



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 3 - Distinction

Guide standard exemplification materials

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Introduction

The material within this document relates to the Early Years Educator Occupational Specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a Pass or Distinction grade.

Any Examiner commentary is provided to detail the judgement Examiners will undertake when observing and evaluating the student. This is not intended to replace the information within the Qualification Specification and Providers must refer to this for the scope of content.

In Assignment 3, the student is required to conduct a set of observations of children in the early years setting. Students must also produce an analysis of observation data supplied with an insert that accompanies the assignment questions. The student evidence is written work produced under supervised conditions.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Assignment 3

Observation and Assessment of Children in Settings

Part 1A

Read the information below carefully before carrying out your observations.

You must carry out **three** observations on **one** child in your industry placement.

You **must** observe the child in activities that support the specific area of learning in the Early Years Foundation Stage (EYFS) – **expressive arts and design**.

1 You must carry out **3** observations:

- **one** must use a **narrative** method
- **one** must use a **post-it note** method
- **one** must use a **time sample** method.

[16 marks]

You **must** complete a record for each observation you carry out by completing this booklet.

The observations **do not** need to be carried out in the order outlined in this booklet.

Evidence The following evidence must be submitted for marking:

- this booklet
- your **three** observations.

All evidence **must** be securely fastened to this booklet for submission to NCFE.

Student evidence

Observation 1

Date of observation:	XX/XX/XX
Age of child (in years and months):	3 years and 2 months
Development/Curriculum Links :	Expressive arts and design (holistic, child at play)
Observation method:	Snapshot, sampling over a period of time
Place of observation:	Private Day Care
Time of observation:	09.40 – 10.00am

Aim of Observation 1

The aim of the observation is to watch Child A
over a period of 20 minutes, recording what the
child is doing, who/what they are playing with
and any communication and interaction
involved. Opportunities for Expressive Arts has also
been identified as relevant for the observation

Observation 1

09.40: Child A sits on the edge of the sandpit outside. He watches two other children in the sand play area and starts to laugh:

Child A “That’s too much” (points at the ladle of sand one of the other children is trying to transfer from the sandpit to the grassy slope opposite where there is another sandpit)

All three children laugh.

An adult notices what they are doing and brings over a wheelbarrow: Adult to Child A “We could help Child B and C with this wheel barrow, what do you think?”

Child A to adult “Mmm I can do that with this” (waves spade)

All three children start to fill the wheelbarrow with sand. The adult walks back towards the nursery entrance.

09.45: Child A remains engaged with the activity at the sandpit and the three children are either filling the wheelbarrow or carrying spades of sand from one sandpit to another. Child A almost collides with a young girl on a trike and runs to avoid the collision. Child A shouts “Hey” as he runs past. He notices that the adult has put up the story tent and stops to look inside. He follows the adult inside and sees that the tent has been turned into a jungle with long green strips of green crepe paper hanging from the top. Child A picks up one strip that has fallen to the floor of the tent and runs outside letting the wind blow the paper strip. Other children race after him to try to catch the strip laughing and screaming.

09.50: Child A is asked to come into the tent for a story but continues to run around outside. He trips on the edge of the slide and falls over. An adult approaches to make sure he is OK and Child A quietly nods his head. He takes the hand of the adult and they go towards the tent. Adult to Child A: “let’s read a story and have a drink and some fruit shall we” Child A replies: “OK” and walks with his head down looking at his knee and rubbing it as he walks. Another child approaches Child A and says, “did you hurt your knee Child A?” Child A replies; “Yes running and I fell over” Adult to Child A and other child “ Yes running; like the wind weren’t you Child A” and smiles, Child A laughs and Child B repeats “like the wind, the wind can’t run”, and they all start to laugh.

09.55: Child A is playing with Child B and three other children in the story tent. They are exploring the dressing up area in the story tent which has some feathers inside. Child A tips them over and laughs and they run around chasing each other with the feathers. The adult peeps inside the tent and asks if they are coming in as the tent is going away now. “No it’s not” says Child A and runs outside with some feathers.

10.00: Child A lies on floor with large bricks. He passes one to another child. Child B to Child A: “I need that one”, trying to take Child A’s brick. Child A refuses and the children begin to snatch at the bricks. Child B finds a triangular shaped brick “I’m having this one now”: Child A looks and finds another one the same “so am I” they both laugh.

End of the observation 10:00

Observation 2

Date of observation:	XX/XX/XX
Age of child (in years and months):	3 years and 2 months
Development/Curriculum Links :	Expressive arts and design
Observation method:	Narrative (extended piece of writing)
Place of observation:	Private Day Care
Time of observation:	14:00 – 14:20pm

Aim of Observation 2

The aim of the observation is to watch Child A
over a period of 20 minutes, recording what the
child is doing, who/what they are playing with
and any communication and interaction
involved. Opportunities for Expressive Arts has also
been identified as relevant for the observation.

