



T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 1, 2 and 3 – Pass and Distinction

Grade standard exemplification materials (GSEMs)

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Disclaimer

These Grade Standard Exemplification Materials (GSEMs) are based on the 2022 summer assessment series, during which Ofqual asked awarding organisations to award more generously, given the context of the pandemic and because these are new qualifications.

Introduction

The material within this document relates to the Assisting Teaching Occupational Specialism (OS) assessment (Assignments 1, 2 and 3). 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.

The exemplar evidence provided is taken from authentic student evidence.

The Chief Examiner and Moderator commentary is provided to detail the judgements and rationale for grades awarded, in context of the grade descriptors. This should be used in conjunction with the Qualification Specification and the relevant external assessment materials, which detail the related qualification content, grade descriptors and questions for assessment.

Validation

To ensure the standard of students work has currency with industry standards, an employer panel reviewed and validated these materials. The panel confirmed that the student responses are:

- appropriate for the industry sector
- reflect industry expectation from an entry level employee in the occupation the T Level is designed for, at the Pass and Distinction boundary.

The student evidence for this assignment has been validated by:

- Special Educational Needs (SEN) Teacher
- Platinum Training and Consultancy Ltd.
- Flourish (Children and Young People's mental health services in schools)
- Always Growing
- Suffolk New College.

Assessment information – assignment 1

- Planning Activity
- Paper number: P001339
- Time allowed: 2 hours 30 minutes

Student evidence – Pass grade

<p>Year group: Year 2 (KS 1) Date: Thursday 22 October Time: 9.30am to 10.45am</p>	<p>Class size: 30 Subject area/topic: literacy</p>
<p>Learning objective:</p> <p>To be able to identify and use suffixes ‘-less’ and ‘-ful’ and to use them to write simple sentences.</p> <p>Class teacher to teach lesson to whole class and then support individuals as required.</p> <p>Teaching assistant to work specifically with pupils Sebastian and Natalia to support learning needs.</p>	<p>Assessment opportunities:</p> <p>Self and peer assessment of work, questioning by teacher/teaching assistant, marked work.</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 teacher’s plan and meet the individual needs of Sebastian and Natalia • suitable extension activities and a plenary to support Sebastian’s and Natalia’s progress • a range of pedagogical strategies and resources to enhance and support Sebastian’s and Natalia’s literacy skills

Teacher's lesson plan	Teaching assistant's differentiated plan
<p>Main lesson:</p> <ul style="list-style-type: none"> • teacher to explain that some words can change when a suffix is added to the root • teacher to explain what the 'root' of the word is and how the meaning can change when a suffix is added • teacher to focus on suffix 'less' first • teacher to explain the suffix comes after the root (main word suffix is added to the root word) • teacher gives some examples of a root word and a suffix combined using interactive whiteboard example: <ul style="list-style-type: none"> – hope + less = hopeless – home + less = homeless – pain + less = painless – breath + less = breathless • teacher to give an example in context of a sentence: <ul style="list-style-type: none"> – care + less - 'The man was careless when pouring the drink' • pupils write a sentence including the word 'careless' • teacher gives another example fear + less: <ul style="list-style-type: none"> – 'The child was fearless when climbing the wall' • pupils to write a sentence to include 'fearless' • teacher provides other root words and pupils add suffix '-less' and write sentences • teacher to repeat the activity using the suffix '-ful', for example: <ul style="list-style-type: none"> – help + ful = helpful – colour + ful = colourful: <ul style="list-style-type: none"> ○ 'The boy was helpful on Saturday' ○ 'The umbrella in the shop is colourful' • pupils are given a list of root words and need to select the appropriate suffix: <ul style="list-style-type: none"> – example: Name____(less/ful) <ul style="list-style-type: none"> ○ Pain____(less/ful) ○ Fear____(less/ful) ○ Spot____(less/ful) ○ End____(less/ful) ○ Wonder__(less/ful) ○ Spoon__(less/ful) <p>Some pupils will see that some root words can work with either suffix.</p> <ul style="list-style-type: none"> • pupils to write their own sentences from a different list of root words provided. Pupil to select the most appropriate suffix (either '-less' or '-ful'). 	<p>Main lesson:</p> <p><i>Use word cards to explain how the word changes when a suffix is added to the root. Explain what the root is and how the meaning changes with the suffix. Involve Natalia and Sebastian by asking what they think the root word means. Add the suffix and read the word out loud altogether. Stop and cheque on Natalia's understanding after each step.</i></p> <p><i>Throughout the task ask Natalia and Sebastian to copy the word cards onto a whiteboard. Use the word careless and think of a sentence with the children guiding them through as it is their first try.</i></p> <p><i>Now pupils create their own sentence alone with the word careless. Work with Natalia and give small instructions to re-explain. Repeat with fearless. Assistant guides Sebastian and Natalia in example. Then they create their own. Using the suffix -ful recap words. Create a sentence guiding them through the example. Pupils then create their own sentence. Do this with the words helpful and colourful. Use the worksheet of root words and ask Natalia and Sebastian to select the appropriate suffix. Provide them with a plain piece of paper then give them the option to cover the questions and reveal one question at a time.</i></p> <p><i>Student led: provide them with a list of words let them choose a word and write their own sentence support when needed.</i></p>

Teacher's lesson plan	Teaching assistant's differentiated plan
<p>Extension activity: pupils to write their own sentences using suffixes '-less' and '-ful' and share with partner.</p>	<p>Extension activity:</p> <p><i>Can they think of words that weren't on their list? Ask them to write a sentence with the word and share with each other.</i></p>
<p>Plenary: quiz to check appropriate suffix has been used in a sentence. Pupils need to select the appropriate suffix, for example:</p> <ul style="list-style-type: none"> • when she saw the house, she was speech (less/ful) • the child was forget (less/ful) when he did not take his reading book to school. 	<p>Plenary:</p> <p><i>Do the quiz provided in the teachers plan. Then ask them to read the sentence out loud. Self-assess: does the sentence make sense? Teacher assess: mark work throughout lesson. Give stickers to reinforce good work.</i></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> <p>Use this box to identify a range of pedagogical strategies and resources that will enhance and support Sebastian and Natalia's literacy skills.</p> <p><i>Whiteboard, markers, word cards, peer work, independent.</i></p> <p><i>Adult led examples. Student led work as well. Class books, worksheets. Plain paper to cover worksheet.</i></p>

You must use this answer space to explain how:

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

Word cards are colourful and engaging. They will support Natalia as you can breakdown the word giving instructions when she's ready. You can cover the suffix to focus on the root then reveal the whole word. Covering up the word and revealing. It is also great for Sebastian who learns practically and through problem solving. You can engage him by asking him what the root means and what he thinks the word will say once the suffix is revealed.

Using whiteboards helps to reinforce their learning and ensures they fully understand. It will help Natalia who struggles to remember information. She will see the word on the card, read it out loud and then copy it on the whiteboard. Sebastian could write what he thinks the word is before revealing it and mark/correct the word on the whiteboard.

Using class books for writing sentences is great for logging the progress of all pupils and ensuring they have met the requirements of the school curriculum. It also allows teachers to identify any missing requirements and plan to go over or relearn work. It is also great for the pupils to look back on and see their progress throughout the school year. For people like Natalia who struggles retaining information it is great for her to go back and recap work she did last week, for example. Worksheets are great as they already have questions written on the paper, so it saves the pupils having to write it out in their book. They can be made colourful and easy to read so Natalia can work on one step at a time. They often have an example that guides through the task so Natalia can look at that to recap. Covering the questions with plain paper makes the worksheet less overwhelming and means they can work through the questions one at a time.

Formative assessments are assessments done at the end of a lesson or topic. Asking questions at the end of a lesson helps the teacher/teaching assistant to confirm the pupils understanding of the lesson. Quizzing at the end of a lesson gives a visual representation of the information retained from the lesson. Self and peer assessment is a lot more relaxed for pupils and it also helps the pupils to reflect on their understanding. It will help the teacher/teaching assistant to know how much to recap at the start of next lesson.

Summative assessments are assessments done at the end of a year. They help to see how much information has been retained overtime and what stage they are working out within the class. This will help to ensure that the pupil is given the right work for their level, and they are being given the right support. If a pupil is working at too high of a level without support, then their learning won't progress, and they will get discouraged. Same as someone working at a low level for their ability won't meet their full potential.

Adapting the teachers plan to suit their learning techniques is important to help children learn. Using more resource is a great way of giving visual learning to people that engage that way. Involving pupils in discussions gives pupils like Sebastian who struggles to focus for long periods of time the opportunity to be involved. For Natalia who has difficulty retaining information, she has the opportunity to learn at her own pace as work is broken down into small chunks.

Removing Natalia and Sebastian from the whole class ensures they don't have as much pressure to keep up with the pace of the class. It also means the teaching assistant can guide them both through the task without instruction. Lev Vygotsky's 'Zone of proximal development' shows that a child can learn a small amount on their own, but they can learn a lot more with help. The teaching assistant plays the role of helper ensuring the pupils can progress at a pace suitable for them.

