



# T Level Technical Qualification in Education and Early Years

## Occupational specialism assessment (OSA)

# Assisting Teaching

Assignment 2 - Observation 1 - Distinction

Guide standard exemplification materials

# Observation Planning Form

The student will be given time to plan an activity/experience that meets criteria associated with this structured observation.

<b>Student name</b>	<b>T Level Technical Qualification in Education and Early Years (603/5829/4)</b>	
<b>Assessor name</b>	<b>Provider</b>	<b>Employer</b> Primary School Key Stage 2
<b>Planned activity</b> Observation 1: Support the class teacher to engage pupils in planned activities promoting literacy development.	<b>Structured observation number and criteria to be covered</b>	
<p><b>What will I do:</b></p> <p>The class are looking at Roman Britain and in this lesson pupils will be looking at Roman settlements in England. They will be mapping out these locations on a large map and then they will be working in groups to consider life during Roman Britain. This is a session that has been developed together with the teacher when we discussed ways to be innovative with this topic area. Once we have explored lifestyles using a range of books, interactive IT programmes and video clips we are going to visit the Roman section of the library and complete a short quiz.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• large map and pins with string</li> <li>• labels</li> <li>• IT programmes</li> <li>• books</li> <li>• magazines, pictures and photographs</li> </ul> <p>Links to the curriculum:</p> <ul style="list-style-type: none"> <li>• literacy development through planned project work at Key Stage 2</li> </ul> <p>Literacy development at Key Stage 2 relevant to this lesson:</p> <ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known</li> </ul>	<p>The activity should allow the student to cover all of the relevant criteria listed below.</p> <p><b>Mapping to criteria:</b></p> <p><b>S1.8</b> Work closely with teachers to ensure own contribution aligns with the teaching</p> <p><b>S1.9/2.9</b> Contributing to the assessment process</p> <p><b>S1.10</b> Provide clear and accurate explanations of instructions, processes and concepts</p> <p><b>S1.11</b> Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding</p> <p><b>S1.12</b> Embed a range of strategies for effectively managing behaviour in line with the school's policy</p> <p><b>S3.28</b> Ensure pupils use technology safely</p> <p><b>S2.8</b> Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters</p> <p><b>S2.13</b> Use appropriate strategies to enable pupils' to access and engage in learning</p> <p><b>S2.15</b> Support the development of literacy using appropriate strategies for the context</p> <p><b>S2.17</b> Identify and use unplanned opportunities to develop mathematical understanding as they arise</p> <p><b>S3.26</b> Participate in digital safety and cyber bullying initiatives</p>	

<p>vocabulary</p> <ul style="list-style-type: none"><li>• understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none"><li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li></ul></li><li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul> <p>History at Key Stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources (National Curriculum).</p> <p>Specifically: the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"><li>• Julius Caesar's attempted invasion in 55–54 BC</li><li>• the Roman Empire by AD 42 and the power of its army</li></ul>	<p><b>S3.28</b> Ensure pupils use technology safely</p> <p><b>S3.33/4.18</b> Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements</p> <p><b>S3.36</b> Use appropriate strategies to support pupils in managing failure and disappointment</p> <p><b>S3.40</b> Model good behaviour</p> <p><b>S4.21</b> Promote equality of opportunity and anti-discriminatory practice</p>
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<ul style="list-style-type: none"><li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li><li>• British resistance (for example, Boudica)</li><li>• 'Romanisation' of British sites (such as Caerwent)</li><li>• the impact of technology, culture and beliefs, including early Christianity</li></ul>			
<b>Assessor name and signature</b>		<b>Date</b>	
<b>Student name and signature</b>		<b>Date</b>	

# Observation of Skills Recording Form

<b>Student name</b>		<b>Date</b>	
<b>T Level Technical Qualification in Education and Early Years</b>	Roman Britain through literacy and aligned to history project work		
<b>Assessor name</b>			
<b>Observation number</b>	Observation 1: Support the class Teacher to engage pupils in planned activities promoting literacy development		