Observation 2

14.00

Child A is by the painting area. He struggles to put his apron on and asks for help from a nearby adult who holds one side of the apron which has become twisted. Child A rushes to the painting area and grabs a sponge. He looks at the different colours that have been mixed into plates and selects yellow. Using a sponge he prints onto the paper. Child A studies the paint trolley and collects some white paint that is in a squeeze bottle. He squirts some of the white paint onto the plate that has been mixed with the blue paint. An adult approaches and comments: 'Oh Wow Child A. I like that shade of blue, the white has made it so much lighter. I think it looks like the sky do you?'

Child A replies: 'it is the sky'

Adult to Child A 'It's a beautiful colour, just be careful you don't slip as you have paint on the floor just there Child A.' Child A continues to mix the white paint into the blue and hums to himself. Another child comes over to the painting area and gives Child A a small tractor saying 'do you want this tractor Child A, I have finished'. Child A says 'no thank you' but the tractor is left on the side of the table. Child A picks up the plate of mixed paint and carries it over to the adult: 'Look it's the sky has gone now look'. The adult is sitting at a table with some other children talking to them about the clay that is on the table. Adult turns her head to Child A and says 'where's the sky hiding do you think?' and at the same time she gets up from the table and gently guides Child A back to the paint table as paint is beginning to drip from the plate to the floor. The adult wipes up the paint and asks Child A if he wants to wash his hands now (Child A is pulling off his apron in a hurry as another child has just shouted to him from outside). Child A rushes to the climbing frame and slide and joins in with his friend to slide the dolls down the slide into a puddle at the end of the slide, they both laugh as the dolls get wet. Child A calls to Child B 'throw it down into the water, 1, 2, 3 go'.

They repeat this twice more before an adult asks them to take the dolls in and put them by the door as they will need to be cleaned. Child A and B ignore this and run back round the slide and slide them down again. The adult comments, 'this looks like fun but the dolls will be broken' and has to intervene to take them off the two boys. Child A runs inside laughing and Child B runs after him. Adult to Child A 'what shall we read this afternoon, any ideas boys?' Child A and Child B go to the story area and select The Three Little Pigs, Child A says to Child B 'the pigs is funny isn't it'. Nodding Child B replies 'huff puff Mr Wolf' using intonation in his voice they both laugh and ask the adult if they can have the story sack for this story. The adult reaches the story sack down from the shelf and the boys carry it together to the story corner laughing.

End of the observation 14.20.

Observation 3

Date of observation:	XX/XX/XX
Age of child (in years and months):	3 years and 2 months
Development/Curriculum Links :	Literacy
Observation method:	Post It observation
Place of observation:	Private Day Care
Time of observation:	09.15 – 11.45am

Aim of Observation 3

The aim of this post it observation is to record the play activity, social interaction, behaviour and language Child A uses throughout one session (morning or afternoon) at the industry placement. The Post It observation will capture significant moments for Child A during this time period. Expressive Arts has also been identified as relevant for the observation.

Observation 3

Type of observation: Post It

Start time: 09.15 – 11.45

Environment: Indoors and outdoors in the nursery

09.15 Child A arrives: comes into the setting independently, hung up his coat on his allocated peg and ran to the window where his mum is waiting with his younger sister to wave to Child A

10.00 Child A is outside with Child B
10.30 Child A builds model. Interacts with adult and uses vocabulary including: massive and gigantic. He also uses in context bigger, longer, more and enough.
him. They take turns

09.40 Child A on carpet with three other children constructing wooden train set. Child A leads play:

“Put these in /connecting pieces for the circular

10.15 Child A uses the bathroom independently and washes hands without prompt

10.50 Child A is in the story tent selecting items for story time. He sets the cushions and interacts with the practitioner. “I like the Billy Goats story and I like Titch...I don’t know which one”

Practitioner to Child A: well, we have the masks and the story sack for the Three Billy Goats story, shall we use that for group story and we can read Titch now? Child A responds, “yes. I’m getting Child B for Titch”. Child A and B return with three other children for Titch story!

11.10 Child A serves himself fruit and water at the snack counter. He sits with Child B and three other children. Child A and Child B talk to the practitioner who asked them about them about the Kart activity and everyone laughs

11.30 Child A outside in sandpit with other children. He selects the tools for the pit and hands out spades, spoons and rakes instructing the children how to use the wheel

11.45 Child A is greeted by his mum and shouts bye to Child B. He puts on his coat independently but needs a bit of help as sleeve is inside out. He runs at side of mum up the path engaged in conversation

End of the observation 11:

Observation and Assessment of Children in Settings

Part 1B

Answer **all** questions in the spaces provided.

You **must** have access to the observations you carried out in **Part 1A**.

- 2(a)** Evaluate the strengths and weaknesses of **your own** practice and skills in carrying out each of the different observation methods in **Part 1A**. **[15 marks]**
- 2(b)** Suggest ways that you could engage with continuing professional development (CPD) to improve your **own** observational practice and skills. **[12 marks]**
- Evidence** The following evidence must be submitted for marking:
- this booklet
 - the booklet and observation evidence generated in **Part 1A**.