Interventions give Sebastian and Natalia further support and guidance they wouldn't have got before. It helps them to progress and grow to new levels they wouldn't have been able to reach. Inclusivity isn't about the same opportunities, it's about extra support to help all pupils eventually reach the same level.

NCFE Chief Examiner commentary – Pass grade

The student's answer is set out in a logical way and shows understanding of the assignment requirements. Students are reminded to follow the assignment brief guide by completing the lesson plan proforma provided.

The student's answer shows some understanding of their role and how to work alongside the class teacher during a lesson, demonstrating competent skills in supporting pupils, however they have not used feedback constructively and therefore it lacks impact.

They have demonstrated an understanding of the key teaching points and give examples of formative and summative assessments; this could be further developed by including how the assessments can then be used to support further learning. Rather than simply explaining what assessment means, examples should be clearly given.

The extension activities are suitable but could be developed by being more meaningful to each pupil, for example, allowing pupils to explore their interests and ensuring that the activities enrich their learning. The plenary activities are suitable but could be developed with more considered planning, making better use of the activities to assess the learning of each of the pupils.

The student's identification of the needs of the children shows sufficient recognition of their needs and how this might impact the children's learning. To improve on this, the impact of the children's needs could be explored and explained in more detail. Differentiation could be developed further by changing the content, delivery, or methods of learning to ensure each pupil learns in a way that is suitable for them.

The student has chosen appropriate resources to support the children, but their answer lacks a deeper understanding of how to use these to support the individual needs of the pupils. The selection of resources and materials to enhance and facilitate literacy opportunities could be further developed. Pedagogical strategies and theoretical approaches have been considered and could be further developed by giving clearer examples and links. For example, links to Vygotsky could have included the role of a 'more knowledgeable other' and the Zone of Proximal Development when considering the role of AT, thus expanding on the overall response.

The response shows some understanding of the National Curriculum requirements for literacy at Key Stage 1.

Student evidence – Distinction grade

<p>Year group: Year 2 (KS 1) Date: Thursday 22 October Time: 9.30am to 10.45am</p>	<p>Class size: 30 Subject area/topic: literacy</p>
<p>Learning objective:</p> <p>To be able to identify and use suffixes ‘-less’ and ‘-ful’ and to use them to write simple sentences.</p> <p>Class teacher to teach lesson to whole class and then support individuals as required.</p> <p>Teaching assistant to work specifically with pupils Sebastian and Natalia to support learning needs.</p>	<p>Assessment opportunities:</p> <p>Self and peer assessment of work, questioning by teacher/teaching assistant, marked work.</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 teacher’s plan and meet the individual needs of Sebastian and Natalia • suitable extension activities and a plenary to support Sebastian’s and Natalia’s progress • a range of pedagogical strategies and resources to enhance and support Sebastian’s and Natalia’s literacy skills

Teacher's lesson plan	Teaching assistant's differentiated plan
<p>Main lesson:</p> <ul style="list-style-type: none"> • teacher to explain that some words can change when a suffix is added to the root • teacher to explain what the 'root' of the word is and how the meaning can change when a suffix is added • teacher to focus on suffix 'less' first • teacher to explain the suffix comes after the root (main word suffix is added to the root word) • teacher gives some examples of a root word and a suffix combined using interactive whiteboard example: <ul style="list-style-type: none"> – hope + less = hopeless – home + less = homeless – pain + less = painless – breath + less = breathless • teacher to give an example in context of a sentence: <ul style="list-style-type: none"> – care + less - 'The man was careless when pouring the drink' • pupils write a sentence including the word 'careless' • teacher gives another example fear + less: <ul style="list-style-type: none"> – 'The child was fearless when climbing the wall' • pupils to write a sentence to include 'fearless' • teacher provides other root words and pupils add suffix '-less' and write sentences • teacher to repeat the activity using the suffix '-ful', for example: <ul style="list-style-type: none"> – help + ful = helpful – colour + ful = colourful: <ul style="list-style-type: none"> ○ 'The boy was helpful on Saturday' ○ 'The umbrella in the shop is colourful' • pupils are given a list of root words and need to select the appropriate suffix: <ul style="list-style-type: none"> – example: Name _____(less/full) <ul style="list-style-type: none"> ○ Pain _____(less/ful) ○ Fear _____(less/ful) ○ Spot _____(less/ful) ○ End _____(less/ful) ○ Wonder _____(less/ful) ○ Spoon _____(less/ful) <p>Some pupils will see that some root words can work with either suffix.</p> <ul style="list-style-type: none"> • pupils to write their own sentences from a different list of root words provided. Pupil 	<p>Main lesson:</p> <p><i>Start by explaining that some words can change when a suffix is added to the root word. Use flash cards with the suffix 'less' for a visual aid for Sebastian and Natalia'.</i></p> <p><i>TA to explain to Sebastian and Natalia that when a suffix is added to a word, the meaning can change. TA to write on a whiteboard 'hope' in one colour, and then write 'less' on the end in another colour to show where and how the suffix changes in the original word. TA to provide Sebastian and Natalia with their own whiteboards so they can copy what the TA has shown them to check their understanding. TA to reassure Sebastian and Natalia that they are doing well. TA can also write on the whiteboard 'hope + less = hopeless' to show Sebastian and Natalia that the root word and the suffix added together creates a new word. TA to write a few more examples on the board that the teacher has used.</i></p> <p><i>Once the TA has checked Sebastian and Natalia has understood the suffix 'less', TA to give an example in a sentence 'the man was hopeless at football', to show Sebastian and Natalia how it works in a sentence. The TA then asks Sebastian and Natalia if they can create a sentence together with the word 'hopeless'. TA allows Sebastian to write the sentence on the whiteboard to keep them engaged and TA breaks down instructions for Natalia on a check list for Natalia to complete each step.</i></p> <p><i>The TA then repeats with the flash card 'ful' and shows how that can be added to 'help + ful = helpful'. TA to then create a sentence, 'my mum is very helpful', then Sebastian and Natalia to create their own sentence together. TA to then check in with Sebastian and Natalia, to check they have understood, TA will then use the list of roots words within the teacher's lesson plan, the TA will write out each word on a piece of paper, then Sebastian will use the flash cards 'less' and 'ful' to put at the end of each word, for which suffix he thinks goes at the end. Using the flash cards keeps the activity practical for his engagement. For Natalia, the TA will write out each word on a whiteboard, then in a different coloured pen, Natalia will write 'ful' or 'less' on the end of each word for which she thinks</i></p>

Teacher's lesson plan	Teaching assistant's differentiated plan
<p>to select the most appropriate suffix (either '-less' or '-ful').</p>	<p><i>what suffix goes on the end of each word. TA to breakdown instructions for Natalia by modelling what Natalia is expected to do and for Natalia to understand the activity. TA to use a sand timer for both children to see how much time they have for the activity.</i></p> <p><i>Once both children have completed the activity, the TA will then call out each word and hold up the flash cards 'less' and 'ful' and Sebastian and Natalia will tell the TA the correct suffix for each word. Use open ended questions 'what suffix do you think goes at the end of this word'?</i></p>
<p>Extension activity: pupils to write their own sentences using suffixes '-less' and '-ful' and share with partner.</p>	<p>Extension activity:</p> <p><i>Sebastian and Natalia will then need to create a sentence each using either 'less' or 'ful'. TA can write the sentence, but Sebastian and Natalia will need to fill in the sentence with the correct suffix if they have difficulty creating their own.</i></p>
<p>Plenary: quiz to check appropriate suffix has been used in a sentence. Pupils need to select the appropriate suffix, for example:</p> <ul style="list-style-type: none"> • when she saw the house, she was speech (less/ful) • the child was forget (less/ful) when he did not take his reading book to school. 	<p>Plenary:</p> <p><i>Create a 'fill in the gap' worksheet of four words that Sebastian and Natalia will have to add on the suffix 'full' or 'less'.</i></p> <p><i>Pain_____ (ful/less)</i> <i>Fear_____ (ful/less)</i> <i>Help_____ (ful/less)</i> <i>Spot_____ (ful/less)</i></p> <p><i>Sebastian and Natalia can work together and use the flash cards and their whiteboards for visual aid and support.</i></p> <p><i>Reward each child with a sticker or reward chart. Positive reinforcement.</i></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> <p>Use this box to identify a range of pedagogical strategies and resources that will enhance and support Sebastian and Natalia's literacy skills.</p> <ul style="list-style-type: none"> • <i>Vygotsky's scaffolding theory (constructivist approach) where TA will scaffold learning and provide support to learners to become independent.</i> • <i>Teacher led feedback: Use of praise and encouragement and scaffolds children's</i>

Teacher's lesson plan	Teaching assistant's differentiated plan
	<p><i>learning to direct it in a particular way. Praise and encouragement will help to reassure both Sebastian and Natalia.</i></p> <ul style="list-style-type: none"> • <i>Sustained shared thinking activities where pupils will work together to solve a problem or extend their learning.</i> • <i>Keep activities short and manageable so Sebastian and Natalia can achieve smaller targets. Helps to boost their self-esteem as they are able to complete tasks.</i> <p><i>Resources:</i></p> <ul style="list-style-type: none"> • <i>Flash cards (visual aid) – use of sticker/reward chart</i> • <i>Sand timer (for activities) – whiteboard and coloured pens</i>

You must use this answer space to explain how:

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

The selected resources used will support Sebastian and Natalia's individual learning needs, as the resources will allow them to have better access to the curriculum as resources will support them with their learning as work will be set out for their stage of development rather than that age so the work is more achievable for them. One resource that will support Sebastian and Natalia is visual aids such as flash cards and posters. Flash cards will allow Sebastian and Natalia to have that practical resource to support their needs. Sebastian enjoys carrying out tasks practically and flash cards will allow him to have that resource he can use independently and for Natalia flash cards will help to support her with retaining information as each morning Natalia and the teaching assistant could do a 5-minute memory game with the flash cards to support her learning. The use of having flash cards with suffixes on them will also support Sebastian and Natalia to access the curriculum with support as the programme of study in year 2 is that children are able to read words containing common suffixes and flash cards will support Sebastian and Natalia in remembering each suffix.

