



**T Level Technical  
Qualification in Education  
and Early Years (Level 3)  
QN: 610/5748/4**

Occupational specialism assessment (OSA)  
Assisting Teaching  
Assignment 2: 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 task or question 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 they are 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.

## Performance outcomes (POs)

This assignment requires students to be able to:

**PO1:** Support the class teacher to enhance children's education, individually and in groups **[12 marks]**

**PO2:** Plan, provide and review educational opportunities in collaboration with teachers and other adults **[12 marks]**

**PO4:** Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum **[8 marks]**

**[Total marks: 32 marks]**

SAMPLE

## Planning activity

Complete the lesson plan. Demonstrate, **in detail**:

- how you would adapt your lesson plan to align with the teacher's plan to meet the individual needs of Jack and Lily
- suitable extension activities and a plenary to support Jack and Lily's progress
- a range of pedagogical strategies and resources to enhance and support Jack and Lily's multiplication skills.

You must use the explanation box at the bottom of the lesson plan to **explain** how:

- the selected resources will be used to support Jack and Lily's individual learning needs, in line with the requirements of the curriculum
- information from formative and summative assessment will be used to identify Jack 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 Jack and Lily.

**[32 marks]**

## Mark scheme

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

Band	Mark	Descriptor
3	9 to 12	<p><b>Adaptations</b> to the lesson plan show <b>excellent ability</b> to align own contribution with the teaching.</p> <p><b>Identifies a very wide range</b> of pedagogical strategies that are highly effective in enhancing pupils' education.</p> <p><b>Highly sophisticated understanding</b> of the requirements of the school curriculum and <b>exceptional ability</b> to select appropriate resources.</p>
2	5 to 8	<p><b>Adaptations</b> to the lesson plan show <b>good ability</b> to align own contribution with the teaching.</p> <p><b>Identifies a good range</b> of pedagogical strategies that effectively enhance pupils' education.</p> <p><b>Good understanding</b> of the requirements of the school curriculum and <b>confident ability</b> to select appropriate resources.</p>
1	1 to 4	<p><b>Adaptations</b> to the lesson plan show <b>limited ability</b> to align own contribution with the teaching.</p> <p><b>Identifies a very narrow range</b> of pedagogical strategies that enhance pupils' education with limited effectiveness.</p> <p><b>Minimal understanding</b> of the requirements of the school curriculum and <b>basic ability</b> to select appropriate resources.</p>
0	0	<b>No creditworthy material.</b>

## **Indicative content**

**Within adaptations to the lesson plan to align own contribution with the teaching, students may include:**

- adaptation of activities to support the specific needs of Jack and Lily, for example: using Jack's enjoyment of problem solving to apply to learning his times tables; focusing on Lily's preferred learning style to adapt activities to suit her needs
- ways to support the lesson objectives and reinforcing and explaining language used by the teacher, for example: considering the use of language and phrases to offer alternative explanations to reinforce understanding
- planning opportunities within the lesson to check understanding by enabling Jack and Lily to offer responses, for example: use of targeted and specific questioning; quizzes to check each new concept introduced
- opportunities to reinforce understanding of multiplication in ways to meet Jack and Lily's needs, for example: using flash cards; worksheets; games; patterns in numbers
- understanding of the national curriculum requirements for key stage 1 mathematics and application to the lesson plan, for example: reference to the learning outcomes of mathematics and the application to the specific learning needs of Jack and Lily.

**Within the lesson plan, students may demonstrate pedagogical strategies to enhance the pupils' education that include:**

- adult-led and pupil-led pedagogical strategies to support Jack and Lily, for example: collaborative learning; practical activities. Reinforcement and application of these strategies to meet the needs of Jack and Lily, for example: consideration of Lily's preferred learning style and its application to planning learning; allowing Jack to have a choice of activity to establish ways in which he can best memorise facts; using Jack's enjoyment of technology to plan for memorising times tables
- discussion to demonstrate understanding of pedagogical strategies and ways in which their application can support the learning and development of Jack and Lily for example: strategies based on observation and assessment to provide a consistent approach within the team
- scaffolding learning using other professionals with specialist skills, for example: involving a multi-disciplinary team based on theoretical approaches
- understanding of relevant learning theories, including constructivists / behaviourists / social learning / cognitivist, to support learning. Consideration of these theories to the practical application of strategies agreed by the team, for example: the use of praise; collaborative learning and peer learning
- planned use of strategies such as: positive reinforcement; targeted use of language; collaborative and peer support groups.