<b>Record of observation</b>	<b>Criteria</b>
<p><b>Narrative</b></p> <p>The student tapes a large map to the front of the classroom and the teacher is reading out the different names of the areas in England that have Roman settlements. The teacher takes time and repeats some of the more complicated names using phonics.</p> <p>Pupils can quickly see that there are lots! The Teacher starts to read them out quickly and the student is struggling to get the string and the pins in place, the pupils and the Teacher are laughing, and the student stops and laughs too. The student is saying this to the Teacher: there are so many settlements, I didn't realise.</p> <p>Teacher: Yes, a strange thought to think that where we live, there have been Romans walking across the roads where we live, what do you think about that? (addressing pupils). Children start to shout out their thoughts.</p> <p>Pupils laugh. The student asks some of the pupils to help her to identify the places by holding up names such as Chester or Carlisle and the pupils are guessing where they may be. Once this is completed the Teacher asks two children to work on the PCs with the student as she will be taking turns with all of the children, two at a time to look at an interactive IT programme. The student needs to remind the pupils to take turns on the PCs and she does so in a calm and consistent manner. Meanwhile the other children will be involved in display work looking at life in Roman Britain and they can choose a topic such as food, housing and traditions. The children will be creating a giant book all about Roman Britain and presenting it to the library at the infant school next week where they will dress in Roman costume and talk about their work. There are opportunities to introduce mathematical concepts when looking at the pictures of the coins and the student makes reference to money and value during her discussions.</p> <p>The student liaises with the Teacher to check next steps using the IT equipment and the teacher acknowledges.</p>	<p>S1.8</p> <p>S1.9/2.9</p> <p>S1.10</p> <p>S1.11</p> <p>S1.12</p> <p>S2.8</p> <p>S2.13</p> <p>S2.15</p> <p>S2.17</p>

<p>The student invites two children to sit with her at the IT Programme table. The children are keen to look at the interactive activities, which include a drag and drop of settlements, findings and ways of life. The children are engaged in this and so the student leaves them temporarily to support a pupil struggling with scissors and supports them by holding the paper still whilst he cuts. The Teacher and the student exchange a smile as the Teacher appreciates the support being given and is also checking that the student is OK. The student keeps the children on task and moves them along the different activities in the classroom, taking every opportunity to extend vocabulary, referring to the text in the books provided and discussing the activity with the pupils.</p> <p>The Teacher comes to see me and expresses her praise for the student: 'she is like a member of staff, I would snap her up tomorrow, did you know all of this is her idea? I asked her to have a think about how we could introduce Roman Britain through literacy aims but whilst building on the history topic work and utilising technology, the next day she had it nailed. She even found the IT programme and we had it loaded up to Moodle, 'she's an asset, a little gem'.</p> <p>Teacher and Assessor watch student as she communicates with the children, her positive manner evident as she laughs and encourages the children, she also reminds the children of safety rules and praises children for their achievements. The student keeps her focus on the IT programme and is able to ensure all children are able to have a turn on the interactive programme and are able to collate their ideas for the library session.</p>		<p>S3.26</p> <p>S3.28</p> <p>S3.33/4.18</p> <p>S3.36</p> <p>S3.40</p> <p>S4.21</p>
<p><b>Student name and signature</b></p>	<p><b>Date</b></p>	
<p><b>Assessor name and signature</b></p>	<p><b>Date</b></p>	

# Professional Discussion Form

<b>T Level Technical Qualification in Education and Early Years</b>		<b>Student name</b>	
<b>Date and time of discussion</b>		<b>Assessor name</b>	
<b>Observation number 1</b>	Support the class Teacher to engage pupils in planned activities promoting literacy development.		

<b>Record of the discussion. Please include:</b>	<b>Criteria</b>
<ul style="list-style-type: none"> <li>• <b>people present</b></li> <li>• <b>what you discussed/questions/answers</b></li> </ul>	
<p>The assessor shares the positive feedback from the teacher and comments on the good practice observed including communication with teacher, motivation and perception of need.</p> <p>The student comments on how the Teacher always asks her for ideas, and shares why things may not work, but mostly we look at how some ideas can enhance the children’s learning and in this case the teacher was grateful for me for finding the IT programme.</p> <p>The student talks about the learning potential of the IT programme, the curriculum links and also the associated safeguarding implications.</p> <p>‘We have a policy and also we have been learning about the guidance around safeguarding in school at college. It is important to be mindful of the implications of online security and of course even though the children can’t access the Internet through this programme on the school system, it does give me a learning opportunity to talk about online safety.’</p> <p>The student focuses on the way the activity met the lesson objectives, explaining about how children learn in different ways and the workshop approach supported that diversity and interest. All children had a turn on the IT programme, and they could choose the rest of the resources. The student commented on interest, engagement and motivation and how the variety of approaches, skills and techniques as well as the relaxed environment supported this: ‘sometimes the pupils do a lot of sitting, this allowed for a relaxed environment, where talking to each other was OK and they could move around to collect their resources.’</p> <p>The assessor moved the discussion to differentiation and asked about the child with the scissors needing some guidance.</p> <p>The student commented that the child does not usually struggle with the scissors but chose a tricky picture to cut out this time and just needed a helping hand! This demonstrates knowledge of the individual children and the perception of need.</p> <p>The student shared the lesson plan and the notes subsequently made</p>	<p>S1.8</p> <p>S1.9/2.9</p> <p>S1.10</p> <p>S1.11</p> <p>S1.12</p> <p>S2.8</p>