Another resource used to support Sebastian and Natalia is the use of stickers and reward charts. This will support Natalia and Sebastian as this links to the behaviourist approach where learning can be encouraged through praise and rewards as adults are modelling or showing pupils how to do something. The positive reinforcement of stickers and reward charts will support Sebastian with his short attention span as the reminder of having a reward will encourage him to stay focused during an activity as he will be rewarded at the end for working well. The positive reinforcement of stickers and reward charts will support Natalia as Natalia requires ongoing reinforcement and the use of positive reinforcement will help to boost Natalia's confidence and self-esteem.

Another resource that will support Sebastian and Natalia's individual needs is the use of a sand timer. This visual aid will support Sebastian as he has a short attention span so with the use of a timer Sebastian can see how long he has for an activity and how much time he has left this resource will also help to keep him focused during lessons. This visual aid will also support Natalia as she needs task to be broken down and a sand timer will also allow her to see how much time she has for each step of the activity. The sand timer will support both children to stay engaged during an activity as tasks will be kept short and manageable for them to achieve.

Another resource that will support Sebastian's and Natalia's individual needs is whiteboards and coloured pens. The use of coloured pens on whiteboards helps to make the activity practical and engaging which will support Sebastian and help to improve his attention span. The use of coloured pens will support Natalia as writing the suffix in different colours will help Natalia to retain information. This resource will help to keep both children engaged during the activities.

To plan for Sebastian's and Natalia's next steps the teacher or teaching assistant could make observations on Sebastian and Natalia. Through the use of observations you could see the possible barriers to their learning and then you would need to implement strategies and resources to remove these barriers to allow Sebastian and Natalia to access the curriculum and to provide work set at their stage of development. Once observations have been made, one to one support and interventions can be put in place to support Sebastian and Natalia as one to one support ensures pupils needs are met by providing them with resources and materials to help them understand and complete tasks assigned to

them. Teacher and teaching assistant will need to follow the assess, plan, do and review process in order to plan for Sebastian's and Natalia's needs and to provide work that is at the right stage for their development. If the teacher and teaching assistant think Sebastian and Natalia need further support, they could arrange a meeting with their parents and the SENCO to raise any concerns and how a referral and help from outside agencies may be needed. Teacher and teaching assistant to work in partnership with Sebastian and Natalia's parents as this will help to build a team around the child and it ensures parents are kept up to date on their child's learning and development. This will allow practitioners, professionals and parents to be aware of Sebastian's and Natalia's individual needs and how support and strategies can be put into place to support them both.

Differentiation to the teaching assistants lesson plan will support the inclusion of Sebastian and Natalia as both children will be learning about the same content as the rest of the class but Sebastian and Natalia will be included as the work set will be set for their ability and their appropriate stage of development. Having the task broken down and made shorter and more manageable will allow Sebastian and Natalia to achieve targets and the lesson objective. This will help to boost their confidence and self-esteem as well as encouraging engagement in future activities and lessons.

The use of pedagogical strategies will also support the inclusion of Sebastian and Natalia as both children can be rewarded and moved up the class reward chart like the other children in the class. The behaviourist approach refers to learning being encouraged through praise and rewards. This will support Sebastian and Natalia's self-esteem as they will be rewarded for working well and will encourage them to continue working. Positive reinforcement also reassures both children that they have presented good and expected behaviour. The rest of the children in the class will also be able to see that Sebastian and Natalia have worked well and this could encourage praise from their peers.

It's important to create a safe, inclusive, and enabling environments for all pupils as all children should be treated equally and as a teaching assistant you would need to make the children you work with feel included so by differentiating lesson plans and certain strategies and resources will allow children to still feel included and not singled out. The teaching assistant could work with Sebastian and Natalia with the rest of the children around rather than separating them out of the class. This use of interventions for Sebastian and Natalia will help to support inclusion as working with them both during interventions will help to grow their development and understanding so that they can work at the expected age of development as well as their stage they are working at. By improving their development this will allow them to work up to the same content that the rest of the class is learning which supports inclusion for Sebastian and Natalia.

NCFE Chief Examiner commentary – Distinction grade

The student's answer is set out in a structured and logical way detailing the approach the student will take and why, demonstrating an exceptionally good understanding of the requirements of the assignment. The proforma provided was used to plan the lesson.

The student's answer shows a clear understanding of their role in working alongside the class teacher and others, before, during and after a lesson, demonstrating highly developed skills in supporting pupils. Their ability to use feedback as a strategy could be used more effectively to aid further learning. The student should also recognise the importance of feedback to a pupil's self-esteem and confidence.

They have demonstrated a clear understanding of the key teaching points and their use of formative and summative assessment is effective in supporting the children's learning and progress, with examples provided.

The student's identification of the needs of the children is detailed, demonstrating an effective understanding of the children's needs and the impact these might have on their learning, including an identification of potential barriers to learning.

The student has differentiated resources to support the needs of the children. The response could be further developed by being clear about how the resources will be adapted, rather than simply stating that they will be adapted.

Throughout their response, the student has demonstrated a holistic understanding of their role and considered aspects such as safeguarding, health and safety, including safety of children and the adults, and the importance of working with other relevant professionals, and parents.

The student makes use of some relevant theories, referring to pedagogical strategies within the response, for example, Vygotsky and the scaffolding approach to teaching and learning. This could be further developed by explaining these in the context of the lesson activity, and therefore demonstrating a more in-depth appreciation and understanding.

The student demonstrates knowledge of relevant concepts and techniques reflected in the sector and applies this across a variety of contexts shown through understanding of the needs of the individual children through an inclusive and well-informed response. For example, there is an obvious engagement with the National Curriculum at Key Stage 1, with examples used to evidence an understanding of how to meet the needs of the specified individual needs of the children. This piece of work demonstrates knowledge, innovation and reasoning.

Assessment information – assignment 2

- Structured observations
- Time allowed: 8 to 10 hours

As part of the requirements for assignment 2, students are required to complete **3 observations**, evidence to include:

- observation planning form
- observation of skills recording form
- where necessary, a professional discussion form

For the purposes of this grade standard exemplification material, NCFE has exemplified only one observation.

Structured observation – Pass grade

The evidence below is an **example of one pass grade observation planning form, an observation of skills recording form and a professional discussion form.**

Observation Planning Form

Planned activity	Structured observation number, and Criteria to be covered
<p>Observation</p> <p>Work product – Teacher’s lesson plan, with student’s role identified.</p>	<p>S1.8 Work closely with teachers to ensure own contribution aligns with the teaching.</p> <ul style="list-style-type: none"> • working within boundaries of own role within lessons in line with teacher's expectations • understanding of the lesson plan and the learning objectives.
<p>Observation</p>	<p>S1.9, S2.9 Ensure regular communication with teachers to provide clarity and consistency of role within lessons. The student has demonstrated:</p> <ul style="list-style-type: none"> • communicating with the teacher appropriate to the circumstances • sharing ideas to plan next steps • providing feedback on pupil progress.
<p>Observation</p>	<p>S1.10 Provide clear and accurate explanations of instructions, processes and concepts. The student has provided:</p> <ul style="list-style-type: none"> • clarification of purpose and expectations • a breakdown and rewording of complex ideas • demonstration of process and concepts in action.
<p>Observation</p>	<p>S1.11 Use appropriately varied vocabulary for age and developmental stage to ensure pupils’ understanding. The student has demonstrated:</p> <ul style="list-style-type: none"> • introducing and using the appropriate terminology for the subject area or topic • using appropriate strategies to check understanding – either prompts or questioning techniques.
<p>Observation</p> <p>Work product - Policy summary sheet behaviour management policy. Student profiles.</p>	<p>S1.12 Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school’s policy. The student has demonstrated:</p> <ul style="list-style-type: none"> • consistency in following the setting’s behaviour management policy strategies • clarification of classroom rules to pupils • fairness when reinforcing positive behaviour • timely response to challenging behaviour.

