



T Level Technical Qualification in Education and Early Years (603/5829/4)

To be completed by
the Examiner

1

TOTAL
MARK

Occupational Specialism: Assisting Teaching

Planning Activity

Assignment 1

Paper number: PXXXXX

Specimen 2020

Assessment Date: XXXX 202X

Time allowed: 2 hours 30 minutes

Student instructions

- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.

Student information

- This assignment is completed under supervised conditions.
- You will have 2 hours 30 minutes to complete this assignment.
- You may take supervised rest breaks.
- The maximum for this assignment is 55 marks.
- You may bring in 2 sides of notes on A4 paper, based on the research task you have carried out. Access to course materials and other resources is **not** permitted.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number

Provider number

BARCODE – TQ/EC/OC/AT/ASS1

SAMPLE

Planning task

You are working in a primary school with a class of children aged 9–10 years.

The Class Teacher has planned a literacy lesson for the class and you have been asked to work with a small group of pupils to support their individual needs and learning targets.

One of the pupils you will be supporting, Zi Chung, has recently moved to the UK and speaks English as an additional language.

Lily has diagnosed dyslexia and also requires specific support.

You will need to consider additional resources required to effectively support Zi Chung and Lily as part of the group.

Instructions

The Teacher's literacy lesson plan is provided on pages X–X.

Complete the lesson plan. Demonstrate, in detail:

- how you would adapt the lesson plan to align with the teachers plan and meet the individual needs of Zi Chung and Lily
- suitable extension activities and a plenary to support Zi Chung's and Lily's progress
- a range of pedagogical strategies and resources to enhance and support Zi Chung's and Lily's literacy skills

You must use the answer space after the lesson plan to **explain** how:

- the selected resources will be used to support Zi Chung's and Lily's individual learning needs, in line with the requirements of the school curriculum
- information from formative and summative assessment will be used to identify Zi Chung's and Lily's individual needs and plan for their next steps
- differentiation to your lesson plan and strategies and/or interventions will support the inclusion of Zi Chung's and Lily

Performance outcome 1: 20 marks
Performance outcome 2: 20 marks
Performance outcome 4: 15 marks

[55 marks]

<p>Year group: Year 5 (KS2) Date: Monday 11 October Time: 9.15–10.00am</p>	<p>Class size: 33 Subject area/topic: Literacy</p>
<p>Learning objective: To be able to identify and use modal verbs.</p> <p>Class Teacher to work with M's group. TA to work with pupils J, L, T and ZC.</p>	<p>Assessment opportunities: Self and peer assessment of work, questioning by Teacher/TA, marked work.</p> <p>Resources: Whiteboards/pens, PowerPoint, exercise books.</p>
<p>This section has been completed by the teacher.</p>	<p>You must complete each of the boxes. You must show, in detail:</p> <ul style="list-style-type: none"> • how you would adapt the lesson plan to align with the teachers plan and meet the individual needs of Zi Chung and Lily • suitable extension activities and a plenary to support Zi Chung's and Lily's progress • a range of pedagogical strategies and resources to enhance and support Zi Chung's and Lily's literacy skills

<p>Teacher's Lesson Plan</p>	<p>Teaching assistant's differentiated plan</p>
<p>Main lesson:</p> <p>Ask children if they can give examples of modal verbs – take notes on interactive whiteboard (can, could, would, will, shall, must, should, might, may). (Use PowerPoint for examples)</p> <p>Teacher to give examples and show when modal verbs might be needed:</p> <p>a) to show whether someone is able to do something (<i>I can</i></p>	<p>Main lesson:</p>

- play the piano)
- b) how likely something is to happen (John *must* be coming soon)
 - c) when giving advice (you *should* go if you have the time)
 - d) when giving permission (you *may* not go online until you have finished your homework)
 - e) to show what someone usually does (she *will* always go for a run at the weekend).

Children to work in pairs to discuss and write down on whiteboards further examples. Teacher to show some sentences with modal verbs for children to spot/come up and underline on board. When complete, can they make the modal verbs in each sentence negative?

- 1) Can I have some more please?
- 2) You must be very hungry.
- 3) I should probably eat less chocolate but I love it!
- 4) I may go to the theatre on Thursday with my Dad.
- 5) She can usually manage to get to the gym during the week.

Take opportunity to capture specific pupil achievements (photograph/photocopy).