to share in order to be able to discuss objectives further and talk about the next stage in the Roman project with the Teacher.			
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	



## Structured observation 1 Marking Criteria

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

**Criteria:** S1.8, S1.9/2.9, S1.10, S1.11, S1.12, S2.8, S2.13, S2.15, S2.17, S3.26, S3.28, S3.33, S3.36, S3.40, S4.18, S4.21

### Assessor Commentary

Communication with the Teacher consistently and effectively meets expectations, there is an obvious rapport between the Teacher and the student and this was evident throughout. Time had been taken prior to the observation in terms of planning the activity and the student demonstrated a clear understanding of the lesson content, the timing and the overall aim/intentions and this allowed for a relaxed and well organised approach.

Considered contribution when giving feedback and the student was confident in the level of engagement, motivation and interest and had already planned follow up activities that will build on this and enhance learning and curiosity.

Highly effective use of terminology relevant to the subject area, for example, the student had planned for the activity well and was confident with the curriculum terminology.

Chooses prompting and questioning strategies effectively to develop and support pupils' understanding. This is evidenced by the use of strategies that are appropriate and differentiated to meet the needs of pupils. The student has a relaxed and reassuring manner with the children, uses questioning, and opportunities for open - ended questioning in a meaningful and purposeful way to support and promote inclusion.

Consistent use of a range of appropriate interventions are used effectively to support individual pupil progress in line with Teacher strategy. For example, the student engaged individual pupils and made sure that if challenges arose that she was able to support through questioning, problem solving and made good use of opportunities to extend learning too.

Consistently follows setting safeguarding policies and procedures without prompting: the student was aware of all of the children throughout and managed the learning environment in a skilled manner and in line with policies of the school. Consistently follows setting's 'use of technology' policies and procedures without prompting and is confident to raise pupils awareness of E-safety as appropriate: demonstrated through effective use of technology and the guidance/support and supervision offered throughout.

Highly effective in supporting pupils' enhanced curiosity in a way that increases and challenges their learning and sensitively encourages perseverance and resilience. For example, the pupils were motivated and engaged throughout. The pace and indeed the range of experiences planned for and carried out here were executed with skill and attention to pupil centred needs.

<b>Assessor Signature</b> <b>Date</b>		<b>Student Signature</b> <b>Date</b>	
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## Structured observation 1: Marking criteria

<b>Specification reference</b>	S1.8
<b>Criteria</b>	Work closely with teachers to ensure own contribution aligns with the teaching.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• working within boundaries of own role within lessons in line with teacher’s expectations</li> <li>• understanding of the lesson plan and the learning objectives.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Working within boundaries of own role in line with teacher’s expectations is limited. This is evident through the need for ongoing teacher prompt or direction throughout the delivery of the planned lesson.	Working appropriately and consistently within boundaries of own role in line with teacher’s expectations. This is evident through appropriate contribution throughout the delivery of the planned lesson with little need for teacher prompt or direction.	Working effectively and consistently within boundaries of own role in line with teacher’s expectations. This is evident through positively contributing to the delivery of the planned lesson without need for teacher prompt.	Working highly effectively within boundaries of own role in alignment with teacher’s expectations. This is evident through positive and highly effective contributions to the lesson in line with agreed objectives and lesson planning.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.9, S2.9, Contributing to the assessment process
<b>Criteria</b>	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• communicating with the teacher appropriate to the circumstances</li> <li>• sharing ideas to plan next steps</li> <li>• providing feedback on pupil progress.</li> </ul>
<b>Professional discussion allowed?</b>	No, as communication must be seen as part of this assessment.