Planned activity	Structured observation number, and Criteria to be covered
<p>Observation</p> <p>Work product – Teacher’s lesson plan, with student’s role identified.</p> <p>Professional discussion may take place if you are unable to cover all elements in observation.</p>	<p>S2.8 Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.</p> <p>The student has demonstrated:</p> <ul style="list-style-type: none"> ● following the lesson plan/learning objectives agreed with the teacher ● ensuring pupils’ motivation and interest is maintained ● supporting and challenging pupils appropriately ● ensuring inclusion of all pupils.
<p>Observation</p> <p>Demonstrate techniques including scaffolding.</p>	<p>S2.13 Use appropriate strategies to enable pupils to access and engage in learning.</p> <p>The student has demonstrated:</p> <ul style="list-style-type: none"> ● appropriate scaffolding to support and engage pupils in learning ● explanation of instructions and questioning techniques to check understanding ● modelling use of practical equipment or resources.
<p>Observation</p> <p>Professional discussion will take place, as it is unlikely you will cover all points within the observation.</p> <p>Work product – Evidence you have or activities you have carried out to support literacy.</p> <p>Policy related to literacy and safeguarding.</p>	<p>S2.15 Support the development of literacy using appropriate strategies for the context.</p> <p>The student has demonstrated:</p> <ul style="list-style-type: none"> ● the use of systematic synthetic phonics: <ul style="list-style-type: none"> – teaching letter sounds before pupils are introduced to books ● developing reading for meaning: <ul style="list-style-type: none"> – reviewing key vocabulary and previewing text before reading – asking pupils to make predictions about what they are reading – asking pupils to summarise the text in their own words – asking questions to check understanding ● encouraging reading for enjoyment: <ul style="list-style-type: none"> – involving parents and carers in reading at home ● providing specific feedback on the accurate use of spelling, punctuation and grammar: <ul style="list-style-type: none"> – helping pupils to select and use appropriate resources, e.g. dictionaries ● widening pupils’ vocabulary: <ul style="list-style-type: none"> – maintaining a language-rich environment ● improving pupils’ confidence in reading and writing. <ul style="list-style-type: none"> – using praise and feedback – encouraging pupils to rehearse talking about what they are going to write.

Planned activity	Structured observation number, and Criteria to be covered
<p>Observation</p> <p>Professional discussion may take place if you are unable to cover all elements in the observation.</p>	<p>S2.17 Identify and use unplanned opportunities to develop mathematical understanding as they arise The student has demonstrated:</p> <ul style="list-style-type: none"> • recognition and use of unplanned opportunities to develop mathematical understanding • skills to develop and extend pupils' mathematical understanding.
<p>Observation</p> <p><i>(note missing from teacher's grading sheet)</i></p>	<p>S4.18 The student must be able to support pupils' confidence and self-esteem in order to help them manage their own learning by, including but not limited to:</p> <ul style="list-style-type: none"> • using positive language to reframe how pupils see themselves • listening to pupils and giving them a voice • providing praise and encouragement when pupils are making an effort and trying hard • supporting pupils in organising their learning and talking through their approach • encouraging a level of challenge which gives pupils opportunities to succeed • working with experienced staff to support pupils
<p>Observation</p> <p>Work product - Policy summary sheets for digital safety and online-bullying.</p> <p>Professional discussion – Explain links to legislation and processes (policies) for keeping children safe online.</p>	<p>S3.26 Participate in digital safety and cyber-bullying initiatives. The student has demonstrated:</p> <ul style="list-style-type: none"> • compliance with legislation and school policy • keeping knowledge up-to-date to be able to identify potential online risks • contributing to the safeguarding of pupils.
<p>Observation</p> <p>Policy summary sheet for use of technology</p> <p>Professional discussion not permitted.</p>	<p>S3.28 Ensure pupils use technology safely. The student has demonstrated the following:</p> <ul style="list-style-type: none"> • follows setting's policies and procedures for use of technology • supervises students to use equipment correctly • only uses school devices as they will have appropriate filters applied • raises pupils' awareness to risks if they arise.

Planned activity	Structured observation number, and Criteria to be covered
<p>Observation</p> <p>Professional discussion may take place if you are unable to cover all elements in the observation. However, there are limited aspects that can be discussed.</p>	<p>S3.33, S4.18 Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements. The student has demonstrated:</p> <ul style="list-style-type: none"> • role modelling positive relationships, empathy and care for others • praise and encouragement to recognise achievement • giving pupils opportunities to be independent and take ownership of their learning.
<p>Observation</p>	<p>S3.36 Support pupils in managing failure and disappointment. The student has demonstrated:</p> <ul style="list-style-type: none"> • developing an environment where pupils' best efforts are recognised • promoting pupils' resilience by supporting pupils to manage own failure and disappointment and to learn from experiences.
<p>Observation</p>	<p>S3.40 Model professional behaviours.</p> <ul style="list-style-type: none"> • punctuality and appropriate personal presentation • courtesy and respect for others.
<p>Observation</p> <p>Professional discussion not permitted, however work products that support this include student profile and policy summary sheets.</p>	<p>S4.21 Promote equality of opportunity and anti-discriminatory practice. The student has demonstrated:</p> <ul style="list-style-type: none"> • ensuring pupils' individual needs and interests are considered in planning and provision of resources • celebrating diversity of culture and family backgrounds within the setting • modelling appropriate behaviour and where appropriate is confident to challenge discrimination.

Observation of Skills Recording Form

Record of Observation	Criteria
<p><i>The student gathers some children around the table and talks about how they are going to complete these sentences and looking at a diagraph. So, they start to sound out and the student supports this, they are all joining in. He asks what makes sense for the word and they say pear and so fill the gap. They then sound out the word pear and find it at the bottom of their page. We are using one space per line. The student shows us the worksheet and explains. They use their finger to guide read and he offers support to those students that appear to be struggling. He asks them to ask for help if they need it. The teacher comes over and observes and like the student praises what the children are achieving and they remind that they need to sound all the words out. One of the children calls out for help and he says that he will come to her in a moment. He then reminds them that they can work at their own pace and then supports the child through helping her sound out the words.</i></p>	<p>S2.13 S1.8 S1.9/2.9 S1.10 S1.11 S2.8</p>
<p><i>He says how they are all doing so well with their colour coding as the beginning and end of the words are different from the middle, all of which have 'ear' in them. He walks around the table and ensures that everyone is ok and guides only where necessary, knowing when to step in. He gets them to read out and supports them in their guided reading by ensuring that they stay with the right words. All children are engaged and concentrating on their task. As he finishes up one of the children says they have done all the words, so he goes over and checks and affirms her work.</i></p>	<p>S3.26 S3.28 S3.33/4.18 S3.40 S4.18 S4.21</p>
<p><i>One of the girls who has finished then supports a friend so there is peer work between them too. He asks them to put their hands up if they have finished and then supports those that are still finishing up.</i></p>	<p>S3.36</p>
<p><i>The student then hands over the guided reading books in which the children will need to be finding the words with 'ear' in them. The student then asks the teacher if he would like the worksheets glued in their books and he says yes, and they then get the glue sticks and then stick them in. He then looks over what has been completed.</i></p>	
<p><i>The teacher then says that he would like to read every word and that they need to use their fingers, there is to be no support and they will then go back and look for the sound we have been looking at. The teacher then gives the sheets out and the student notices that one child has not yet received and so they ask the teacher if they could give them one which he then does.</i></p>	<p>S2.15</p>
<p><i>He oversees the gluing of sheets in the book and ensure that they are gluing the second sheet too. They then guess at what they will be doing, and the student then says that they are nearly there. He then asks them all to read to themselves the first sentence and says no colour coding yet. He ensures that they are doing this from a distance. He then helps only when they are stuck on a word. One of the children says can we get on and colour code and the student reminds that it is important that we are reading through first. One of them says they have found a bear and he affirms that they have. He then asks who has found the first word and they put their hands up and he asks one of the children and he says bear. He then says to colour code the sound which they then get</i></p>	

on and do. The volume is picking up as they find more words and he asks them to quieten down. They say that they have found another bear and so he says that is right and you can then colour code it. He affirms one of the children who had struggled on the last task.

He then goes around to see who has completed and if they have missed some words to ensure that they are reading and without saying guides them to continue to find more. He then says keep up the great work, and that he can see they are colour coding well. One of the children says that he has read and that he knows how to find the 'ear' sound and the student says that is exactly right. The student then starts looking. He is differentiating according to need and ability, ensuring that he supports accordingly. The teacher then says that they need to finish off and pack away.

The student then ensures that all chairs are under the table and that everything is ready for the next activity.