Student evidence

- 2(a)** Evaluate the strengths and weaknesses of **your own** practice and skills in carrying out each of the different observation methods in **Part 1A**.

[15 marks]

This paper relies on the observation data from 1A

The observations methods that I have used are:

Snapshot (time sampling), writing (narrative, and post-it observation)

I am now going to write about my own observational skills by evaluating my strengths and weaknesses when I recorded each observation. I will start by exploring how I managed to apply each of the different methods, how the observations could support me to plan for the child's needs and also how they could be used as records to support practitioners when working as part of a team with other professionals. I will also be able to consider how I could have improved my work here.

The snapshot was a very simple and straightforward observation method that is ideally suited to time sampling. This method allowed me to watch the child for a period of 20 minutes but in intervals. For example I watched the child for 20 minutes but recorded information for 5 minutes, then stopped and observed again and so on. This allowed me to watch the child in different situations. From this I can see developmental stage, levels of interaction and communication, interest and how the child responds in a range of diverse social situations. The snapshot would be useful for parents/carers and other professionals (as appropriate) to see, as they will be able to appreciate and learn about how the child played, with whom and aspects of language and socialisation and this will offer an insight for monitoring and assessment as well as any necessary intervention-this will improve the way the setting can meet the child's individual needs too. It is important to think about what the child's needs are and if the key person has any specific areas that he/she would like me to watch for. The snap shot is used in my setting when children are settling in to see how they are interacting. Peer friendships groups are often identified and also periods of time where children may be more engaged in activities than others may highlight their interest and help to plan next steps for the practitioner. Snap shots can also provide information around triggers for a child who may become upset or anxious at particular times of the nursery

day or during certain events. They may also support learning wider around the individual needs of children and this is where a skilled and experienced practitioner would be able to identify areas of importance for potential intervention. My strengths in relation to this particular method include:

- clear record keeping and I managed to record most of the conversation
- detailed observation recording all language and socialization
- noting interests of the child
- noting any key developmental milestones that may be influential for monitoring, tracking and next steps
- triggers and concerns
- use of resources
- need for intervention as appropriate
- strategies for support
- next steps planning information to share with others.

There are also some areas that I could improve on and these include:

- being more flexible for the snapshot method as a couple of times I missed some opportunities that may have showed me some real learning, for example Child A was upset following conflict that required adult intervention and because I was not recording at the time I missed that and if I had been prepared to be a little more flexible I would have captured useful data
- one of the main focus areas for the observation was expressive arts and design. I was able to look through the EYFS and relate my observation to certain aspects but if I had read wider and if I thought about associated theory and research-not to mention just speaking to my college tutor and placement mentor/key person I think I would have a better appreciation for what opportunities there were for expressive arts and design and not be so generalist in my approach. I need to practice observations and also get more confident in the areas of the EYFS as well as the planning stages within the observational cycle. The placement I am in are very keen to support me to learn more and have even invited me to discuss observations and plan next steps with them. I have had some of my observations included in the child's tapestry and have met with the speech and language therapist as it

is important that everyone has a consistent approach when working with children, especially children with SEND for their best possible outcomes.

The written account, (narrative), allowed me the opportunity to write freely for a period of 20 minutes. I did feel that this was perhaps the easiest method but it was also quite time consuming and I needed to watch Child A in one long period of time and this may have been at the risk of missing relevant information and activity at different times of the day outside of the observation but at significant times such as at the beginning and the end of the day when the child may be tired or more unsettled. I did feel that my own strengths here were in being able to record Child A by writing a written observation in detail and this information would support the next steps planning. The activities that Child A engaged with would allow me opportunity to engage with the focus on expressive arts and design too. My weaknesses at recording were that I would not be able to really engage with the children during this type of observation as I will need to focus fully on the child. It is time consuming and I also put my observation down once to help a child in the role play area who was asking for help with dressing up resources and my supervisor had to remind me of the importance of confidentiality. This made me realise that I need to be much more organised and aware in relation to safeguarding.

