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

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 3 – Mark Scheme

Marking guidelines

General guidelines

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

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

Guidelines for using extended-response marking grids

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

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focusing on small omissions. If the response covers aspects at different bands, you 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, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

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

Case study 1: safeguarding and wellbeing

Discuss how you would respond to Chloe's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to Chloe's situation, you are required to:

- discuss the impact of factors that may be contributing to Chloe's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support Chloe's wellbeing, safety, resilience and development to enable her to make informed choices
- describe how you would communicate and work effectively with Chloe and the class teacher to support Chloe's engagement and independent learning
- explain how you would review and adapt relevant activities and resources to meet Chloe's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support Chloe's social inclusion.

Performance outcomes (POs)

This case study requires students to:

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

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

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

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

	Weighting	Marks
PO1	10%	3
PO2	10%	3
PO3	50%	15
PO4	30%	9
Total	**100%**	**30**

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

Band	Mark	Descriptor
3	3	**Exceptionally well-considered** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. **Highly sophisticated** strategies to promote independent learning are evident. **Excellent consideration** of ways to communicate required information clearly to the teacher and pupils. The response is **fully relevant** to the case study and is structured in a way that addresses the specific scenario to a **very high** degree.
2	2	**Confident** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. **Reasonable** strategies to promote independent learning are evident. **Good consideration** of ways to communicate required information clearly to the teacher and pupils. The response is **mostly relevant** to the case study and is structured in a way that addresses the specific scenario to a **good** degree.
1	1	**Minimal** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. A **limited range** of strategies to promote independent learning is evident. **Basic consideration** of ways to communicate required information clearly to the teacher and pupils. The response has **little relevance** to the case study and is structured in a way that addresses the specific scenario to a **very limited** degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of ways to work effectively with the class teacher to support Chloe's engagement in the curriculum, students' responses may include:

- the use of pedagogical strategies to support Chloe's wellbeing to develop her confidence, for example, the use of a buddy system, one-to-one support, encouraging Chloe to try new things, celebrating success, avoiding comparisons, encouraging independence, setting realistic expectations
- consideration of strategies to support Chloe's confidence to engage in learning, for example, the completion of achievable plans with manageable challenge, empowering Chloe to take ownership of her learning
- consideration of ways to build up confidence and resilience, for example, ensuring all resources are accessible when required, maintaining a set routine where possible and supporting Chloe through transition and change
- strategies to improve Chloe's concentration, for example, the use of short, focused tasks using checklists, removing distraction, supporting Chloe to eat snacks, setting goals.

Within the consideration of ways to communicate required information clearly to the teacher and Chloe, students' responses may include:

- consideration of ways to work with the class teacher to support Chloe to re-establish friendship groups, for example, small-group work with familiar friends, such as, paired discussions, information exchange activities and research tasks
- planning regular feedback sessions to communicate Chloe's progress, to include, for example, reviewing targets and planning for next steps, and understanding the reason for Chloe's reluctance to engage
- strategies to support Chloe to be able to integrate into the classroom, for example, small-group work with familiar peers and gradually extending this to larger groups, such as, focusing on topics related to Chloe's interests
- observations to identify particular times when Chloe may be anxious, for example, in the morning when arriving at school or in social situations with peers, in order to develop strategies to manage the anxiety
- ways in which to provide reassurance for Chloe, for example, praise, encouragement, and regular discussions, such as, the use of positive body language and both verbal and non-verbal communication.

Within the consideration of strategies / ways to promote Chloe's independent learning, students' responses may include:

- strategies to support Chloe to know who and where to ask for help when required, for example, the class teacher, teaching assistant other support staff, making the classroom a safe space, giving ways of asking for help, such as, written methods and encouraging asking questions
- ways to work with parents to support Chloe to understand any potential reasons for her anxiety, plan times to meet with parents to suit their needs, discussion of reasons for Chloe's anxiety
- ways to work with parents to plan strategies to support Chloe to overcome her anxieties, for example, discussion and reassurance, mindfulness activity, referral for additional help, the importance of consistency of approaches, positive but realistic expectations
- the development of a clear plan to work toward confidently approaching independent learning tasks.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	3	**Exceptionally well-considered** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. **Highly sophisticated** strategies to promote independent learning are evident. **Excellent consideration** of ways to communicate required information clearly to the teacher and pupils. The response is **fully relevant** to the case study and is structured in a way that addresses the specific scenario to a **very high** degree.
2	2	**Confident** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. **Reasonable** strategies to promote independent learning are evident. **Good consideration** of ways to communicate required information clearly to the teacher and pupils. The response is **mostly relevant** to the case study and is structured in a way that addresses the specific scenario to a **good** degree.
1	1	**Minimal** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. A **limited range** of strategies to promote independent learning is evident. **Basic consideration** of ways to communicate required information clearly to the teacher and pupils. The response has **little relevance** to the case study and is structured in a way that addresses the specific scenario to a very **limited** degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of factors affecting Chloe's behaviour and / or situation and the impact of these factors, students' responses may include:

- strategies to increase feelings of predictability and security, for example, regular routines, consistency, dependability, mutual respect, clear boundaries and expectations
- strategies to work with other professionals to support Chloe's emotional wellbeing through regular meetings to update and review strategies, emotional support teams, mental health support teams, the use of resources, and holistic approaches to support wellbeing
- understanding of the impact of emotional wellbeing on Chloe's academic achievement, for example, anxiety and lack of confidence resulting in under achievement, such as, feelings of inadequacy, low self-esteem, poor motivation, poor concentration and feelings of being overwhelmed, all of which may increase the chances of engagement and achievement.

Within the consideration of how reviewing planned activities / learning informs strategies to support Chloe's academic participation and progress, students' responses may include:

- consideration of the use of formative and summative assessment to evaluate Chloe's learning and progress, to provide feedback to boost confidence and motivation and enhance metacognitive skills, to share with parents to enhance partnership to support Chloe
- adaptations to lessons to meet Chloe's individual needs, for example, adapting the environment, effective communication, the planning of group work and the setting of smaller achievable targets to help support her confidence, ensure inclusivity and promote independence, to prevent barriers to learning
- a greater focus on personal, social, health and economic (PSHE) education and less on other curriculum areas for a limited period to support Chloe's wellbeing and the effect on her academic achievement, as identified with initiative approaches, supports the promotion of attainment and achievement, to support Chloe to make effective choices and empower her.

Within the consideration of collaborative working with the class teacher as part of a multi-agency approach to meet Chloe's needs, students' responses may include:

- strategies to support Chloe, to include the facilitation of team meetings to ensure a consistent approach, to have clear channels of communication, to share tasks, to monitor and review progress, to take collective responsibility, enable partnership
- ways to apply the strategies to ensure Chloe's needs are met, for example, consultation with Chloe and her parents, consideration of relevant policies and procedures, arrange regular meetings, encourage discussion and practise active listening
- planning ways to work together to support Chloe, for example, sharing and discussing coping strategies with her, such as, role modelling, reframing, reviewing existing strategies, and reflection
- understanding of the need for early intervention and a collaborative approach, to reduce negative impact and support Chloe's development and needs, to support emotional self-regulation and to identify the main problems
- understanding of ways to access wider expertise and specialist support through referral processes, children's services teams, statutory services and charitable organisations, working with parents
- how to work closely with parents to ensure all progress is shared, for example, valuing a collaborative approach
- how to build a trusting relationship, planning times to communicate that prevent barriers, joint understanding of Chloe's needs and increasing Chloe's sense of security.

Accept any other suitable response.

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

Band	Mark	Descriptor
3	11 to 15	**Excellent** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Exceptional** analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Highly sophisticated** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is **fully relevant** to the case study and is structured in a way that addresses the specific scenario to a **very high** degree.
2	6 to 10	**Confident** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Good** analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Good understanding** of appropriate strategies to promote pupils' wellbeing and resilience. The response is **mostly relevant** to the case study and is structured in a way that addresses the specific scenario to a **good** degree.
1	1 to 5	**Minimal** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Limited analysis** of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Basic** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very **little relevance** to the case study and is structured in a way that addresses the specific scenario to a **very limited** degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of potential wellbeing and safeguarding concerns and actions required to safeguard Chloe's wellbeing, students' responses may include:

- the importance of the identification of possible safeguarding concerns through observation and assessment to ensure that Chloe is not at risk and to protect her health and wellbeing, the importance of a duty of care for professionals, and the importance of following the safeguarding policy
- recognition of the challenges faced by pupils to reintegrate into school, for example, rebuilding positive friendships with peers, facing the stigma of being away, change of routine, concerns about missed learning
- recognition of the challenges faced by pupils during periods of school closure, for example, over-reliance on social media to access / interact with others, concerns about meeting peers in person, concerns about expectations of a teacher
- strategies to support Chloe to enable her to know how to access support and to discuss her feelings when required, for example, clear communication channels and explanation of how Chloe can achieve this – there are a range of ways available, such as, discussion of a written record to recognise Chloe's anxieties around re-establishing friendships and anxieties about eating
- ways to use the outcomes of a discussion to plan appropriate strategies, for example, an agreed action plan and a review of the strategies that are currently in place; including ways to work with parents to develop ways to support Chloe during the mornings to support her transition back to school by planning the morning routine with Chloe and planning food menus for the week
- an understanding of the importance of following policies and procedures, and sharing of information, for example, safeguarding policy and procedure in line with current legislation, such as working together to safeguard children.

Within the consideration of ways to foster and encourage positive and safe environments to support Chloe's development and choices, students' responses may include:

- a review of the classroom environment to ensure it is supportive and feels safe to enable Chloe to feel more confident; for example, consistency of routine and limited changes to the physical environment, and supporting Chloe to feel safe in the classroom through a calm learning environment, for example, the provision of a calming corner, relaxation techniques and the encouragement to discuss feelings
- adaptation and introduction of activities, for example, 'getting to know you' activities, mindfulness, yoga, physical activity and the use of additional resources to support Chloe to feel safe, such as, stories and poems, activities to provide opportunities to recognise feelings
- strategies to allow for a more open discussion, for example, extending registration and one-to-one time to provide opportunities for Chloe to discuss reasons why she wants to go home during the day.

Within the consideration of appropriate strategies to promote Chloe's wellbeing and resilience, students' responses may include:

- implementation of whole-class activities, for example, group creative activities to remind the class of joint identity to support Chloe's sense of belonging, for example, role play, games, positive self-awareness activities
- strategies and activities to enable Chloe to focus on positive feelings and look to the future, for example, think about happy memories, think of something you are looking forward to, positive self-talk and affirmation

- a focus on Chloe's strengths and building strong relationships to encourage trust, kindness and respect in the classroom, set boundaries for behaviour, and provide opportunities for Chloe to re-establish her friendship group.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	7 to 9	**Excellent** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Exceptional** analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Highly sophisticated** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is **fully relevant** to the case study and is structured in a way that addresses the specific scenario to a **very high** degree.
2	4 to 6	**Confident** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Good** analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Good understanding** of appropriate strategies to promote pupils' wellbeing and resilience. The response is **mostly relevant** to the case study and is structured in a way that addresses the specific scenario to a **good** degree.
1	1 to 3	**Minimal** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Limited analysis** of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Basic** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very **little relevance** to the case study and is structured in a way that addresses the specific scenario to a **very limited** degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of required adaptations to activities and resources to meet Chloe's individual needs, students' responses may include:

- types of adaptations that could be made to activities, for example, building in additional opportunities to voice concerns, adapting materials to suit Chloe's developmental needs through identification of gaps in learning
- strategies that show consideration of themes or topics to support Chloe, for example, themes that support her interests and social and emotional development

- providing a process for questions to be asked, for example, setting time aside to talk about things that Chloe may not have been confident to do in a whole-class situation and providing other opportunities for Chloe to raise her concerns with other members of staff.

Within the consideration of ways to work with others to support Chloe's learning and development, students' responses may include:

- understanding of the importance of collaborative teamwork to ensure consistency of approach, to include the class teacher and other professionals in the school, for example, the special educational needs and disabilities co-ordinator (SENDCO), safeguarding lead, the teaching assistant or other support staff with whom Chloe feels confident to speak with
- working closely with parents to plan for any changes that may be happening at home, ensuring regular communication takes place and there is a consistent approach to supporting Chloe
- planning of ways to work with others in the classroom to plan a particular programme for Chloe, for example, teaching assistants and other support staff, providing opportunities within the school day to facilitate this
- setting of targets for Chloe, for example, to work with small groups and then extending the group when Chloe is ready, involving Chloe in the setting of the targets to enable her to feel included and empowered.