Professional Discussion Form

Record of the discussion. Please include: <ul style="list-style-type: none"> • people present • what you discussed/questions/answers 	Criteria
<p>Professional discussion</p> <p><i>S2.8 – understanding how the peers can communicate with each other, be able to impart knowledge whilst also allowing them to support each other too. This allows them to deepen their understanding of the subject.</i></p> <p><i>S2.13 – Strategies – monster phonics which allow the children to see the sounds as different colours which has been very beneficial. They can understand the characteristics of words and where sounds come into this. We went over the reading to ensure their understanding as well as their enjoyment of this process. Talks through how the repetition of the sound encourages them to read between the lines ...this all links with the monster phonics.</i></p> <p><i>S2.17 – Each of the children gets pencils, they know what colour and how many. They have one to write with and one to colour code, they also needed to look at how many times the sounds occurred in the text.</i></p> <p><i>S 3.26 – Cyber bullying – talks through how he has been part of a session where they were talked through aspects of IT and where is might not be safe and how you should know who you add to your games.</i></p> <p><i>S2.18 – Firewalls monitor what the children access, they have safe search enabled so that they cannot access inappropriate material. If a child disclosed they had seen something inappropriate, I would speak to the parents if at home and suggest that they might want put safe searches on and support in that. If it happened within the school, I would inform the teacher and if needs be raise to the DSL.</i></p> <p><i>S33/s4.18 – The children are encouraged to take pride in their work with specific feedback so that they are aware of their progression, and this supports this.</i></p> <p><i>Within the observation the lesson plan changed so I needed to adapt to that and spoke through with the teacher about this.</i></p>	<p>S2.13</p> <p>S1.12</p> <p>S2.17</p>

NCFE Moderator commentary – Pass grade

The student recognises their role and works alongside the class teacher collaboratively and independently, sharing feedback and contributing to planning. They show an understanding of planned teaching objectives and have the confidence to motivate and engage pupils. The student works appropriately and consistently within the boundaries of their own role in line with teacher's expectations.

The student demonstrates positive relationships, their communication with the children is positive and language is appropriate. They recognise pupils' efforts, use opportunities to praise pupils and encourage them to recognise their own achievements and take ownership of their learning. Limited use of terminology relevant to the subject area is evident.

The student supports pupils effectively by giving clear explanations to clarify tasks. They use scaffolding, modelling, and use questions and prompts to support pupil understanding. However, to improve their practice, they need to differentiate their explanations and support.

The student uses appropriate actions to support pupils in reviewing their work and setting their own targets, however this could be improved in literacy by having a better understanding of literacy development across the National Curriculum and not just the age range observed. Monster phonics is referred to within the PD. The student is limited in developing and extending pupils' mathematical understanding. The student lacks confidence in supporting and challenging pupils appropriately, especially when using skilful questioning techniques and supporting learning through modelling behaviours.

The student models positive behaviour and implements agreed behaviour strategies. They show confidence in reinforcing pupils' positive behaviour with support from the class teacher.

The student has limited understanding of collaborative working outside of the classroom. They need to gain a deeper understanding of the roles of other professionals and how they may work together.

The student follows the setting's safeguarding policies and procedures; however, they showed a limited understanding of the policies relating to technology and cyber-bullying initiatives. Limited knowledge discussed within the PD.

The student follows the setting's equality and anti-discrimination policies and procedures and is confident in recognising and responding to discriminatory behaviour.

Structured observation – Distinction grade

The evidence below is an example of one distinction grade observation planning form and an observation of skills recording form.

Observation Planning Form

Planned activity	Criteria to be met
1. Discuss with the teacher beforehand to ensure I am aware of the resources and equipment for the activity. Discuss with the teacher if there is anything I don't understand. (give planning document to 'R').	S1.18 S2.17
2. Set up the learning environment before the lesson begins and prepare equipment. Ensure there is a large and small chair to support 'O'.	S4.21
3. 9.02 – phonics class. Input on the carpet and ensure all children have resources they need.	S1.10
9.07 – take child 'O' outside to the table for 1-1 phonics.	
9.27 – take 'O' back in and tidy up the outside area.	
4. 9.30 – feedback to class teacher about 'O' and the next steps moving forward to support.	
9.30 – carpet input with an explanation of what the outcomes are the lesson (5-10 mins)	S2.8 S3.36
5. 9.40 – go to intervention room. Ensure children are all facing the wall to remove distractions. (group 4)	S1.11 S2.13
a) Give a small introduction explaining the task and explaining the objectives.	S3.33/S4.18
b) Support the children with writing their sentences. Support the needs as appropriate.	S2.15
c) get the children to record themselves with the iPad saying their sentences. Model how to use the iPad and get the children to record. Explain to the children why we are recording. Explain to the teacher where the video recordings are so that it can be used for video evidence if needed.	S1.12 S3.28
9.58 - tidy up the classroom and head back to the classroom.	S1.9-2.9
10.00 - Feedback to the teacher and explain about uploading the evidence on dojo for parents / carers to see. Discuss to the teacher about progress and steps moving forward. Discuss what went well and which children stayed on task/ achieved.	S3.26

Day	Key teaching points
Tues	<p>Read some of the book (open topic on the day of observation) within the classroom. Classroom input explaining what they will be doing within the lesson and what the task is. This is led by the class teacher.</p> <p>LESSON PLAN</p> <p>Move from classroom to Intervention room at 9.40am Children are to have an explanation of the task they are doing. This is to write one sentence on the open topic making sure that they have reread what they have written. Children will have access to the vocab mats and sound mats as well as the sound mat on the wall. Ensure each child knows what their targets are on the pencil. 9.50am Children record themselves saying the sentence in the small group. Open question - Why might we film ourselves saying our sentence(s)?</p> <p>10.00am End of lesson > What is one thing you did in your work that you are proud of?</p> <p>Children go back to the classroom and I give feedback to the class teacher.</p>

Supporting Learning:
 Support: G and A

Extending Learning: Encourage the confident writers to write another sentence using a wide range of adjectives.

Year Group - 1	Week Commencing - 7th Feb 22	Location - Intervention Room	Group Size - 4
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Objectives for the lesson:

- To write a sentence about the open topic with confidence.
- Use key vocabulary related to the topic.
- To re-read sentence(s) to check that it makes sense and use our pencils with our goals on to hit our targets.

Overall Learning Aims:

- To use their own knowledge of the book to write a structured sentence.
- To be able to use some common words within their writing.
- To use technology effectively to record the sentence.
- To write for meaning and purpose.

Previous lesson:

A continuation of the previous lesson to help extend and expand their knowledge and solidify what they have learnt.
Children should feel more confident as the lesson goes on with the text.

Resources needed:

Exercise books
Pencils
Vocab Mats
Sound Mats
Whiteboard & Pen

Observation of Skills Recording Form

Record of Observation	Criteria
<p><i>Student shows her plans and explains that there will be slight adjustments to the original plan as the child she had organised to involve is not in, so she has chosen another child and talked it through with the teacher.</i></p>	S1.8
<p><i>She said that it will also be necessary for the phonics part to be reduced in time to 15 minutes to work with the teacher’s plans for the day. Student shows all her plans along with the literacy cards that she has made and explains that she is going to be looking for the children to use particular words and talks through these and their importance.</i></p>	S1.11
<p><i>The student gets the child that she is working with and talks through the sounds. First sound is ‘ow’ so she says snow. She says you know how you know most of these words, I would like to have a little test to see how good you are. So, what is the first word, snow. Child writes snow and he writes the ‘s’ back to front, she says how she can see one mistake, ‘can you see it?’ and then he looks at the ‘s’ and he points to it, and he amends it. She ticks the work.</i></p>	S4.18
<p><i>The next word she asks, ‘what does this begin with?’ he says ‘r,’ and then he writes it, but leaves a letter out. She asks him to look again, and he then changes his error.</i></p>	
<p><i>She says that she is going to give a further challenge. She then writes ‘aw’ and asks what sound this is, and he is not sure. He says he is not sure; she explains how it is ok to be unsure and to get it wrong, as that is how we learn. He then guesses and she affirms. So, the word we are going to look at is door can you write that down, he does, and she gives him a high five.</i></p>	S2.8 S1.10 S3.33, S4.18
<p><i>She then looks at the last word and they talk through the expectations, and she asks him to write ‘fair’. He does, he gets a high five and she talks about how she is going to give a celebratory achievement award as he is doing amazing.</i></p>	S2.13
<p><i>She explains how they are then going to do some reading and asks ‘have you read this book before?’ And says how she hasn’t, he says he hasn’t either.</i></p>	
<p><i>He then starts some guided reading in which the student supports with her finger under the words. She gets him to focus on particular sounds that he is working on. He gets a little stuck on scooter and so she supports with the word and asks, ‘do you have a scooter at home?’ He chats for a bit and then returns to the reading. He reads out ‘me’ instead of ‘my’ and she reminds him, and he gets it. She is very affirming and supportive throughout. They talk through the word ‘shoo’ and explains how he knows this word as he says it sometimes when someone is being annoying.</i></p>	S2.15
<p><i>She says that he is doing really well, keep it up. Where he struggles on any words, she informs him to slowly sound the word out. He gets stuck on ‘little’, so she gives a situation for him to relate to with the heights of his friends and supports him to work out the word this way. She talks through sounds,</i></p>	S1.12

