The use of observation during this activity will be carried out during the children's normal daily activities. Observing children during a planned activity will help practitioners to see how useful it has been and what to do next to support their progress.</p>

<ul style="list-style-type: none"> <li>• how the diagnostic assessment (child / pupil profile) and (individual progress review) has contributed to your planning</li> <li>• how this formative assessment may inform summative assessment (at the 6-week review)</li> <li>• why it is important to follow policy and procedure when recording information during observation</li> <li>• how to ensure observations are valid and reliable</li> <li>• how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with colleagues, the family and other professionals.</li> </ul>	<p>The information from this assessment will be added to the summative assessment to show where Emily has made progress with her maths skill at the six week review.</p> <p>It is important to follow policies so that observations follow setting guidelines and that information is shared in line with confidentiality. It is important to make sure the observation is accurate so that it shows Emily's true level of development and helps the other people working with her to support her properly. I would share this information with her parents, the teacher and the SENDCo.</p>
<p><b>Benchmarking and expectations of standards in children / pupil's learning and development:</b></p> <ul style="list-style-type: none"> <li>• how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking).</li> </ul>	<p>This activity helps Emily to work on maths skills that match what's expected in key stage 1, such as counting in 2s, 5s and 10s and solving simple multiplication problems. By using real toys and money, it makes the learning more fun and easier to understand.</p> <p>It also helps raise standards because it shows what Emily can do with the right support. She watches others, uses sentence starters and gets praise, which helps her feel more confident and willing to try. This builds her skills over time.</p> <p>The notes and observations taken during the activity help practitioners see how she's doing and plan what to do next. This makes sure she keeps moving forward and gets the help she needs to reach the expected level in the national curriculum.</p>
<p><b>Hazards, risks and controls</b></p>	<p>During the "Animal Shop" activity, Emily will be using small items like toy animals, coins, and counters to help her solve simple maths problems. These materials are helpful for Emily's learning but can also be a choking hazard if accidentally put in the mouth. To keep Emily and the other children safe I will always stay close by to supervise and make sure all items are used properly. The materials will be introduced clearly, and Emily will be reminded that they are for playing shop not for putting in her mouth. A risk assessment should be in place to identify any hazards and risks as well as suggest ways these can be stopped.</p>

<p><b>Intended outcomes</b></p>	<p>The intended outcome of this activity for Emily is that she feels more confident for her maths lessons. Her confidence is important for all of her lessons so to see her confidence grow would be amazing.</p> <p>Emily will begin to understand simple multiplication by grouping toy animals and counting in 2s, 5s or 10s. She will use real objects such as coins and number lines to help her work out answers, instead of written sums which she finds tricky.</p> <p>Emily will practise taking turns, asking questions and listening to others. This will help her feel more comfortable working in a group and build her social skills. She will also learn how to manage her feelings better by using the emotion chart and calm corner when needed. By the end of the activity, she should feel more confident and proud of what she's done. This will help her meet the PSHE (RSHE) outcomes in the national curriculum as well as her mathematics.</p>
<p><b>The following two boxes are to be completed as part of task 2 (c) – reflection upon peer feedback. Do NOT complete as part of task 1 (b).</b></p>	
<p><b>Identify and justify the changes you have made to your activity plan in light of the feedback received</b></p>	<p>I added an extra task for Emily in case she finishes the activity quicker than I expected, because my feedback asked what I would do next.</p> <p>I added Bandura to my SCT section because he is the theorist for this and I had added his name in my work but this wasn't always as clear as it could be.</p> <p>I also added a link to Bronfenbrenner's theory in the teaching and learning section, as my peer feedback said I had missed this opportunity.</p> <p>I explained why I chose to do the activity in a small group of 3–4 children instead of just 1-to-1 with Emily, so it's clear why I made that choice.</p>
<p><b>Identify and justify the feedback that you have not acted upon and why</b></p>	<p>My feedback said I could have planned the activity around babies, since Emily has a new baby sister and this might be affecting her emotions. I didn't use this idea because I thought it was better to focus on something Emily enjoys, not something that might be upsetting or hard for her to deal with.</p>

## Task 3 (b) – digital presentation

To note:

- In this Guide Exemplar Response (GER) document, the digital presentation slides cover the first half of task 3 (b) (digital presentation – up to a maximum of 10 minutes). The transcript (on page 61) covers the second half of the task (tutor questions – up to a maximum of 10 minutes).
- On submission of a live assessment, a single audio recording of the presentation and tutor questions would be made and uploaded alongside a copy of the digital presentation. A transcription is **not** required and has been included here for clarity only.
- The student should identify themselves by name at the start of the audio recording.