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Communication with the teacher does not always meet expectations which is evident through lack of clarity of role in lessons.  Limited contribution when sharing feedback on pupil progress to plan next steps.	Communication with the teacher consistently meets expectations which is evident through clarity of role within lessons.  Contributes to discussion when sharing feedback on pupil progress to plan next steps.	Communication with the teacher consistently and effectively meets expectations with a proactive approach when clarification is needed.  Considerable contribution when giving feedback on pupil progress and sharing ideas to plan next steps.	Highly effective communication with teacher, with reliability and flexibility demonstrated in line with teacher's expectations and circumstances.  Well considered contribution when giving feedback on pupil progress and sharing creative ideas to plan next steps.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.10
<b>Criteria</b>	Provide clear and accurate explanations of instructions, processes and concepts.
<b>Assessed skills</b>	<p>The student has provided:</p> <ul style="list-style-type: none"> <li>• clarification of purpose and expectations</li> <li>• a breakdown and rewording of complex ideas</li> <li>• demonstration of process and concepts in action.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited ability to provide clear and accurate explanations of instructions, processes and concepts to pupils.	Consistently provides clear and accurate explanations of instructions, processes and concepts to pupils.	Effective communication within explanations that supports pupils' accurate understanding related to instructions, processes and concepts.	Highly effective communication through use of differentiated explanation that supports each pupil's accurate understanding related to instructions, processes and concepts.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.11
<b>Criteria</b>	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>introducing and using the appropriate terminology for the subject area or topic</li> <li>using appropriate strategies to check understanding – either prompts or questioning techniques.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited use of terminology relevant to the subject area.  Opportunities taken to use prompts and/or questioning techniques to support pupils' understanding are limited or inconsistent.	Appropriate use of terminology relevant to the subject area.  Consistently takes opportunities to use prompts and/or questioning techniques to support pupils' understanding.	Effective use of terminology relevant to the subject area.  Chooses prompting and questioning strategies effectively to develop and support pupils' understanding. Strategies are used that are appropriate and differentiated to meet the needs of pupils.	Highly effective and differentiated use of subject terminology to extend pupils' understanding.  Highly effective use of prompts and targeted questioning techniques used to assess each pupil's understanding and adapt vocabulary and strategies to differentiate and extend individual pupil's understanding.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.12
<b>Criteria</b>	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• consistency in following the setting's behaviour management policy strategies</li> <li>• clarification of classroom rules to pupils</li> <li>• fairness when reinforcing positive behaviour</li> <li>• timely response to challenging behaviour.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited or inconsistent ability to implement agreed behaviour management strategies in line with school policy.  Lacks confidence in clarifying classroom rules and/or reinforcing pupils' positive behaviour.	Consistently able to implement agreed behaviour management strategies in line with school policy, with some support from the teacher.  Confidence is demonstrated when clarifying classroom rules and/or reinforcing pupils' positive behaviour, sometimes with support from the teacher.	Effectively implements agreed behaviour management strategies in line with school policy.  Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. Uses positive behaviour strategies routinely and clarifies rules fairly and promptly.	High level of skill and empathy when implementing agreed behaviour management strategies in line with school policy.  Highly confident when clarifying classroom rules and reinforcing pupils' positive behaviour. Able to apply a range of positive behaviour strategies that are responsive to pupils' needs and clarifies rules fairly and promptly. Pupils are facilitated to develop skills to problem solve and resolve conflicts.

<b>Assessment justification</b>	
This criteria should be assessed through direct observation of the skill.	
<b>Final mark</b>	



<b>Specification reference</b>	S2.8
<b>Criteria</b>	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• following the lesson plan/learning objectives agreed with the teacher</li> <li>• ensuring pupils' motivation and interest is maintained</li> <li>• supporting and challenging pupils appropriately</li> <li>• ensuring inclusion of all pupils.</li> </ul>
<b>Professional discussion allowed?</b>	Yes, only as per guidance in assessment justification below.