Record of Observation	Criteria
<p>pauses, expression etc. She explains and he listens intently.</p>	
<p>Student says, 'last page, well done, you are nearly there'. She is affirming and reminds him that they are looking at ellipsis, where there is a pause.</p>	S3.36
<p>I know you know these next words, but we are going to run through them quickly and returns to the words that he found a little more difficult. He talks through each and again the student affirms throughout. He gets stuck on one word, and she shows him another word similar, and he gets it.</p>	S1.9, S2.9
<p>She says I will give you one more challenge, you need to write a sentence with two of these words in and shows a word card. You need to make sure that you use the right order, punctuation etc. He writes 'I think' and she reminds him to have his finger between the words to keep a gap. She also reminds him that some words he can refer to in the book and others like 'is' he has to remember. He writes 'I think little is good'. She asks him to look at what he has done and if there any letters that are the wrong way round, he looks and thinks it might be the 'd' to which the student says the 'd' is perfect, have another look and then he realises that it is the 's'.</p>	S1.11
<p>I want you to wipe the board and head back to the classroom. You can have two smiles as you have done amazingly within this activity. He questions if he could get anymore and she says, 'well you tell me, do you think that you could keep this up?' He then says, 'I don't know because child A & B annoy me'. So, she says 'well that is your choice how you react, what do we say you need to do if you feel annoyed?'. He replies 'Come away from them and tell the teacher.' She agrees and tells him to try hard and he could get more.</p>	
<p>The student then went into the classroom and fed back to the teacher how it went, what they were looking at, what areas of development she had seen and about his achievement awards.</p>	
<p>The class is then asked to sit on the carpet for story time and the student sits with the child that she has been supporting and then assists with the class reading. She talks through with the child whether he did the work that had been set and they talk through what he had done. The other children are conversing with the teacher. The teacher then reads a story. One of the children is not sitting nicely so the teacher asks him to sit nicely, the student also assists this situation asking him to sit nicely whilst the teacher reads.</p>	S3.40 S4.21
<p>The teacher explains how they are going to be writing sentences and looking at stories that they have read before to help them. She explains that you now need to go back with your partner and write about what you see. She points to the board to support what they have worked on previously.</p>	S1.11
<p>The student then brings a group to the table and asks what words they are going to look at and then explains what they are to focus on. They say how they can see a horse, fox, reindeer, house, she ensures that they are within the picture and affirms them. She continues asking what else they can see, and they continue with sun, mountains. She asks, 'are they mountains or something else?' They think and come up with some suggestions and then</p>	S1.11

Record of Observation	Criteria
<p><i>one child says ‘hills.’ She then asks, ‘how do we spell that?’ and they then sound the word and work it out. They then finish with bush as the teacher counts them down. They then go back to the carpet with the words that they have found.</i></p> <p><i>The student then goes back to the child she was with previously and again helps with him sitting down. Student then goes over to a child that has not joined the circle and tries to encourage him to join. She also goes over and gets a child who appears a little anxious to sit and listen. One of the children is not sitting nicely so she tells him to sit down nicely. The teacher asks the student if she wants to gather her group for her activity. She talks through with the teacher her plan and who she should take, and they then walk to the old library and the student asks them to sit down.</i></p> <p><i>Student starts by asking ‘what is a describing word called?’ Child A says ‘action’, student says nearly they then talk through as a group and work out that it is an adjective.</i></p> <p><i>She ensures that all are listening before she continues. She says that this is our challenge, she says these are tricky words and sometimes what year ones get wrong. I want you to use two words and an adjective within this activity.</i></p>	<p>S1.11</p>
<p><i>She asks, ‘what can you see in the picture that you can write about?’ they say ‘fox, deer.’ She then asks, ‘how can we describe our fox?’ child replies ‘the fox is orange’. Student affirms saying ‘that’s great how are we going to use the words on our card?’ They then try to work out how to say orange and sound out the letters and all agree this is a tricky word. Student then says, ‘we need to use more words so what else can we say?’ The child replies ‘the fox is orange and very sneaky, or he has big ears and can hear well.’ Student replies ‘yes has is on the word page.’ With this the student writes all the words on the whiteboard as an example for the children to see and then asks, ‘what have I done wrong on my example, I have not done a full stop or capital letter.’</i></p>	<p>S1.11</p> <p>S2.17</p>
<p><i>She explains how they have ten minutes to work on this and says to child A & B that they need to use 2 of these words (showing the card) and you 2 (child C & D) need to use one. She then goes on to say ‘or you can challenge yourselves and choose 2. You also have your goals list to see areas that you need to remember to work on.’ She then talks through all the children’s areas with them, and they then focus on their sentence.</i></p> <p><i>Student – ‘Child A what is your sentence?’</i> <i>Child – ‘The reindeer is skipping on the grass’</i> <i>Student – ‘what is your adjective?’</i> <i>Child – ‘Skipping.’</i> <i>Student – ‘Great so make sure you have all your full stops and capital letters.’</i> <i>Student – ‘Child B what is your sentence?’</i> <i>Child – ‘The fox is eating the grass.’</i> <i>Student – ‘Amazing so remember your capital letter.’</i> <i>Student – ‘Child C what is your one?’</i></p>	<p>S1.11</p>

Record of Observation	Criteria
<p><i>Child – ‘The fox is running’</i> <i>Student – ‘so an extra challenge would be to extend on that sentence, so the fox is running in the grass.’</i> <i>Student – ‘Child D what is your one?’</i> <i>Child D says ‘the bees are dancing.’</i></p> <p><i>They all work on writing their sentences in their books. Where they are a little uncertain with spelling the student shows the words that are on the picture card to support.</i></p> <p><i>Student asks ‘how do you spell are, it is a tricky one shall we look?’</i> <i>Child B – ‘I can find it.’</i> <i>Student - ‘well done and yes that is it.’</i></p> <p><i>Child is stuck with ‘eating’ and so student says what is the ‘ing’ sound and child sounds out the letters. There are a couple of children that are uncertain with ‘ing’ so they talk through again.</i></p> <p><i>She gives child A a further challenge and asks if she can extend on her sentence. The child starts to say and write what she is thinking. Child A is looking at the word card and looking for ‘was’, they peer work to find it. Student then asks, ‘how many letters are in the word’ and asks, ‘which is bigger’, student counts 3 for one word and 8 for the other. Student asks which is more and Child A says 8. To further challenge, the student asks and which one is nearer 10 and the child says ‘8’.</i></p> <p><i>She then reminds that the children need to be finishing up and supports where they are up to ensure they are keeping their concentration.</i></p> <p><i>She asks Child C to read his sentence to the class, he seems a little reluctant, so she supports him by reading some. He appears not to want to sit down, so the student realises that his chair has been taken and then she says he can have her seat. She then gets him to sit on the teacher chair and says ‘you can keep an eye on everyone and let me know if anyone is talking.’ She says we need to do this quickly.</i></p> <p><i>They all read out their sentences.</i></p> <p><i>Can you check that you have got capital letters, finger spaces and full stops? Have a look. She affirms a child who has managed all and gives a high five.</i></p> <p><i>Student – ‘We are now going to film you saying your sentence. Why are we going to do this?’</i> <i>Children – ‘So the parents can see all our hard work.’</i> <i>Student – ‘They will be so impressed you have worked so hard.’</i></p> <p><i>The student then explains the expectations and that others need to be quiet when others are talking.</i></p> <p><i>Student – Who would like to go first?</i></p>	<p>S1.11</p> <p>S4.19</p> <p>S1.12</p>

Record of Observation	Criteria
<p><i>Child B decided to go, and Child C decides to film. Children then film and speak the sentence that has been put together.</i></p> <p><i>Child A decides to go next and Child B films. Child reads through her sentence as the film goes.</i></p> <p><i>Child A then says she wants to film Child C. Child C is still not looking very impressed, but student supports reading and then he says it and she gives a high five.</i></p> <p><i>Last child then films, and child D reads her sentence. She says her sentence and realises that she has said it a little wrong and so repeats with right word.</i></p> <p><i>She then asks them to sit down.</i></p> <p><i>She then says I have one more question. 'We need to reflect; do you remember what this is?'</i></p> <p><i>Child talks about how a light reflects. So, student reminds them what reflection is and asks Child D 'how do you think you did?'</i></p> <p><i>Child D – 'I did well with my sentence' and student says and 'I am impressed with your capital letters too.'</i></p> <p><i>This continues with each child, child acknowledging and student affirming.</i></p> <p><i>Child C is uncertain as to what he is proud of so student puts it out to the other children and they all praise along with student.</i></p> <p><i>Student then goes to teacher and talks through all developments she has seen within her activity.</i></p>	

NCFE Moderator commentary – Distinction grade

The student recognises their role and works well alongside the class teacher collaboratively and independently, sharing feedback and contributing positively to planning. They show a clear understanding of planned teaching objectives and have the confidence to motivate and engage pupils. The student takes time to study the learning objectives at the start of the day.