### Introduction

- Plan supports Emily, a Year 1 child.
- Focus: building confidence in maths and emotional development.
- Activity: fun, role-play 'Pet Shop' game.

## Aims of the Activity

- To support early multiplication and division in-line with KS1 requirements.
- To build confidence and social skills so that Emily is able to join in maths activities with her friends.
- To help emotional regulation with feelings chart and calm corner.

## Activity Overview

- Small group role-play: Emily is the shopkeeper.
- Friends buy toy animals using pretend money.
- Maths through play: grouping, counting in 2s, 5s, 10s.
- TA to encourage mathematics using maths language and adding maths where opportunities arise.

## Emotional Support

- Start and end with a feelings chart.
- Calm corner available if overwhelmed.
- Praise and rewards to boost motivation.

## Curriculum Links

- Key Stage 1 maths: counting, grouping, reasoning.
- PSHE (RHSE): turn-taking, communication, managing feelings.

Learning for this activity has been taken from the national curriculum at key stage 1.

## Theoretical Links

- Bandura's Social Cognitive Theory: learning by watching peers. Role-play encourages social learning and confidence.
- Bronfenbrenner's Theory: considers home and school influences.
- Piaget: learning through hands on experience
- Vygotsky: learning with the support of an adult

## Resources Used

- Toy animals, play money, number lines, sentence starters.
- Calm corner with sensory tools.
- Observation notes for assessment.

## Assessment & Next Steps

- Observe maths language, emotions, and social interaction.
- Use findings for summative assessment and planning.
- Share with SENDCo and parents.
- Plan together to build on Emily's progress in mathematics.

## Outcomes

- Emily feels more confident in maths.
- Understands multiplication through play.
- Improves social and emotional skills.

## Conclusion

- Group work
- Theory links
- Extension task

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### Task 3 (b) – tutor questions

To note:

- In this GER document, the PowerPoint slides cover the first half of task 3 (b) (digital presentation – up to a maximum of 10 minutes). The following transcript covers the second half of the task (tutor questions – up to a maximum of 10 minutes).
- On submission of a live assessment, a single audio recording of the presentation and tutor questions would be made and uploaded alongside a copy of the digital presentation. A transcription is **not** required and has been included here for clarity only.
- The tutor questions can be found in the Provider Guide and are identified in italic and bold in the below transcription for clarity.

#### Transcript of discussion between tutor and student

**Tutor:** Thank you very much, for the information that you have presented in your intervention plan and activity plan. I now have four questions to ask you.

My first question, ***can you explain how your approach is informed by your knowledge of strategies used in the classroom to support mathematical development?***

Student: Would you be able to rephrase it please?

**Tutor:** I can, so the question is asking you, can you tell me how your approach, what you've done on your intervention and your approaches is informed by your knowledge of the strategies used in the classroom to support mathematical development?

**Student:** I don't know....but I have thought about what happens in my placement and tried to copy some of the ways the teaching assistant and the teacher work with the children to help them join in.

**Tutor:** Right, next question. ***Can you explain why you have chosen the resources that you have selected for your activity plan?***

**Student:** They're the things that you would need to do a pet shop role play and I think Emily would like them. The money and counting will help her with her maths. I also went outside and used some toy animals to create the role play. I didn't need many things for my activity really.

**Tutor:** Anything more you want to add?

**Student:** No.

**Tutor:** No, you're happy there? Ok, question number 3. ***Can you describe the techniques you have identified in your activity plan to enhance Emily's confidence in mathematics?***

**Student:** I think that by doing an activity that Emily will like she will do the activity, and she will enjoy it which will help to build her confidence. She will practice and hopefully by using the toys and the coins will be able to work out her maths as she will not get so confused by all the different symbols.

**Tutor:** Anything else you want to say on that question?

**Student:** No.

**Tutor:** Ok, question number 4. ***Can you explain how the child, Emily, could benefit from the focused intervention in your activity plan?***

**Student:** I used fun and simple activities, like using toys and pretend money, to help Emily feel more confident with maths. I showed her what to do, helped her talk about her answers, and gave praise and small rewards to keep her motivated.

**Tutor:** OK thank you, anything else to add or are you happy to leave that there?

**Student:** Probably just leave it there.

**Tutor:** OK thank you that ends the discussion. I will stop the recording now.

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## Task 4 – reflective account

**Note:** the space provided below is **not** indicative of length of response required. Consideration should be given to the time limit stated in the Project Brief.