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	<p>Limited effectiveness when delivering/leading planned teaching objectives when working with small groups.</p> <p>Lacks confidence when motivating and engaging pupils.</p>	<p>Consistently delivers/leads planned teaching objectives appropriately when working with small groups.</p> <p>Confidence to motivate and engage most pupils.</p>	<p>Consistently delivers/leads planned teaching objectives effectively when working with small groups so all pupils are included and motivated.</p> <p>Confidence shown when motivating, engaging and appropriately challenging pupils' learning.</p>	<p>Highly effective in delivering/leading planned teaching objectives to work skilfully with small groups to ensure high levels of engagement and inclusion.</p> <p>Confidence shown in differentiating to motivate, engage and skilfully challenge individual pupils' understanding.</p>

<b>Assessment justification</b>	
It is possible that the student is working in a 1:1 or small or large group situation and, in order to cover the breadth of the criteria within the Occupational Specialism, the student should be involved in a discussion around how this would be managed, as well as being invited to reflect on small and larger group situations. For the sake of this criteria, a small group implies 2–4 children.	
<b>Final mark</b>	

<b>Specification reference</b>	S2.13
<b>Criteria</b>	Use appropriate strategies to enable pupils to access and engage in learning.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• appropriate scaffolding to support and engage pupils in learning</li> <li>• explanation of instructions and questioning techniques to check understanding</li> <li>• modelling use of practical equipment or resources.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited effectiveness in using scaffolding to support and engage pupils in learning.  Lacks confidence in supporting learning through use of modelling and questioning.	Uses scaffolding to appropriately support and engage pupils in learning.  Confidence shown in supporting learning through appropriate use of modelling and questioning.	Uses scaffolding strategies effectively to support and engage pupils in learning.  Confidently uses modelling and questioning techniques to explain instructions and check pupil understanding.	Scaffolding is highly effective with differentiated strategies to support and engage each pupil in learning.  Confidently differentiates modelling and questioning techniques to explain instructions and check each pupil's understanding.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S2.15
<b>Criteria</b>	Support the development of literacy using appropriate strategies for the context.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• the use of systematic synthetic phonics:                     <ul style="list-style-type: none"> <li>– teaching letter sounds before pupils are introduced to books</li> </ul> </li> <li>• developing reading for meaning:                     <ul style="list-style-type: none"> <li>– reviewing key vocabulary and previewing text before reading</li> <li>– asking pupils to make predictions about what they are reading</li> <li>– asking pupils to summarise the text in their own words</li> <li>– asking questions to check understanding</li> </ul> </li> <li>• encouraging reading for enjoyment:                     <ul style="list-style-type: none"> <li>– involving parents and carers in reading at home</li> </ul> </li> <li>• providing specific feedback on the accurate use of spelling, punctuation and grammar:                     <ul style="list-style-type: none"> <li>– helping pupils to select and use appropriate resources, eg dictionaries</li> </ul> </li> <li>• widening pupils' vocabulary:                     <ul style="list-style-type: none"> <li>– maintaining a language-rich environment</li> </ul> </li> <li>• improving pupils' confidence in reading and writing:                     <ul style="list-style-type: none"> <li>– using praise and feedback</li> <li>– encouraging pupils to rehearse talking about what they are going to write.</li> </ul> </li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
<p>No markable achievement.</p>	<p>Engages in educational learning experiences that are relevant to literacy development and in line with the class teacher's objectives.</p> <p>The professional discussion is limited to the age range observed and the student is unable to develop the range of literacy development and strategies that can be utilised outside of this age/stage.</p>	<p>Engages confidently with the class teacher's planned strategies to support literacy development in context, making use of naturally occurring opportunities to extend learning as appropriate.</p> <p>The professional discussion evidences the student's understanding of literacy development across the national curriculum but examples are limited to the age range of the industry placement.</p>	<p>Engages confidently with the class teacher's planned strategies to support literacy development in context, making use of naturally occurring opportunities to extend learning as appropriate. The student is able to adapt strategies to meet the needs of individual pupils.</p> <p>The professional discussion evidences the student's understanding of literacy development across the national curriculum and can offer relevant examples.</p>	<p>Engages confidently with the class teacher's planned strategies to support literacy development in context with a group of children, making use of naturally occurring opportunities to extend and motivate literacy as appropriate. The student is able to adapt strategies to meet the needs of individual pupils and encourages, values and inspires pupil contribution.</p> <p>The professional discussion evidences the student's understanding of literacy development across the national curriculum and can offer relevant examples. The student is able to discuss benefits of working in partnership, including with parents/carers and other colleagues.</p>

### Assessment justification

A professional discussion may be used to supplement the structured observation. For example, where technology has not been applied in the literacy session, students should be questioned on policy and safeguarding as well as considering how technology may enhance the educational experience for pupils. It may be that the session is planned for younger children such as phonics at Key Stage 1, with more grammatical construction implied at Key Stage 2 and so on. In order that the student embraces literacy development across the age range, they must be prepared to discuss opportunities for literacy development across the national curriculum by offering relevant learning experiences.