The last method I used was a post it method. This has helped me to think about the different play experiences that Child A enjoys throughout the day and how to use these playful experiences to look for significant learning opportunities throughout the morning session, especially in the focus area of expressive arts and design. I was surprised with how much information I could collect from this type of observation and it has helped me to consider how play can help me to see areas of development and learning in quite an incidental way. I am really only just beginning to get started writing observations and post-its are quite new to me too. I think I need to improve the way I approach this so that I only capture really significant examples of a child's progress, I did try but not all of this was new learning for Child A and I feel that I may have written too much. As I get to know the children better and what they are progressing towards I am confident that my skills at post it observations will improve too. I am learning about Kolb's reflective cycle and how this can help me to reflect and revise/review how I approach learning and this will also be useful in the future when I think about what I will do and why. It is important to always keep reflecting to make improvements in my work. Being a reflective practitioner is critical to best practice. In class we have learned about models for reflection such as the Gibbs model. I can see how the

observational cycle and the Gibbs cycle of reflection are really trying to support the same sort of aspects in the context of the child. For example I can't plan effectively if I can't stop and reflect upon the needs of the child and I can't recognize the needs of the child or my own training needs if I don't take stock of what is happening and what the child needs next. I have never really thought about what it really means to be a reflective practitioner and whilst is a simple, quite straightforward concept really it is an aspect I will always build in to my practice now-I have seen the staff do this in planning meetings that I have been lucky enough to be invited to attend. For example they always start by reflecting on the week, what has been significant, what can we learn about our children, ourselves and the setting and then we think about any specific planning and intervention - it's really interesting and it doesn't make everything rigid or too structured, it just kind of sets the scene there is still everything to go for in 'in the moment' spontaneous experiences! The KEEP principles include "effective practice in the early years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding".

- 2(b)** Suggest ways that you could engage with continuing professional development (CPD) to improve your **own** observational practice and skills.

[12 marks]

I think it is important to be able to and to be prepared to reflect on my own continuous professional development in order to improve my own skills involving observations. I am able to record clearly and I can keep up with the fast pacing nature of recording communication and interaction but I am not confident in how observations are used by professionals to support next steps planning or intervention for identified additional needs. My knowledge of the Early Years Foundation Stage is further limited and this will impact on how I support tracking and progression against the learning aims of the observation and I will not be able to provide information that parents/carers may ask me and this would not be professional. By not being very confident with the Early Years Foundation Stage I would also find it difficult to recognise atypical development or areas of need where skillful intervention could support the child or even other professionals who may need this information because they will find it insightful and informative. So I would need to learn more about different types of observation, the areas of learning and development in the Early Years Foundation Stage and also be more mindful of the need for confidentiality and its role in safeguarding. For my own CPD I would like to practice new methods so that I can get more refined with the methods. I also need to be able to shadow my mentor and other experienced practitioners. I would like to learn about how the technology side of observations at my industry placement works, although I appreciate the confidentiality here and why my observations may be used but they are added into the system that is password protected, so only staff have this access and parents can view their own child's progress. I have some awareness of how observations are used for planning next steps, for intervention and team work with others and this, coupled with my developing awareness of the Early Years Foundation Stage, will support my ability to draw conclusions about children's age and stage and consequently plan well for their next steps. I will always be mindful of planning in partnership with others so that my approach is the best one and that it is consistent and in the best interest of the child. Working as part of a partnership with parents/carers will support the child in their holistic development and nurture relationships and attachments too.

Assignment 3

Observation and Assessment of Children in Settings

Part 2

Answer **all** questions in the spaces provided.

You should spend the first part of this assessment reading the observation data provided in the insert. You should do this before attempting to answer the questions.

- 1(a)** Identify and describe the **three** different methods of observation used to assess George's mathematical development (provided in the insert). **[6 marks]**
- 1(b)** Explain the purpose of each of the **three** methods of observation identified in **1(a)** in the assessment of children. **[9 marks]**
- 2** Analyse each of the **three** observations to draw conclusions about whether George is meeting the expected milestones in **mathematics** in relation to the current requirements of the early education curriculum. **[20 marks]**
- 3** Use your analysis of the observations to discuss the next steps for George's **mathematical** development. **[20 marks]**
- Give examples of suitable educational activities or opportunities to support your answer. **[20 marks]**

Part 2 Insert: Observation data

Observation 1

Name of child:	George
Date of observation:	25 May 2021
Age of child (in years and months):	2 years and 6 months
Development/Curriculum Links :	Mathematics
Place of observation:	Cooking area of the nursery
Time of observation:	10.00 am–10.30 am

Aim of the observation
The aim of the observation is to observe George (G) during a cooking activity in order to assess mathematical development.
Objectives:
<ul style="list-style-type: none">• to observe mathematical development (number, shape, space and measure)• to assess development levels and needs of G in order to plan for next steps.

Introduction
The observation takes place in the area of the nursery where the cooking activities take place. Four children and the Early Years Practitioner (EYP) are preparing to make biscuits. This observation will focus on G.

Observation	
	The EYP and four children including G are sitting around the table with the ingredients and equipment required to make the biscuits: <ul style="list-style-type: none"> • butter • sugar • four eggs • flour.
G	G reaches out to get the wooden spoon on the table, with right hand in palmar grasp, and holds tightly on to it. Child B attempts to take the spoon but G will not give it to Child B.
EYP	The EYP explains what is going to happen during the session and begins the activity.
EYP	“We will follow the recipe and mix the ingredients we have on the table to make biscuits. We will all share and take turns to measure and stir the mixture. It is important to measure things so that we have the correct amount and the biscuits will work properly.”