The student demonstrates positive relationships, their communication with the child in the focused activity and when working with the children is positive and language is age/stage appropriate. They recognise pupils' efforts, use opportunities to praise pupils and encourage them to recognise their own achievements and take ownership of their learning by setting themselves challenging but achievable targets. They also empathise with pupils and encourage them to persevere when things don't go to plan, encouraging reflection and positive self-concept. The student takes every opportunity to develop pupils' resilience within the classroom.

The student's communication is highly effective in supporting pupils' understanding of tasks by giving differentiated explanations. They use scaffolding strategies, questions, and prompts effectively to meet the needs and abilities of the pupils. They have a high level of confidence when providing additional support for pupils using scaffolding and communication to encourage and motivate. The student is confident when discussing the last-minute change of lesson plan with the teacher.

The student uses appropriate actions to support pupils in reviewing their work and setting their own targets and shows a good understanding of literacy development across the National Curriculum. The student is effective in developing and extending pupils' mathematical understanding, making use of spontaneous opportunity, such as counting letters to find the longest word and providing a range of targeted opportunities to encourage pupils' independent learning.

The student models positive behaviour and implements agreed behaviour strategies. They show confidence in reinforcing pupils' positive behaviour. They confidently and consistently offer specific praise and encouragement and sensitively encourage pupils to recognise their own achievements. The student has a clear understanding of collaborative working outside of the classroom and of how professionals work together and why this is important for teaching and learning. This is evident in the planning and evaluation of the lesson.

The student follows the setting's equality and anti-discrimination policies and procedures and is confident in recognising and responding to discriminatory behaviour. The student is highly proactive when effectively differentiating resources and activities to promote inclusive practice. Moving forward the student should use their increasing theoretical knowledge and practical skills to be as prepared as possible, ensuring planning meets the needs of children and all resources are to hand. This will naturally evolve with confidence, learning from the expertise of the class teacher and modelling the approaches and pedagogical practices engaged at the school.

Assessment information – assignment 3

- Analysis and Evaluation of Case Studies
- Paper number: P001342
- Time allowed: 4 hours

Student evidence – Pass grade

Case study 1

Within my role as a teaching assistant firstly I would try to have a 1-1 with Oscar as it is important to ask about how he is feeling and to have an understanding of what he is going through. These would be regular as when trying to communicate with the teacher, the teacher has noticed that Oscar doesn't often want to discuss his feelings therefore by having small discussions it may build trust, so he is confident enough to share how he is feeling. Within the 1-1 I would ask how the transition from primary school to secondary school has been and if there is anything that he believes could help him. Due to noticing that there has been changes in Oscar's behaviour I would write down any changes observed making sure to mark the date and time and also any information Oscar has said using his own words. While writing and storing the information it is important to remember General Data Protection Regulation (2018) as this shows that when being informed and storing information it should be done safely ensuring that it is kept confidential and is only shared with those who may need to know. Any conversations or changes of behaviour would be reported to the designated safeguarding lead of the school so that they are informed and can keep track of this. One of the changes in Oscar's behaviour that has been observed is becoming withdrawn which is important to address as this may have a long-term impact on his social inclusion as he is finding it challenging to make friends. From previous observations he may have been becoming withdrawn as a side effect of being teased by other children. Another safeguarding concern I would have is that his mother relies on care for his younger sister after school meaning when he finishes school it does not give him as much opportunity to socialise. This is also important to Oscar's inclusion in tasks as if he is able to be socially included. This may help with making friends and prevent him from becoming withdrawn. Within noticing that Oscar has been teased this may have impacted his confidence therefore making his contributions in tasks minimal. One of the observations that the teacher has made is that he is often tired, and this may be affecting his learning as due to his tiredness it may be causing him to not want to participate in lessons.

A strategy I would use to support Oscar's wellbeing is by doing regular intervention sessions where he is able to communicate with a teaching assistant how he is feeling and any changes that may impact him. It is important that he feels supported holistically as the idea from the theorist Maslow shows that a child's basic needs must be fulfilled in order to teach them effectively. A strategy I would use within the lessons that he is in is by when completing group work, allowing Oscar to choose the group that he is working in so that he feels comfortable and confident enough to contribute to the group work and may also support him with social inclusion. To support Oscar's resilience, I would give rewards for completing tasks as this may help to motivate him. These rewards can include strategies such as verbal praise such as 'You're doing really well'. This is linked to Skinner's theory of rewards as when a child is being rewarded for a positive behaviour, they are likely to repeat that behaviour. I may suggest to Oscar to look at the schools after school activities available and encourage him to join any activities that he shows interest in as it means that he is able to explore his own interests, and this may allow him the opportunity to talk with others who have similar interests. Also, during after school time he may want to complete homework with help from teachers or just in the school environment as a report from one of his teachers shows that he is not completing homework and by having time after school to complete this may be what Oscar needs as working at home may be challenging due to caring for his sister after school. Another strategy that may be used to support Oscar's wellbeing is to support him to find activities out of school that he enjoys

participating in, as it is a new area to him and a new school, having activities that he does outside of school may support him to build his confidence. The class teacher may want to work in partnership with the parents of Oscar to notify them that he has found the transition to secondary school challenging and that by going to after school activities this could be beneficial to his wellbeing. When working in partnership it is important to not share any confidential information due to GDPR (2018).

Within my role of teaching assistant, I would communicate with the class teacher to find strategies that may help Oscar to work independently and to support his engagement. A strategy I would suggest, to support Oscar's engagement is sitting close to the front of the classroom as this means that the teacher is able to observe when he is listening and how long his attention lasts as a reflection for future planning. This links to Gagne as it focuses on the idea of reflecting on planning and using experience of lessons to support future planning therefore making it more engaging. This may also be important as if he is sat at the front of the classroom, he is less likely to be teased by other children making it easier for him to learn. I would also work with Oscar as he may have an idea of how to support his engagement in independent learning. Also, by working with Oscar the teacher can begin to find out about his interests and support him to find activities that are linked to his interests.

To meet Oscar's individual needs I would adapt the lesson by involving the use of technology so that it can support Oscar as he often finds certain tasks challenging therefore by using technology he can research and find ideas that can support him with his learning. This is linked to a connectivism approach as this is the idea that technology helps to construct learning by the use of different resources that can be found to support an individual to build ideas. This is also a similar theory to Downes and Siemens (2005) as they believed that technology has a major part in learning. To support Oscar's progress with some of the subjects that he is below expectations, I would have group work to complete in the lessons and each child is given a role to research and find out about giving specific questions so that it can help to prompt him and complete a certain amount of work.

To support Oscar's social inclusion, I would find out through observation or by asking which students are teasing Oscar. Also, this may help to prevent Oscar's belongings going missing therefore keeping his concentration on the work and not having to worry about his belongings going missing. This would be reported to the designated safeguarding lead as this is a behavioural issue that can be dealt with. It is important that Oscar feels included and is not bullied as this would affect his wellbeing and therefore may make him withdraw from people as this could have a possible impact on his self-esteem and self-concept. Within the Equality Act (2010) it shows that people must be treated equally and ensure that nobody is discriminated against.

Case study 2

Amelia has high expectations of herself and becomes easily upset with herself when she does not achieve her targets. As a teaching assistant I would talk to the class teacher to see what targets are in place for her already and see if it is possible to spread the targets out over a longer period of time to put less pressure on Amelia to achieve the goals. I would also see if it were possible to work with Amelia to write a SMART (specific, measurable, achievable, realistic, and time bound) plan. This will allow her to write her own plan of when she starts to achieve a goal, how she will achieve the goal and the steps she will take to complete it which will give her the opportunity to make informed choices of her learning. I would review this plan by checking back on the plan with Amelia to see if she has met the goals and if she hasn't, then what adaptations can be made. This is important to help me reflect on how she is doing but also to help her reflect and realise that if she hasn't achieved a goal that it's ok. We can talk through why she hasn't achieved that goal yet and what we can do to make the plan achievable. If she gets discouraged then I remind her that it's okay not to reach a goal for the first time and we don't have to change the goal, we change the plan to help us achieve it.

Could that be a reason why Amelia has high expectations of herself? I would step in and speak to Amelia to find out why she has such high expectations. Is it just because she wants to do well or is someone putting lots of pressure on her? If so, then it is crucial to report it to the safeguarding lead as it could be something serious happening at home. Amelia lacks confidence in her own abilities and can become frustrated and angry. Comments from her year 2 reports say that she responds well to praise so using a sticker chart could help to improve her confidence. If she meets the goals on her smart plan, then she can put a sticker on the chart to show her progress. In Skinner's theory of reinforcement, he speaks about highlighting the good behaviour by giving praise and rewards and giving consequences to bad behaviours. Rewards will help Amelia to feel like her efforts have been appreciated and will also help her to bring awareness to what she does well. It is also important to give constructive feedback to Amelia when she has made a mistake, so she knows where she's gone wrong, and what she needs to do to improve it. One method of praise is a feedback sandwich, which is where you give positive feedback, negative feedback and then another positive, to reduce the impact of the negative. From there I can talk through what you need to do to improve the negative.