The Assessor must encourage discussion to cover the range of literacy development across the age/stage and levels identified here:

- the use of systematic synthetic phonics
- reading
- encouraging reading for enjoyment
- providing specific feedback on the accurate use of spelling, punctuation and grammar
- widening pupils' vocabulary
- improving pupils' confidence in reading and writing
- encouraging pupils to rehearse talking about what they are going to write.

**Final mark**

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<b>Specification reference</b>	S2.17
<b>Criteria</b>	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• recognition and use of unplanned opportunities to develop mathematical understanding</li> <li>• skills to develop and extend pupils' mathematical understanding.</li> </ul>
<b>Professional discussion allowed?</b>	Yes, but only as per assessment justification guidance below.

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Unable to or shows inconsistent ability to recognise and use spontaneous opportunities to support pupils' mathematical understanding.  Limited ability to develop and extend pupils' mathematical understanding.	Able to consistently recognise and use spontaneous opportunities to support pupils' mathematical understanding.  Shows ability to develop and extend pupils' mathematical understanding.	Consistently recognises and uses spontaneous opportunities to effectively support and develop pupils' mathematical understanding.  Effectively develops and extends pupils' mathematical understanding.	Excellent recognition of a range of spontaneous opportunities to enhance pupils' mathematical understanding.  Skillfully consolidates and extends pupils' mathematical understanding in different contexts and across a range of mathematical concepts.
<b>Assessment justification</b>				
There may be opportunities to apply mathematical concepts in sessions planned for literacy. For example, stories offered for younger children may include counting, size and elements of time and therefore students should be prepared to discuss any mathematical learning opportunities that are relevant to the session observed in their professional discussion as appropriate.				
<b>Final mark</b>				

<b>Specification reference</b>	S3.26
<b>Criteria</b>	Participate in digital safety and cyber-bullying initiatives.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• compliance with legislation and school policy</li> <li>• keeping knowledge up-to-date to be able to identify potential online risks</li> <li>• contributing to the safeguarding of pupils.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	<p>The student is able to contribute to digital safety.</p> <p>There is limited awareness of school policy, guidance and cyber-bullying initiatives.</p>	<p>The student is able to contribute to digital safety and can confidently discuss the school's policy to keep pupils safe online.</p> <p>There is limited knowledge around cyber-bullying initiatives.</p>	<p>The student is able to contribute to digital safety and can confidently discuss the school's policy to keep pupils safe online, offering examples of how this can be achieved during online activities.</p> <p>There is knowledge around cyber-bullying initiatives.</p>	<p>The student is able to contribute to digital safety in line with policy and procedure and can confidently discuss action taken to comply with the school's policy to keep pupils safe online.</p> <p>There is knowledge around cyber-bullying initiatives and the student can discuss ways that the school is supporting safety online to minimise the impact of cyber-bullying in education.</p>



### Assessment justification

The student must contribute to the safeguarding of pupils at all times and this should be observable. However, professional discussion can be used to allow opportunity for range coverage:

- ensure compliance with legislation and school policy
- keep knowledge up-to-date to be able to identify potential online risks
- contribute to the safeguarding of pupils.

**Final mark**

<b>Specification reference</b>	S3.28
<b>Criteria</b>	Ensure pupils use technology safely.
<b>Assessed skills</b>	<p>The student has demonstrated the following:</p> <ul style="list-style-type: none"> <li>• follows setting's policies and procedures for use of technology</li> <li>• supervises students to use equipment correctly</li> <li>• only uses school devices as they will have appropriate filters applied</li> <li>• raises pupils' awareness to risks if they arise.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>			
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
No markable achievement.	Inconsistent adherence with the setting's 'use of technology' policies, and requires prompting.	Adheres to the setting's 'use of technology' policies and procedures consistently with minimal prompting.	Consistently adheres to the setting's 'use of technology' policies and procedures without prompting and is confident talking to pupils to raise an awareness of E-safety as appropriate.
<b>Assessment justification</b>			
This criteria should be assessed through direct observation of the skill.			

<b>Final mark</b>	
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<b>Specification reference</b>	S3.33, S4.18
<b>Criteria</b>	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• role modelling positive relationships, empathy and care for others</li> <li>• praise and encouragement to recognise achievement</li> <li>• giving pupils opportunities to be independent and take ownership of their learning.</li> </ul>
<b>Professional discussion allowed?</b>	Yes, but only as per guidance in assessment justification below.