G	G looks at the things on the table and names eggs, butter, flour, sugar. There are four eggs.
EYP	“How many eggs are there?”
G	“1, 2, 3, 4, 5, 6” in rapid succession without counting the eggs individually.
EYP	“We need to mix together the butter and sugar. We need half of the butter and a cup full of sugar.” EYP cuts the slab of butter in half. “G, can you put half of the butter into the mixing bowl please?” G picks up one half and puts it into the bowl. The EYP approves. Child A fills a cup full of sugar. “The cup is full of sugar.”
G	Child B is asked to put the sugar into the bowl and completes the task. “G, could you please stir the mixture?” G does so using two hands to grip and move the spoon.
EYP	“G, could you please let Child C have a turn to stir the mixture?”
G	“No I want to do it.” G refuses to share.
EYP	The EYP persuades G to pass on the spoon. “We will put the eggs in now. How many eggs do we have?”
G	“1, 2, 3, 4, 5” G counts out loud but does not actually count the eggs.
G	Each child is given an egg to put into the mixture. G picks up an egg. “This egg is heavy.”
G	G holds the egg with left hand bangs the egg on the side of the cup. The cup begins to move. G holds the handle with right hand and keeps the cup still. G hits the egg on the side of the cup and puts both thumbs on the egg where it has started to crack. G holds onto the shell as the egg goes into the cup. The children take turns to stir the mixture.

EYP	The EYP takes the mixture from the bowl and puts it onto the table to be rolled out. Each child takes a turn to use the rolling pin and the biscuit mixture is rolled flat. The EYP gets out a set of four different sized cutters. "Which is the biggest cutter?"
G	<p>G selects the biggest of the cutters and hands it to the EYP. G begins to play with the cutters and put them inside each other, starting with the smallest and works up to the biggest. The children take turns to position the cutters onto the biscuit mixture. G looks at the rolled out biscuit mixture and decides where to place the cutter. As each child takes turns, the spaces to cut become less. When it comes back to G to take a turn, G looks at the dough left between the spaces and fits the selected cutter onto the dough.</p> <p>The children take turns to place biscuits into the baking tray.</p>
EYP	The EYP tells the children that she will put the biscuits into the oven for ten minutes and puts on a timer. All the children help to clear up the activity.
G	G wants to wash up as water is a favourite activity. When the bell rings on the timer, G calls out. "Ten minutes. Ten minutes."

Observation 2

Name of child:	George
Date of observation:	26 May – 1 June 2021
Age of child (in years and months):	2 years and 6 months
Development/Curriculum Links :	Mathematics
Place of observation:	Nursery
Time of observation:	Observed over a five-day period

Observation			
Observed in the five-day period? Y = Yes N = No P = Partly			
Area of Learning	Y	N	Comments
Number			
Selects a small number of bricks from the construction tray when asked, for example, <i>'please give me one'</i> , <i>'please give me two'</i> .		N	The EYP requested two blocks and was given one. G was able to give a second block when asked for another one.
Recites some number names in sequence.	Y		G picks up bricks, counting them as he does so; he recites numbers one to four in sequence. When the EYP asks how many bricks he has, G thinks for several moments but doesn't give an answer.
Creates and experiments with symbols and marks representing ideas of number.		N	G makes marks on paper. Does not name shapes made on paper by the adult. Enjoys playing with shape sorters and inset jigsaw puzzles.
Begins to make comparisons between quantities.		P	When questioned during water play about how many containers were being used G did not respond. Was able to talk about more and less sand.
Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i> .	Y		G requests lots of beans during lunch time. Asks for more water during afternoon snack time.
Knows that a group of things change in quantity when something is added or taken away.		N	During a game of skittles, the practitioner took away two skittles which had fallen over. G comments that there are now less skittles standing. When the EYP asked how many skittles are left standing, G says <i>'some skittles are left'</i> .
Shape Space and Measure			
Notices shapes and shapes and patterns in pictures.		N	The EYP is reading a book about shapes with G in the book corner. G repeats <i>'circle'</i> , <i>'square'</i> , <i>'star'</i> and <i>'triangle'</i> when asked by the EYP but cannot name them unaided.

Beginning to categorise objects according to properties such as shape or size.	Y		G is able to put set of four Russian dolls inside each other in sequence with some accuracy and some trial and error.
Begins to use the language of size.	Y		G talks during story about The Smartest Giant in town (Donaldson) being 'very big and high'.
Understands some talk about immediate past and future, eg ' <i>before</i> ', ' <i>later</i> ' or ' <i>soon</i> '	Y		EYP spoke about going outside later and G nodded and repeated 'later, milk first.'
Anticipates specific time-based events such as mealtimes or home time.	Y		During pretend play with small Duplo, G refers to bedtime when putting a Duplo man to bed.