**Within the lesson plan and explanation regarding the selection of appropriate resources, students may include:**

- the use of appropriate resources to support Jack and Lily, including adaptations for pupils with specific needs, for example: adapted worksheets and mathematical resources such as Numicon and Dienes; using Lily's learning style and love of art and design to adapt resources to meet her needs; using technology and Jack's success with shape sequences to plan resources to meet his needs
- the use of technology and specialist programmes to support mathematical development relevant to the task, for example: Times Tables Rock Stars, adapting these to meet Jack and Lily's learning and development needs

- ways in which the teaching assistant could give feedback to the teacher on Jack and Lily's progress, for example: verbal / written communication through observation and assessment of Jack and Lily
- consideration of space available and access to resources within the classroom to support Jack and Lily's needs, for example: the introduction of technology and space for practical tasks
- understanding of the ways in which specialist professionals can support mathematical development, for example: teaching assistant or other support staff; provision of games or alternative resources; repetition; problem solving; real-life situations; maintaining a positive approach.

**Accept any other suitable response.**

SAMPLE

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

Band	Mark	Descriptor
3	9 to 12	<p><b>Excellent adaptation</b> of the lesson plan to promote all pupils' progression.</p> <p><b>Highly sophisticated</b> identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p><b>Exceptional understanding</b> of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>
2	5 to 8	<p><b>Good adaptation</b> of the lesson plan to promote all pupils' progression.</p> <p><b>Confident identification</b> of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p><b>Good understanding</b> of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>
1	1 to 4	<p><b>Basic adaptation</b> of the lesson plan to promote all pupils' progression.</p> <p><b>Minimal identification</b> of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p><b>Simplistic understanding</b> of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>
0	0	<b>No creditworthy material.</b>

### Indicative content

**Within adaptations to the lesson plan to promote the pupils' progression, students may include:**

- inclusion of suitable adaptations to activities to support the learning needs and progression of Jack and Lily, for example: differentiated resources and modification of the environment; breaking down the activities into smaller tasks; organise group work so that children can learn from others; adapting activities to be practical ones for Lily and focus on problem solving for Jack
- understanding of the need for ongoing formative and summative assessment to support progression, for example: the importance of observation and assessment to identify and monitor needs; to collect detailed information that can be used to plan to support Lily and Jack in the short and long term; to build on what Lily and Jack are naturally interested in
- appropriate adaptations to ensure the lesson outcomes are met for Jack and Lily for example: adapting the pace of the lesson for Lily and Jack; adapting the instructions for activities; consideration of the language used; reinforcement of conceptual learning
- ways to ensure the adaptations support Jack and Lily's understanding of the 4 times table to meet their own progression needs for example: reinforcing existing knowledge of number; revisiting content that has not been understood; focus on links with 2 times table
- incorporating opportunities for collaborative and independent working where appropriate for example: group work, games; encouraging children to find learning partners; changing the groups around; working in pairs then doubling up; encourage independent learning to promote ownership.

**Within the lesson plan and explanation related to interventions and / or strategies for differentiated support and feedback, students may include:**

- delivering appropriate interventions to support the progress of Jack and Lily, for example: using a flexible approach, small group / one-to-one situation; planning additional activities to address gaps in knowledge; using physical manipulatives such as counters; skip counting; develop memory skills
- use of a range of strategies to promote knowledge and understanding of multiplication through number groups, for example: working in pairs to work out the correct answer; using gapped worksheets and robust mathematics resources, quizzes; use real-life problems
- how and when feedback to the teacher relating to pupil progress and next steps is given, for example: during / after the lesson; verbal / written reflection on the best way to achieve this to ensure adaptations can be made to meet the needs of Jack and Lily in a timely way
- the importance of practical activities to support the understanding of the concept of multiplication, for example: a range of different objects to use as manipulatives; to enable cognitive models; solving problems through routines.

**Within the explanation related to the use of formative and summative feedback to plan for next steps, students may include:**

- use of summative and formative assessments to support future planning for Jack and Lily and to track their progress, for example: questioning techniques; evaluation tasks; short quizzes; observations; identify gaps in learning
- ways in which specific and timely feedback can positively support learning, to enable reflection and adjustments to strategies and planning to be made to improve the learning process
- the importance of ongoing assessment using tools such as questioning and how this supports the assessment and planning of next steps for learning to build on Lily and Jack's strengths and ensure that the process is ongoing
- ways in which to feedback positively to support Jack and Lily's confidence and behaviour for learning, for example: specific feedback with positive gestures and body language; building on strengths.