Within the consideration of social inclusion and anti-discriminatory practice relating to Chloe, students' responses may include:

- an understanding that children may behave differently in different situations and that Chloe must be supported according to her individual needs, for example, understanding the needs of Chloe having difficulty reintegrating into school and the impact of this on her learning and development
- planning strategies to ensure that Chloe is not excluded in any way because of her concerns, for example, planning a sensitive environment, providing a quiet area, facilitating independence and setting clear expectations
- consideration of ways in which Chloe's individual needs may be met, for example, working in partnership with parents, discussion with other professionals, observation and assessment
- an understanding of ways to seek additional support to meet Chloe's needs, for example, following policy and procedure to make a referral, discussions with the head teacher and SENDCO, working together with parents.

Accept any other suitable response.

Case study 2: learning and development

Discuss how you would respond to George's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to George's situation, you are required to:

- discuss the impact of factors that may be contributing to George's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support George's wellbeing, safety, resilience and development to enable him to make informed choices
- describe how you would work in collaboration with the teacher to support George's learning and development
- explain how you would review and adapt relevant activities and resources to meet George's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support George's social inclusion.

Performance outcomes (POs)

This case study requires students to:

- PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults
- PO3: Safeguard and promote the health, safety and wellbeing of children and young people
- PO4: Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access to the curriculum

	Weighting	Marks
PO2	40%	12
PO3	20%	6
PO4	40%	12
Total	**100%**	**30**

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

Band	Mark	Descriptor
3	9 to 12	**Exceptionally well-considered** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. **Highly sophisticated** strategies to promote independent learning are evident. **Excellent consideration** of ways to communicate required information clearly to the teacher and pupils. The response is **fully relevant** to the case study and is structured in a way that addresses the specific scenario to a **very high** degree.
2	5 to 8	**Confident** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. **Reasonable** strategies to promote independent learning are evident. **Good consideration** of ways to communicate required information clearly to the teacher and pupils. The response is **mostly relevant** to the case study and is structured in a way that addresses the specific scenario to a **good** degree.
1	1 to 4	**Minimal** identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. A **limited range** of strategies to promote independent learning is evident. **Basic consideration** of ways to communicate required information clearly to the teacher and pupils. The response has **little relevance** to the case study and is structured in a way that addresses the specific scenario to a **very limited** degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of factors affecting George's behaviour and / or situation and the impact of these factors, students may include:
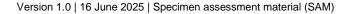
- understanding of the developmental or environmental factors that may be contributing to the challenges George is experiencing, for example, possible distractions affecting his ability to complete computer tasks in class and gaps in knowledge that could have a possible impact on his behaviour
- any possible areas of special needs that may be impacting on George and his development and behaviour, for example, George may have a disability that impacts his focus
- working with parents to establish patterns of behaviour at home, for example, discussion of his routine and challenges with organising and managing time to complete homework and if the parents have observed whether the concerns regarding George's behaviour have been present for some time or have developed recently.

Within the consideration of how reviewing planned activities / learning informs strategies to support George's academic participation and progress, students may include:

- planning of strategies to include ways in which George can be supported to be more organised, for example, through target-setting and smaller more manageable tasks, a visual timetable, an established routine
- development of strategies to help George become independent, for example, using set routines, giving more choice, encourage problem solving
- ways of working with George to set his own targets, by discussing what he wants to achieve, and having a realistic number of goals
- how to work with parents to support George with developing his organisational skills, for example, using a planner, making a checklist, using colour coding and helping George think ahead
- referral to SENDCO to ensure diagnostics are carried out if required
- observation of George to provide the necessary resources and support.

Within the consideration of collaborative working as part of a multi-agency approach to meet George's needs, students may include:

- discussion of strategies to work with other professionals to support George, for example, the SENDCO, teaching assistant and other support staff within the school, referrals to external agencies
- ways to work with the class teacher and other professionals to set targets for George using a collaborative approach to include George to empower and motivate him and planning regular times to review the strategies to support George.

Accept any other suitable response.