The six stages of **Gibbs’ reflective cycle** have been identified in the chart below. Use the six stages of Gibbs’ reflective cycle and the prompts below to complete your overall reflection on the tasks completed in this ESP.

As part of this task, you may wish to refer back to the work you completed in task 2 (c) (reflection upon peer feedback). You must ensure that this work is not simply duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

<p><b>Description:</b> briefly describe the tasks you completed.</p> <p>Consider:</p> <ul style="list-style-type: none"><li>• your intervention plan</li><li>• your planned activity</li><li>• your contributions to the peer discussion, digital presentation and tutor questions.</li></ul>
<p>To get ready for the ESP, I made some notes about child development, the curriculum, and how to keep children safe. These notes helped me plan my work for Emily.</p> <p>I started with the intervention plan, where I looked at what Emily was good at and what she needed help with. Then I made a pet shop activity to help her with maths. I used things she likes and added ideas from theories and the curriculum.</p> <p>We had a peer talk where we gave each other feedback. I used the feedback to make my plan better, like adding more about group work.</p> <p>After that, I did a talk for my tutor about Emily and my plans. I explained what I did and why, and answered some questions.</p>
<p><b>Feelings:</b> briefly describe your thoughts and feelings about the tasks completed.</p> <p>Consider:</p> <ul style="list-style-type: none"><li>• your approach to planning</li><li>• your contributions to the peer discussion</li><li>• the feedback you received in peer discussion</li><li>• your communication in the digital presentation and tutor questions.</li></ul>
<p>I was happy with the notes I made before the tasks started. They helped me feel ready and made planning easier. I looked at what I needed to do and gave myself time to finish each bit. I also saved time at the end to check my work.</p> <p>In the peer talk, I gave good ideas and helped others. I felt like I understood the task well. The feedback I got helped me make my plan better, like adding more about group work.</p> <p>I was nervous about the presentation, but once I started talking, I felt better. I explained my ideas and answered the tutor’s questions. I think I showed how my plan helps Emily.</p> <p>I feel my digital skills let me down a little bit as during group presentations in class I usually contribute my thoughts but don’t design the PowerPoint so I felt a little disappointed.</p>
<p><b>Evaluation:</b> include both positive and negative experiences of the tasks completed.</p> <p>Consider:</p> <ul style="list-style-type: none"><li>• the effectiveness of your communication</li><li>• the quality of your contributions to peer and tutor questions</li><li>• the quality of your plans in supporting the intended outcomes.</li></ul>

Doing the tasks for Emily's plan was a good experience. I was nervous but I still explained my ideas clearly in the presentation. I used the right words when talking about how to help Emily with maths and feelings.

In the peer talk, I gave everyone in my group some feedback and used the advice I got to make my plan better. The way that I gave and took feedback showed the effectiveness of my communication with others and during my plans I was always aware of Emily's age and her needs with the mathematical strategies I was introducing.

My plans were based on what Emily needed and used things like role-play and pictures to help her learn.

One hard bit was time – I spent too long thinking about the activity. I was also nervous before the talk, but I felt better once I started.

**Analysis:** justify what went well and what did not go to plan and make recommendations for improvement.

Consider:

- your communication skills
- your contribution to discussion and to tutor questions
- the quality of your plans
- the extent to which feedback informed changes to your plans.

One of my strengths was talking clearly in my presentation. I was nervous but I still explained my ideas and how they would help Emily.

In the peer talk, I gave everyone in my group some feedback and used the advice I got to improve my work. The way that I gave and took feedback showed the effectiveness of my communication with others and I also took notes so that I could share any progress with the class teacher.

My plan linked to what Emily needed and used fun things like role-play and pictures.

My time management overall could be better.

At first I didn't think peer feedback would help, but it did. I used the bits that made sense and left out the rest.

**Conclusion:** summarise your own learning.

Consider:

- identifying improvements to your own knowledge, planning skills and collaborative working.

Doing the tasks helped me learn and feel more confident. I used what I learned in class to plan for Emily and explain my ideas.

It was useful to think back to what happens in placement and use some of these strategies in my plan as they work well with children of this age at my school.

Getting feedback helped me improve and now I know it's good to listen and make changes when needed.