Observation 3

Name of child:	George
Date of observation:	26 May - 1 June 2021
Age of child (in years and months):	2 years and 6 months
Development/Curriculum Links :	Mathematics
Place of observation:	Nursery
Time of observation:	Observed over a five-day period

Student Evidence

Observation

When playing with a small group of children, G recited numbers 1-7 in rapid succession when playing with the Lego construction blocks. G did not count the number of blocks accurately.

When playing 'Kim's Game' (objects on a tray and one removed) G identified the missing object correctly on three out of four occasions.

G was playing with the jigsaws and easily completed a 6 piece jigsaw. G was playing with the shapes jigsaw and placed a circle and a square into the correct shape when asked to do so. G was able to insert 8 different shapes into the correct places and could match them accurately and quickly.

G joined in the gardening activity and was watering the board beans. G was asked which bean was little and which was big and pointed accurately to the appropriate bean.

After G's father had dropped him off at nursery, G stated that "Daddy will be back later". G asked for a story and selected his favourite book about tractors.

When playing in the sand, G spoke about one container being full and another being empty. He used the diggers in the sand to make tracks.

After lunch G said "Daddy coming soon."

G was playing with cars and garage. G sorted the cars into one space on the garage roof and all of the lorries onto another area on the floor of the garage.

When playing in the home corner, G set out 4 cups with 4 saucers. One blue, one red, one yellow, one green. G did not set them out to match together.

1(a) The 3 methods that were used include narrative, a checklist and a post it observation method. Narratives can help to record a range of things and in this case allowed the practitioner the opportunity to observe and record G's involvement with a cooking activity. The second method is checklist. This is a very useful way of getting to know what the child can confidently achieve in a specific area of learning and development. Observation 3 is a post it. This allows the practitioner to record at different times throughout the day

1 (b) The narrative allowed for detailed information to be recorded. It is a straightforward, albeit often time consuming process. It does allow for a detailed account of language, behavioural responses and reactions as well as giving information that can be easily connected to learning goals and in this case to mathematics. When sharing this type of observation with parents/carers and other professionals it is potentially the most straightforward. For example it is free from codes or any system links and is recorded in time. This makes it simple to interpret and is useful to share and exchange information relevant to a specific area of development, health or learning. As in this case the aspect is mathematics and this is straightforward here too. Narrative is useful as a method for analysis against mathematics in the EYFS as the practitioner has recorded detail that can be used for drawing conclusions and making links to the learning goals/area of learning. For example G did thisthis shows that he is able reach this area of learning/early learning goal and the next steps should build from this by..... The framework offered by a narrative allows for this.

The checklist is a very useful way of getting to know what the child can confidently achieve in a specific area of learning and development. For example I can easily and quickly see what the expected goals are and how they may have been evidenced by G throughout a 5 day period at the setting. It is of course important to remember that this is only a guide, for example if G had been unwell or if something was interrupting his development such as a transition then it would be difficult to draw conclusions about G's ability-although it would give an indication of his current stage/need.

A Post it observation can record wow moments and can be useful recording significant areas of progress or particularly meaningful conclusions in relation to mathematics in this case. It is perhaps not the best use of observation for recording early learning goals unless looking for specific detail ie waiting for G or looking to see if G can understand about a particular emerging mathematical concept and then the snapshot can really capture and highlight George's progress and attainment here. This is often the method that experienced practitioners use as they are able to differentiate the special key moments for a child that really are milestones of progress that should not be missed and that are significant in the monitoring and assessment process for individual children.

Q2. I am now going to analyse each of the 3 observations on G. This will help me to use the data from the observations to draw conclusions about his development so that any next steps are appropriate to his age, stage, interest and needs.

The observation data will help me to discuss G's needs with parents/carers, colleagues, the key person involved and any other professionals as appropriate as they may have relevant information that can be shared to support G's development and in this particular case support mathematical learning and development.

Observation 1 was a narrative observation that recorded G's engagement in a small group during an adult led cooking activity. Cooking is rich in opportunities for mathematical concepts to be shared and the adult was able to introduce mathematical language and concepts such as weight, size, counting/number and time during this activity with G. Sustained shared thinking was encouraged by the practitioner in this observation who used open ended questioning and led a discussion, moving this discussion forward in order to maximize and optimise opportunity for emerging mathematics. G was also encouraged to anticipate and to problem solve too. All of these skills can be related to mathematical concepts and also to skills associated with meta cognition and autonomy of learning. G was obviously enjoying this activity and there were opportunities to record G's mathematical experiences:

Understanding of simple mathematical language was evident when responding to instructions from the EYP. This could be seen when G was able to identify the 'biggest' cutter when asked. Being able to differentiate size is important in maths and G was able to select and demonstrate understanding of shape not only in place setting but when selecting on being asked, this shows that he is confident with aspects of size.

Counting/number: G can count by rote and happily counted to the sum of 7, however on the two occasions when the EYP encouraged G to count he was unable to make number association for example he was not counting the eggs as there were only 4.