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

Band	Mark	Descriptor
3	5 to 6	**Excellent** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Exceptional** analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Highly sophisticated** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is **fully relevant** to the case study and is structured in a way that addresses the specific scenario to a **very high** degree.
2	3 to 4	**Confident** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Good** analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Good** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is **mostly relevant** to the case study and is structured in a way that addresses the specific scenario to a **good** degree.
1	1 to 2	**Minimal** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Limited** analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Basic** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very **little relevance** to the case study and is structured in a way that addresses the specific scenario to a **very limited** degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of potential wellbeing and safeguarding concerns and actions required to safeguard George's wellbeing, students may include:
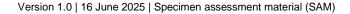
- consideration of strategies to support George to discuss ways in which he can organise his learning and to improve his understanding, for example, personal development plans (PDPs) and review / planning sessions with reference to ensuring George's wellbeing and any safeguarding concerns, in line with safeguarding policy and procedures
- consideration of strategies to support George to discuss the challenges he experiences at school, for example, pastoral support sessions, hubs, external resources
- the importance of supporting George with planning to meet deadlines and complete work on time to reduce the negative impact on his learning and development.

Within the consideration of ways to foster and encourage positive and safe environments to support George's development and choices, students may include:

- the use of praise, encouragement, time-outs and positive feedback as strategies to manage George's behaviour, the planning of a safe physical and emotional environment to meet George's learning and development needs, and the use of a consistent approach and realistic and clear expectations, following the behaviour management policy of the school
- enabling George to find ways to improve his organisational skills to help his learning and development, for example, a daily review of deadline requirements and resources required for lessons
- the development of an environment that is safe and conducive to learning, for example, the planning of a safe physical and emotional environment to meet George's learning and development needs, using safe spaces and opportunities to talk
- strategies to enable George to develop social relationships in small groups, for example, through lesson planning and group work.

Within the consideration of appropriate strategies to promote George's wellbeing and resilience, students may include:

- the importance of empowering George to contribute to the planning of his own targets by involving him planning ways to improve his organisational skills and homework completion
- supporting George to overcome challenges and achieve his goals, for example, by setting small targets, being supportive, using praise and reward
- strategies to support George to deal positively with situations, for example, by setting limits and being consistent, supporting George's progress towards his goals and valuing achievements
- establishing and maintaining a professional relationship with George to develop effective communication.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	9 to 12	**Excellent** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Exceptional** analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Highly sophisticated** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is **fully relevant** to the case study and is structured in a way that addresses the specific scenario to a **very high** degree.
2	5 to 8	**Confident** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Good** analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Good understanding** of appropriate strategies to promote pupils' wellbeing and **resilience**. The response is **mostly relevant** to the case study and is structured in a way that addresses the specific scenario to a **good** degree.
1	1 to 4	**Minimal** identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. **Limited** analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. **Basic** understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very **little relevance** to the case study and is structured in a way that addresses the specific scenario to a **very limited** degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of required adaptations to activities and resources to meet George's individual needs, students may include:

- changes to lesson planning to meet George's needs to ensure the lesson is inclusive, for example, observation and assessment concerning George's difficulty with written and computer-based work in class
- consideration of ways in which tasks may be modified to support George to complete tasks effectively to ensure learning is taking place, for example, devise a plan to support George's gaps in learning to enable him to catch up

- ensuring all teachers / professionals involved in George's learning are consistent in their approach to supporting George, for example, ensure regular meetings and updating of action plans to ensure consistency and reviews take place.

Within the consideration of ways to work with others to support George's learning and development, students may include:

- the identification of any unidentified areas of need that may be preventing George from achieving his full potential, for example, communication, social and emotional needs, such as, using observation and assessments
- working with others to set targets that are manageable for George across the whole school curriculum, for example, working collaboratively with other subject specialists across the school to ensure a holistic approach that is consistent
- recognition of observed barriers to learning and sharing of feedback, for example, the challenges of a wider team, the use of an online tracker to manage George's progress
- working on a one-to-one basis with the teaching assistant to provide communication to the wider team.

Within the consideration of social inclusion and anti-discriminatory practice, students may include:

- an understanding of the need to plan to meet the needs of all pupils and to provide the support and resources to meet those needs, for example, the identification of any special educational needs and the planning and support to be put in place to meet George's needs
- an understanding of inclusive practice and strategies to ensure George is included, for example, inclusion of George and his parents when setting targets to meet his learning and development needs
- policies, procedures and legislation to ensure equality of opportunity and anti-discriminatory practice, for example, all school policy and procedures must be followed to meet the requirements of up-to-date and relevant legislation.

Accept any other suitable response.

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	16 June 2025