Children to move into groups and use the following sentences to record in their exercise books:

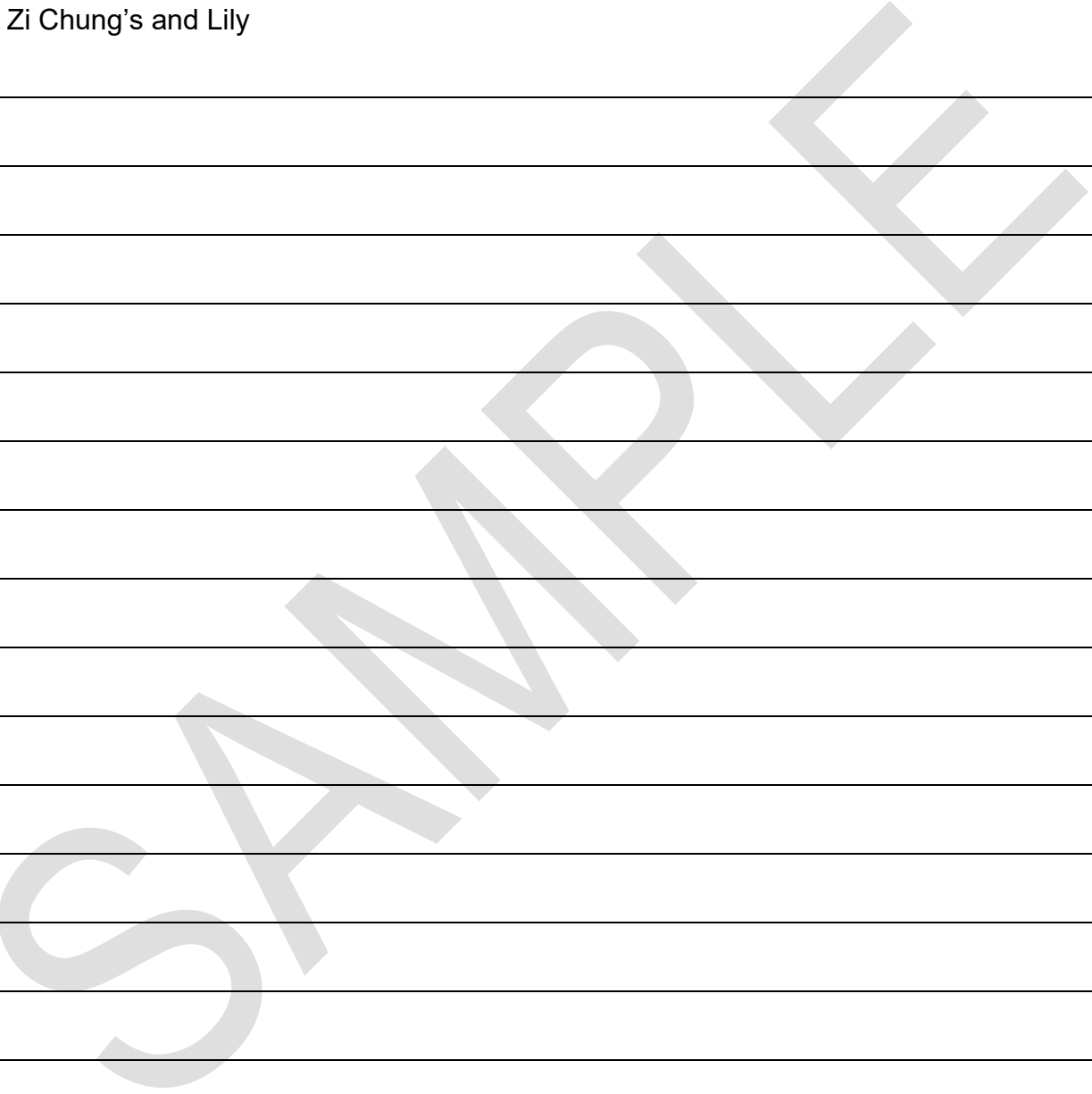
- 1) Josh is very good at athletics. He _____ practise a lot.
- 2) It was raining so much, my Mum said I _____ stay inside.
- 3) You _____ believe what just happened to me.
- 4) Maraide is not sure what to do. I wish she _____ just make a decision.
- 5) You _____ be really cold today without a coat on.
- 6) The Teacher always says he _____ go first.
- 7) I _____ not be able to go if I'm not better by tomorrow.

<p>8) Aimee _____ do that. She will make it worse if she does.</p> <p>9) Please _____ I sit next to you?</p> <p>10) Damon said that I _____ be able to help him out with the football team.</p>	
<p>Extension activity:</p> <p>Children to make up their own sentences using modal verbs. Can they get 2 into a sentence?</p>	<p>Extension activity:</p>
<p>Plenary:</p> <p>Children to read their sentences to class/group.</p>	<p>Plenary:</p>
<p>Pedagogical strategies and resources:</p> <ul style="list-style-type: none">• whiteboard and marker pens• working in small groups	<p>Pedagogical strategies and resources:</p>

Answer space

You must use this answer space to **explain** how:

- the selected resources will be used to support Zi Chung’s and Lily’s individual learning needs, in line with the requirements of the school curriculum
- information from formative and summative assessment will be used to identify Zi Chung’s and Lily’s individual needs and plan for their next steps
- differentiation to your lesson plan and strategies and/or interventions will support the inclusion of Zi Chung’s and Lily



SAMPLE

This is the end of the external assessment.

SAMPLE

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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		February 2021
v3.2	NCFE rebrand		September 2021
V3.3	Instruction clarification and improvement	November 2021	January 2022
v3.4	ODSR-EC_108 – blank page added	February 2022	April 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	15 November 2023