Fractions: simple divisions were evidenced by G as when asked to select half of the butter he did so without hesitation.

Time: G had been told that the timer would ring in 10 minutes and he shouted 'ten minutes' when he heard the bell.

This observation shows some links with expected milestones in mathematics:

- recites some number names in sequence: Yes but is unable to count objects, i.e. the oneness of one and so on.
- makes some comparisons between quantities: making some simple comparisons between quantities, using language such as empty and full, half
- anticipates specific time-based events such as mealtimes or home time: G is able to associate the bell on the timer ringing with the end of cooking time, and shouts 'ten minutes' to acknowledge this.

Observation 2 is a checklist and clearly identifies the areas of mathematical development and learning that G has reached. By recording examples of G over a 5 day period (26 May - 1 June 2021) G's results are likely to be more accurate records of evidence which reflect the stage of mathematical development attained. There are also lots of different activities identified as part of the evidence, including:

Sorting, categorising and differentiating: G was unable to select 2 blocks, and instead was only able to select one at a time. This identifies with G's counting stage and his understanding of number that has been seen in the cooking observation too when counting the eggs. There is further evidence throughout the 5 day period when G is playing in the sand on another occasion. He can clearly differentiate size, this was shown in cooking when selecting cutters and also in the play with Russian dolls and during story time there was an appreciation of 'very big and very high'. The practitioner could use this knowledge of George to help plan further activities that consolidate his learning and plan to meet emerging skills that require potentially more focus. When planned against G's interests this may support his mathematics to blossom. It is important to remember that the EYFS requires assessment that helps practitioners to support and extend a child's learning as it is happening in everyday activities and experiences.

As with the timer for the cooking activity, G showed that he has a basic understanding of time, this awareness is shown in the checklist when speaking about routine events such as going outside later and drinking his milk first, as well as anticipation of routine in such as putting the Duplo man to bed during imaginary play. The checklist clearly identifies that G has some awareness of mathematics in size, time, language but that number, in particular number correspondence is an area that is emerging rather than evident.

The third and final observation was the Post-it observation. This also gave opportunity for the EYP to be able to record number correspondance as an emerging skill .Visual representation during Kim’s Game was clearly high and for 3 out of the 4 attempts at the activity G was successful. G’s ability to sort, arrange and categorise is further evidenced when playing with the cars in the garage and placing cars and lorries on separate levels. During setting the table activity G did not give attention to matching shape and colour. He was able to talk about time again by referring to his daddy coming to collect him ‘later’ which shows that he knows and appreciates that this will be at some further point during the day .He used mathematical language such as full, empty as well as identify small and large broad beans, ask for more beans at lunch time. All of the data when considered holistically demonstrate an increasing awareness of size, shape, time and mathematical language with an emerging understanding of number. In relation to mathematical attainment in the Early Years Foundation Stage, G is progressing well in shape, size and measure with emerging skills involving shape recognition. In terms of space and measure G appears more confident and this has been demonstrated through the examples discussed in each observation.

Overall mathematical achievement evidenced:

Numbers

- 22–36 months – recites some number names in sequence. Yes
- 22–36 months - uses some language of quantities, such as “more” and “a lot” Yes
- 30–50 months – uses some number names and number language spontaneously, emerging in terms of number correspondance ie. the oneness of one. Yes
- 30–50 months – uses some number names accurately in play. Yes

Shape, space and measure

- 22–36 months – beginning to categorise objects according to properties such as shape or size. Yes
- 22–36 months - begins to use the language of size. Yes
- 22–36 months - understands some talk about the immediate past and future eg “before”, “later” or “soon” Yes
- 22–36 months – anticipates specific time based events such as mealtimes or home time. Yes

Q3. I am now going to use the analysis of each observation to discuss the next steps for G's mathematical development and will give examples of appropriate educational activities and learning opportunities to support my findings.

G has a good understanding of size and uses mathematical language appropriately in his play, he has an awareness of simple time and routine related matters. The main area that I would like to discuss and plan for G's next steps are around the emerging number skills. G has the ability to count and does so by rote accurately, however with scaffolded activities and experiences G could begin to practice and refine, develop and enhance his skills in this area:

- 30–50 months – uses some number names and number language spontaneously, emerging in terms of number correspondence ie the oneness of one (EYFS)

At 30 months G is showing developing awareness of skills expected by 50 months and knowing where G is at will support the EYP, the parents/carer, key person, colleagues and any other professionals to plan to enable progression at an appropriate starting point that is in line with G's interests, stage and needs. Activities around counting will be of real benefit to G as he continues to develop in this particular area of mathematics.

The next steps would be to share the analysis data with G's key person, colleagues and parent/carer and other professionals involved in G's care. In this way everyone involved in the education and care of G can work together to provide appropriate challenging activities that support his needs and build on what he is particularly interested in.