**Action plan:** summarise how you could use your reflections to improve your future practice.

Your response must address the following points:

- How, and why, you will use your reflections to develop your knowledge, planning skills and collaborative working in your future practice.
- How undertaking continuing professional development (CPD) contributes to keeping your own knowledge and skills current.
- How developmental feedback could improve your own professional performance.
- Identify one example of self-directed learning you could undertake to improve your future practice.

To get better in the future, I will keep using what I learned from this task. I know I'm good at talking about my ideas and using theory in my plans.

Next time, I want to plan faster and manage my time better. I will also keep working with others and listening to feedback.

I want to learn more by going to training and reading about how to help children, like with maths and emotions.

Feedback helped me see what I missed, so I will keep asking for it to get better at my job.

I know that my placement experience is really helping me to come up with ideas and strategies so I will continue to learn from this.

Any other notes:

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## Examiner commentary

### Task 1

There is some clarity in the two plans submitted and the activities in the intervention plan are relevant to Emily's specific needs. Planning includes some technical terminology. Planning takes account of some of the information available with reference to educational theories. The planning could be further developed by considering more of the information contained within the intervention plan and the brief, such as the health and wellbeing notes, and the teacher comments, thus considering and justifying the selected activities with regard to Emily's likes and dislikes. Whilst the student has attempted this, it could be further analysed to add depth and demonstrate understanding of development and learning. Furthermore, the child relates well to other pupils and has a wide group of friends; she is also involved in extracurricular activities – this information could have been used to ensure their holistic needs were also fully considered in the planning.

The plans include ways of working with parents, other staff, and professionals. This could be expanded by making clear links to how working with others might support learning opportunities and meet Emily's holistic needs (for example, the SENDCo and the class teacher). The student could have included how they would plan to communicate information clearly to engage the child (for example, the student has made reference to open-ended questions, and it would be useful to give a rationale for this).

The student has considered some of the potential hazards when carrying out the activity. This could have been developed by making links to associated policies and procedures (for example, to specific aspects of the health and safety and safeguarding policy which are identified). This would ensure hazards and risks are relevant to the activity rather than generic hazards. The student outlines the relevant resources to be used. There is some justification as the plan develops, but this would be useful as a coherent section to demonstrate knowledge and understanding in context. Progress and assessment strategies are recognised though simplistic. These could be developed by being specific about what strategies are used and why.

The evidence is set out in a way that shows understanding of the information identified in the assignment brief and some of this has been used effectively in the planning. However, this could have been developed further with a more detailed explanation for the activities chosen, with clear learning objectives for the planned activity.

Overall, to achieve higher marks, the planning requires further detail with regards to strategies, resources, and techniques to be used. The plan produced should be fit for purpose in terms of its depth, and that it is functional in terms of the subject, purpose, and audience; in this case, to be used by practitioners in a setting. Whilst the information is somewhat repetitive, being included in several different sections, this work does fulfil the set criteria for task 1.

### Task 2

The student has clearly updated their plan following each piece of peer feedback. To develop this task further, the student should use effective skills of reflection and evaluation, linking the feedback to the aims of the activity, and the needs of the child. Each amendment should be well-considered and justified, for example feedback has been described with limited analysis and higher marks could be achieved by clearly referring to each piece of peer feedback they had used and why.

### Task 3 (b)

There was a sufficient level of preparation evident in relation to the task. There was an appropriate summary of the key points within the intervention and activity plan, offering sufficient detail of review

undertaken and including reference to educational theories, concepts, and strategies to support the child's development. There was some justification of selected resources and techniques used within the intervention plan and activity plan. There was some hesitancy and uncertainty during the tutor questions section. The student was hesitant when responding to the tutor questions and the responses were brief. The student could have given more considered and reasoned responses to the tutor's questions, expanding on the overall response with more depth.

#### **Task 4**

The student has used the reflection template provided for task 4 and completed the different sections required, following Gibbs' cycle of reflection. The responses are limited in terms of knowledge and understanding but the information remains accurate and relevant. The student has shown greater appreciation for some sections, for example the quality of the plan and their communication skills, but could have improved their work by adding further depth to how they would improve their own skills and development for their future practice.

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## Change history record (CHR)

Version	Description of change	Approval	Date of issue
<b>v1.0</b>	First published version	06 October 2025	31 October 2025
<b>v2.0</b>	Mark scheme task 1 (a) / 1 (b) updated to child / pupil Pro-forma 1 (a) update to include child / pupil Formatting revised due to updated style guide Task 3 (a) – additional clarification regarding notes to support presentation Copyright information updated	26 March 2026	30 April 2026

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