**Accept any other suitable response.**

**PO4: Recognise, adapt and respond to individual children’s needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum**

Band	Mark	Descriptor
4	7 to 8	<p><b>Adaptations</b> to the lesson plan show <b>exceptional recognition</b> of the particular needs of individual pupils.</p> <p><b>Excellent suggestions</b> of ways to support the inclusion of all pupils within the lesson.</p> <p><b>Highly sophisticated differentiation</b> and extension planning to support pupils’ learning and development.</p>
3	5 to 6	<p><b>Adaptations</b> to the lesson plan show <b>highly-considered recognition</b> of the particular needs of individual pupils.</p> <p><b>Very good suggestions</b> of ways to support the inclusion of all pupils within the lesson.</p> <p><b>Highly effective differentiation</b> and extension planning to support pupils’ learning and development.</p>
2	3 to 4	<p><b>Adaptations</b> to the lesson plan show <b>considered recognition</b> of the particular needs of individual pupils.</p> <p><b>Good suggestions</b> of ways to support the inclusion of all pupils within the lesson.</p> <p><b>Effective differentiation</b> and extension planning to support pupils’ learning and development.</p>
1	1 to 2	<p><b>Adaptations</b> to the lesson plan show <b>minimal recognition</b> of the particular needs of individual pupils.</p> <p><b>Limited suggestions</b> of ways to support the inclusion of all pupils within the lesson.</p> <p><b>Basic differentiation</b> and extension planning to support pupils’ learning and development.</p>
0	0	<b>No creditworthy material.</b>

**Indicative content**

**Within adaptations to the lesson plan that recognise the pupil’s individual needs, students may include:**

- adapting the intended learning outcomes to make them more manageable for Jack and Lily, for example: by reducing or extending the content to be covered; making changes to enable Jack and Lily to access the curriculum and process what has been taught; the use of different teaching approaches; provision of more concrete examples; teaching pre concepts prior to the lesson
- taking account of any Education, Health and Care Plans (EHCPs) targets or external advice regarding Jack and Lily for example: ways to include support staff in planning to meet any additional needs

- adapting the layout of worksheets for pupils' individual needs, for example: smaller 'chunks' for Jack by using several worksheets instead of one; a more creative approach for Lily by using alternatives to worksheets
- use of practical examples to aid understanding of concepts to support Jack for example: real-life situations that reflect their interests
- consideration of a different environment to support Lily to avoid situations that may increase her anxiety
- use of praise and encouragement to develop self-esteem and encourage independent learning for example: strategic use of praise for small achievements
- consideration of how Jack and Lily may use software packages to support understanding and concentration for example: times tables checkers; games; interactive programmes.

**Within the explanation related to differentiation and inclusion, students may include:**

- explanation relating to the importance of differentiation to meet the specific individual needs of Jack and Lily to ensure the most appropriate and effective learning experience and support progression, focusing on the child's learning style, interests and abilities
- explanation of ways in which the lesson may be differentiated, for example: additional resources; pace of learning; reinforcement of concepts and practical examples of how this can be achieved to support the calculation of multiplication statements
- understanding of the need to adapt and change planning to meet the individual needs of Jack and Lily, explaining the rationale for this and giving reasons why it is important
- understanding of the importance of inclusion and its potential impact on Jack and Lily, ensuring they are fully included in the lesson, for example when using digital resources or planning behaviour management

**Within the lesson plan, students may demonstrate suitable extension activities and a plenary, that include:**

- activities in addition to the lesson to provide additional challenge for Jack and Lily, for example: additional activities which reinforce learning for Jack and Lily in addition to a challenge suitable for their needs and stage of mathematical understanding such as using multiplication grids and times tables games; instead of work sheets, to help reduce anxiety for Jack and Lily
- strategies to reinforce the learning that has taken place in the lesson to meet specific needs, for example: reinforcement of learning; use of praise and positive reinforcement
- planning to support Jack and Lily's needs to enable them to develop strategies to enhance their understanding of multiplication for example: reviewing the lesson with the class teacher and planning to build on existing learning
- discussion relating to the progress of Jack and Lily on a regular basis with parents for example: providing regular feedback to parents of both formative and summative assessment where appropriate
- the value of receiving feedback on performance with extension activities, for example: verbal or written communication, the value of positive feedback to raise confidence and self-esteem.

**Accept any other suitable response.**

## Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	16 June 2025
v2.0	Inclusive change development: branding, headers and footers and copyright updated / moved.	26 March 2026	30 April 2026

SAMPLE

## Document information

Copyright in this document belongs to, and is used under licence from, the Department for Education, © 2026.

'T-LEVELS' and 'T Level' are registered trade marks of the Department for Education.

NCFE is authorised by the Department for Education to develop and deliver this T Level Technical Qualification.

'CACHE' is a registered trade mark of NCFE.

SAMPLE