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited effectiveness or inconsistency in role modelling positive relationships, empathy and care for others.  Limited or inconsistent opportunities are used to praise and encourage pupils to recognise own achievement.  Lacks confidence in giving pupils opportunities to be independent and take ownership of their learning.	Consistently role models positive relationships, empathy and care for others.  Uses opportunities consistently to praise and encourage pupils to recognise own achievement.  Demonstrates some confidence in giving pupils opportunities to be independent and take ownership of their learning; this may be with teacher support.	Consistently is an effective role model who uses all available opportunities in encouraging pupils to develop positive relationships, empathy and care for others.  Confidently, consistently and appropriately praises and encourages pupils to recognise own achievement.  Confidence in giving pupils opportunities to be independent and take ownership of their learning.	Highly skilled at role modelling in a range of contexts/situations to encourage pupils to develop positive relationships, empathy and care for others.  Confidently and consistently offers specific praise and encouragement and sensitively encourages pupils to recognise own achievement.  High level of confidence when supporting pupils to take opportunities to be independent and take ownership of their learning.

<b>Assessment justification</b>	
<p>This criteria should be assessed through direct observation of the skill.</p> <p>Students should plan for a discussion around group situations if they are not engaged in the full range during the structured observation. For the sake of this criteria, a small group implies 2–4 children.</p>	
<b>Final mark</b>	

<b>Specification reference</b>	S3.36
<b>Criteria</b>	Support pupils in managing failure and disappointment.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>developing an environment where pupils' best efforts are recognised</li> <li>promoting pupils' resilience by supporting pupils to manage own failure and disappointment and to learn from experiences.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited or inconsistent ability to recognise and praise pupils' efforts.  Limited or inconsistent ability to use opportunities to show empathy for pupils' disappointment, and encourage pupils to persevere.	Consistently recognises and acknowledges pupils' effort and contribution.  Appropriate opportunities are taken to show empathy for pupils' disappointment, and encourage pupils to persevere.	Consistent in recognising and acknowledging effort and contribution rather than focusing all praise on the end result.  Takes every opportunity to show empathy for pupils' disappointment, and encourages pupils to persevere and learn from their experiences.	Highly skilled in recognising and acknowledging effort and contribution rather than focusing all praise on the end result.  Takes every opportunity to develop pupils' resilience, to support them to effectively manage own failure and disappointment and to learn from experiences.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S3.40
<b>Criteria</b>	Model professional behaviours.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• punctuality and appropriate personal presentation</li> <li>• courtesy and respect for others.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>			
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>
No markable achievement.	Inconsistent or limited ability to model expected professional behaviours.	Consistently and appropriately models expected professional behaviours.	Consistently models high levels of professional behaviours.
<b>Assessment justification</b>			
This criteria should be assessed through direct observation of the skill.			
<b>Final mark</b>			

<b>Specification reference</b>	S4.21
<b>Criteria</b>	Promote equality of opportunity and anti-discriminatory practice.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>ensuring pupils' individual needs and interests are considered in planning and provision of resources</li> <li>celebrating diversity of culture and family backgrounds within the setting</li> <li>modelling appropriate behaviour and where appropriate is confident to challenge discrimination.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Awareness of setting's equality and anti-discrimination policies and procedures is shown, although inconsistent in incorporating into own practice.  Lacks confidence in recognising and addressing discriminatory behaviour.	Complies with setting's equality and anti-discrimination policies and procedures and is consistent in incorporating into own practice.  Confident in recognising and responding to discriminatory behaviour.	Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice.  Confident in recognising, responding to and challenging discriminatory behaviour.	Highly proactive when effectively differentiating resources and activities to promote inclusive practice.  Excellent awareness of equality of opportunity, with confidence to sensitively challenge and address discriminatory behaviour in an effective manner.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

# Final Mark Form

<b>Student name</b>		<b>T Level Technical Qualification in Education and Early Years (603/5829/4)</b>	
<b>Assessor name</b>		<b>Provider</b>	<b>Employer</b>
<b>Total marks achieved</b>			
<b>Structured observation 1</b>			
<b>Structured observation 2</b>			
<b>Structured observation 3</b>			
<b>Student signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand		September 2021
v3.3	Changed to align with sample materials	January 2022	February 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023