

Early Years Educator (EYE) Assignment 2, Part 2: Updates and reminders ahead of Structured Observations (Generation 1 ONLY qualification)

This guidance document answers some common queries about the criteria and provides practical tips to support you and your students to prepare for this assignment.

Subject	Guidance
Clarification regarding assessor prompts.	Assessors will often ask how much they can question students. Best practice is to use the marking band criteria to ensure all is covered, and where information is missing, they should ask additional questions. If assessors give too much information or provide answers, this would then be reflected in the student's mark.
Best practice videos to support the planning of structured observations (Generation 1).	Structured Observation 1 EYE Structured Observation 2 EYE Structured Observation 3 EYE Structure Observations AT
Professional discussion videos. These videos refer to previous criteria, however the content will still provide support alongside the best practice videos and information below.	SO1 - Support for Professional Discussion Structured Observation One EYE SO2 - Support for Professional Discussion Structured Observation Two EYE SO3 - Support for Professional Discussion Structured Observation Three EYE Support for Professional Discussion Structured Observation One AT Support for Professional Discussion Structured Observation Two AT Support for Professional Discussion Structured Observation Three EYE
AT V5.0 30 April 2024 – please note the following errors to be aware of.	<ul style="list-style-type: none"> AT SO1 S2.15 page 24: The assessment justification for the discussion includes technology and safeguarding that are not relevant to this criteria. Discussion should be used to discuss opportunities for literacy across the national curriculum by offering

	<p>relevant learning experiences. For the four-mark criteria they should also discuss benefits of working with parent/carers and other carers in relation to supporting literacy development.</p> <ul style="list-style-type: none"> • AT SO2 S3.25 page 50: The assessment justification about literacy is not relevant to this criteria. The student may reflect on policy and procedures followed in the school for safeguarding and wellbeing. • AT SO2 S3.36 page 53: This should be No for PD - this is not allowed. • AT SO3 S3.37 page 82: The assessment justification about safeguarding policies is not relevant to this criteria. Students should share how they help pupils to choose realistic targets that are SMART.
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EYE - Best practice advice

<p>Across SO1 and SO3.</p>	<p>1.2/1.3 (previously 1.1): Students will cover this as part of EYE competencies, so for structured observations it is about contextualising to the activity to demonstrate knowledge of child development. Marks do not need to be lost if not all areas are covered. Students should share knowledge of how they would adapt for younger and older children with best practice up to seven, but again if knowledge is strongly contextualised and up to seven is not mentioned, higher marks can still be achieved. For higher marks, biological and environmental factors should be shared as part of this response.</p> <p>1.7 (note this is different to the previous 1.4): Family and cultural backgrounds to</p>
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	<p>be discussed. No mention of biological factors this time in the marking bands. Ensure there is enough analysis for the higher marks. This will impact on marks if not considered.</p>
Structured Observation 1.	<ul style="list-style-type: none"> • S1.30: If it is in the planning, it is not spontaneous and this needs to be reflected in the marks. • S1.23: Not all bullet points need to be covered, however for the higher four marks the majority should be observed. • S1.25: If the student has linked the theory and strongly demonstrated all other skills within the marking band a higher mark can be awarded.
Structured Observation 2.	<ul style="list-style-type: none"> • S3.7/3.8: Individualised planning - this can be in the planning or discussed to demonstrate understanding of the individual children.
Structured Observation 3	<ul style="list-style-type: none"> • S4.13: A big difference between mark 1 and mark 2, therefore if the majority in the two-mark criteria is evidenced (more than limited knowledge) then 2 marks can be given. Evidence of knowledge of key policies and legal requirements is needed. • S4.23 (previously S4.24): Common illnesses and exclusion to be discussed only. The rest must be observed. Assessor judgement on the quality of what was observed for the higher marks, so if one was missing but the rest was strong, a higher mark can be awarded.
<p>Applicable for Assistant Teaching - best practice advice</p>	

<p>Across all structured observations.</p>	<ul style="list-style-type: none"> • S1.9/S2.9: Students should be encouraged to plan in time to speak to the teacher or another member of staff. In cases where this is not possible, ensure communication is appropriate, for example notes shared with detailed feedback and next steps.
	<ul style="list-style-type: none"> • S2.8 and S3.33/4.18: A professional discussion is only needed if the student is working in a 1:1 or large group to discuss how they would support a small group. If a small group is observed (2-4 pupils), a professional discussion is not required.
	<ul style="list-style-type: none"> • S2.17: A professional discussion can only be used relevant to the session observed, as appropriate. Spontaneous opportunities need to be age and stage appropriate to effectively develop and extend mathematical understanding.
	<ul style="list-style-type: none"> • S4.21: A professional discussion not allowed. For higher marks, students should be planning to meet this criteria within the lesson. Planning can be used to support the marking of this criteria, for example, how well they have planned to meet individual needs and interests.
<p>Structured Observation 2.</p>	<ul style="list-style-type: none"> • Students are reminded to make it clear in the planning why the planned intervention is needed, linking to individual needs of the pupils.
<p>Structured Observation 3.</p>	<ul style="list-style-type: none"> • S3.39: For higher marks, ensure students plan effectively so that a

	range of contexts are observed/discussed, so pupils can make informed choices.
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If you have any questions on the above, please contact our team via email at moderation@ncfe.org.uk.