Then sharing any further information and insight planning for the next steps for G can begin! G enjoys working with an adult close by and finds this reassuring, he does also enjoy peer collaboration and creativity, especially sand, water and imaginary role play. Being aware of this next steps planning can be carefully arranged to support development that G will actively engage in and therefore mathematical development becomes incidental allowing the EYP to check learning through further observations of G at play to measure the effectiveness of the experiences offered in terms of mathematical accomplishment.

The activities I would suggest are identified below and all are with the following in mind:

Uses some number names and number language spontaneously, emerging in terms of number correspondence ie the oneness of one (EYFS)

1. Activity 1 Number action rhymes in the water tray

Number the 5 ducks 1–5 and sing the song 'Five Little Ducks...'.
The EYP uses the ducks to reflect the numbers and asks for support selecting the first duck, the second duck and so on. This will support number recognition and correspondence.

2. Number line. The EYP will create a display that has numbers 1–10 on large laminated cards with the corresponding number of items underneath such as three 3 with a picture of 3 seashells for example.

Each week the practitioner could select a different number and use this in their general language throughout the day, encouraging G to select 3 pebbles or 3 stories for example.

The EYP can be focused on number in the way they use the everyday routines in the setting, for example when talking about what is happening during the day, use language such as before, after, first and later. The EYP will also be encouraging number through song and story and size and matching during activities such as setting the table.

Examiner Comments

Part 1

1A

The evidence is precise, logical and provides a well-informed and detailed response to the demands of the brief. The student has presented 3 observations in accordance with requirements set, demonstrating an understanding of diverse observation methods

1B

2a)

The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches in the context of the statutory framework requirements and specific areas of learning as well as partnership working.. The student makes decisive use of appropriate skills and techniques forming well-founded judgements to demonstrate an extensive breadth and depth of knowledge and understanding. For example, by explaining how the methods may be used to analyse and find suitable solutions, 'to identify triggers', showing an advanced appreciation of observations for intervention.

2b)

The student provides a precise and coherent explanation to consider own learning. The response offered is detailed and comprehensive, utilizing an extensive application of relevant knowledge including an extensive and decisive engagement with theory involving reflection for improved practice. The student demonstrates highly appropriate skills and techniques relevant to reflection offering a very honest overview of own strengths in line with on-going training and makes extensive use of relevant knowledge and understanding of reflection in context of education and early years when suggesting strategies to build on areas requiring further knowledge.

Part 2

1(a)

The student makes extensive use of relevant knowledge, and demonstrates an extensive understanding of the practices of the sector to accurately identify and describe the different methods of observation used to assess George's mathematical development

1(b)

The student has been able to present detailed and contextualized explanations regarding the purpose of each of the three methods of observation identified in **1(a)**. The response is logical and coherent making exceptional use of appropriate information relevant to the sector. The student makes well-founded judgements demonstrating highly appropriate techniques relevant to the skill of observation in context. For example the strengths as well as the limits of the different types of observation are well reasoned in the response offered by the student, demonstrating knowledge and understanding of the observation and assessment cycle.

Q2 The evidence provided by the student is precise, logical and provides a detailed and informative response to the demands of the brief. The student makes extensive use of relevant knowledge within the statutory framework for the early years, this is clearly demonstrated through the engagement with the early learning goals and the response evidences the student's breadth and depth of knowledge to combine information from the observation to make coherent, well-informed decisions. For example, the response draws conclusions in a sophisticated and purposeful child-centred manner. The response demonstrates in-depth and precise understanding relevant to the sector, applying techniques to analyse

and find solutions. For example, the student is able to extract and describe early learning goals and opportunities where mathematical concepts have been apparent in the observation and is aware of how the early years practitioner is able to maximise emergent mathematics in an appropriate way through their interactions.

Q3 The student makes decisive use of facts and selects highly appropriate technique to comprehensively identify information from the observations making exceptional use of appropriate information to make coherent decisions. For example the student has been able to select appropriate activities and opportunities as next steps for George. The activities reflect an extensive use of relevant theory and approaches applied in the sector when planning for the age/stage, interests and preferences of George. The student uses recognized pedagogical approaches in early years precisely and accurately in context, such as 'scaffolding' learning. The role of the practitioner is well-informed in order to support and promote next steps. The application of theoretical conceptual knowledge and understanding has been applied constructively in this response.

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for Pass and Distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other Level 3 qualifications, the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational Specialism overall grade descriptors:

Pass
<p>The evidence is logical but displays baseline knowledge in response to the demands of the brief. The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.</p> <p>The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions. The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real life situations.</p> <p>The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies across different contexts.</p> <p>The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning.</p> <p>EYE only – demonstrates achievement of all EYE criteria.</p>
Distinction
<p>The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.</p> <p>The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods.</p> <p>The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions.</p> <p>The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real life situations in the sector.</p> <p>The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.</p>

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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	ODSR_EC_376 & 388 Alignment with SAMs and amend to mark allocation for Part 1B Q2a	February 2022	April 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023