Skinner's theory of reinforcement discusses giving consequences, like a loss of playtime to bad behaviours. Amelia's behaviour is said to be unpredictable and impulsive. It is important to give consequences to these behaviours as she may not be aware that these behaviours are wrong. Talking through the bad behaviours and ensuring she is aware of why she is missing playtime is important to help her reflect on them so she can prevent them from happening again. Even though it is important to give consequences to behaviour it is just as important to find out why she is displaying the behaviours. Has something happened in the classroom to make her react like that? If she says something is going on in school or at home or I have my suspicions, then I must feedback to the class teacher for concerns in the lessons and feedback to the safeguarding lead for concerns at home. It is important to do this to prevent anything that may get in the way of her safety or education.

Amelia struggles with her behaviour. In the year 2 report it states that she can be helpful in class. Giving her set jobs to do in the morning and throughout the day which will help her to feel more independent and involved with the classroom. This can also be used as a consequence for behaviour as if she behaves badly then she won't be able to do her jobs that day and someone else will have to be the helper. Amelia can then make an informed choice as she can consider the consequences that might be given to her. The class teacher has expressed concerns relating to Amelia's low self-esteem. It is important for me to find out where in particular she struggles with her self-esteem. After I found this out, I would then ask Amelia's parents if and how her self-esteem affects her at home. Once I found out relevant information and planned how I will support Amelia, I will discuss them with the class teacher and parents in order to put them in place. This could be talking to Amelia everyday about her concerns and feelings. It could be playing with her for a certain amount of time every day to make her feel like she is worthy of that time. It might be an increase in support and praise, so she is aware of her capabilities. Or it could be an increase in independence with support when she asks for it, so she feels like she is capable of doing things on her own. Overall, Amelia sounds as though she needs support in the classroom to increase her confidence and self-esteem. Her reports show she is doing well in class and working at the level she is expected to work at she just needs support to believe in herself so she can push herself and find her full potential.

NCFE Chief Examiner commentary – Pass grade

Case study 1

The student has identified some strategies to work effectively with the class teacher to support Oscar's engagement in the curriculum. However, these need to be developed further to show deeper understanding of how communication and sharing information can support Oscar, for example, discussing what works, agreeing targets, sharing ideas and being clear about roles.

The student has shown an understanding of how to plan and review learning opportunities. However, opportunities for multi-agency working have been missed because the student has not fully considered the impact that Oscar's current situation has on his confidence and behaviour, and the importance of partnership working, for example, the support from a social worker to support the family at home, planning with others to ensure that resources and agreed strategies are in place for Oscar if required. The student has identified safeguarding concerns which shows a reasonable understanding. However, to improve their answer they need to consider a wider range of strategies that can be used to support Oscar's wellbeing and resilience, for example, encouraging positive friendships, planning group work, or attending a lunchtime club. This would demonstrate an understanding of the importance of friendship for social and emotional development.

There is consideration of the problems which Oscar is experiencing and an understanding of his situation as a potential young carer and the relevant support available to him. This could have been developed by considering strategies to manage the demands of this situation, for example, suggesting ways in which homework could be adapted or not required in the short-term until Oscar is back on track with his work, or by offering a homework club in school.

Case study 2

The student has read the report to identify Amelia's concerns but has not fully discussed the different areas of needs which may be affecting Amelia and why this might be the case, therefore missing an understanding of Amelia's individual circumstances and the kinds of barriers to learning she may be facing.

The student understands appropriate strategies to promote well-being. Further examples could be given relating to the possible interventions that may be implemented to support Amelia, specifically with low self-esteem and anger management. Use of the term 'inappropriate behaviour' is suggested as opposed to 'bad behaviour.' Recognition is given as to the potential reasons behind the behaviours which Amelia may be displaying, this could have been explored further in terms of implementing strategies to avoid inappropriate behaviour.

The student recognises the importance of working effectively with the class teacher, the response could be developed by considering how to work with other colleagues and other professionals to support Amelia effectively (teacher, SENDCo). There is recognition of the role of involving the parents, yet this could be discussed further, for example the need for increased communication with parents and the importance of working closely with them to share information, for example, a progress book for regular contact.

The student identifies some appropriate resources/activities to meet Amelia's needs, but these could be developed further with clear examples which consider the specific barriers Amelia faces, for example the planning of small group work or having access to a nurture group.

There is some consideration of safeguarding policies but a limited consideration of social inclusion and anti-discriminatory practice, for example, a discussion around acting according to school policies (SEND, equality, confidentiality) when there is a cause for concern regarding a child's development, or the use of an EHCP (Educational Health and Care Plan) to meet Amelia's needs.

Student evidence – Distinction grade

Case study 1

In the case study there are multiple factors that may be contributing to Oscar's behaviour which has caused some safeguarding concerns. One environmental factor that may be contributing to Oscar's behaviour is parental support. It's important for Oscar to have positive relationships at home with his parents and due to his father working full time and not getting home until late, this will impact Oscar's ability to form relationships with others as Oscar hasn't made any new friends since moving school. Another contributing factor that may impact Oscar's behaviour is the environmental factor of Oscar's mother having a disability as Oscar has to care for himself and his younger sister when he gets home. This will impact Oscar's behaviour as he may suffer from emotional abuse as he has become increasingly withdrawn and is often tired during class which are signs of emotional abuse and would therefore be a safeguarding concern. Oscar is not completing his homework as he is caring for his sister at home which is impacting his academic achievements. This also indicates signs of neglect as Oscar needs aren't met as he has to look after his sister as his mother is unable to. Another factor that may be contributing to Oscar's behaviour may be the individual factor of a mental health condition. Oscar doesn't want to discuss his feelings and the environmental factors at home are impacting Oscar's behaviour and his relationship with others as the emotional abuse may cause Oscar to have anxiety. He hasn't been able to make new friends and has become withdrawn. Oscar is reluctant to take part in activities which might also link to him having anxiety as he might be anxious to join in with others in the class. Another factor that may be contributing to Oscar's behaviour is the societal factor of bullying as the teaching assistant has observed a child teasing Oscar and this may be impacting him to not take part in activities and to withdrawal himself from others as bullying can cause social isolation. There are a range of factors that are contributing to Oscar's behaviour and therefore they are a cause for concern.

There are a range of strategies that can be used to support Oscar's well-being, safety, resilience and development. One strategy that can be used to support Oscar's well-being is by ensuring that the classroom environment is supportive and safe so Oscar can express himself and his feelings. This can be achieved by building a positive professional relationship with Oscar which links to Bowlby's attachment theory who suggested that forming attachments with others will help you to survive. Disruption to attachment between infant and primary care giver could result in difficulties so it's important to build relationships with the child. Therefore, it's important as the teaching assistant to build a relationship with Oscar as being his key person this will help Oscar to feel emotionally secure. As the teaching assistant, you could provide a class worry box, where Oscar can write down his feelings and allows the teaching assistant and class teacher to be aware of how he is feeling as Oscar doesn't want to discuss his feelings. As the teaching assistant you can also provide Oscar with reassurance and allow him to know that he can talk to the teaching assistant at any time and allow Oscar to become more confident in verbalising his feelings and discussing about how others might feel as he may be able to relate to others. A strategy to support Oscar's safety would be to act in line with legal obligations and the school's safeguarding policies and procedures, such as keeping children safe in education and working together to safeguard children. Ensure that concerns are passed on immediately to the designated safeguarding lead or the deputy. As a teaching assistant you would also need to share concerns with colleagues such as the teacher or SENCO to provide a team around Oscar to ensure he was safe within the setting, as well as at home, where support from external agencies might be needed. To help keep Oscar safe you could also reassure him that the classroom is a safe space for him to express any feelings or worries he may have at home or in school. One strategy that would help support Oscar's resilience and development would be to provide one to one support for Oscar as he has been unable to complete tasks independently and by having one-to-one support the teaching assist there can scaffold the work for Oscar to help with his confidence and resilience with his work. This links to the constructivists approach and Vygotsky's scaffolding theory where the teaching assistant supports Oscar until he can work independently and feels confident about the work he has to complete. The teaching

assistant could also use the behaviourist approach to support Oscar's resilience and development through the use of positive reinforcement and praise as rewarding Oscar's good work will encourage him to continue being resilient with his work which will support his development. To support Oscar's development, the teaching assistant could use the assess, plan, do, review process to set work that is stage appropriate for Oscar to help support his development and achievement with the use of adapted resources and materials.

As the teaching assistant I would communicate and work effectively with the class teacher to support Oscar's engagement and learning by discussing and identifying targets with the teacher which will help plan for the next steps to support Oscar's development by implementing strategies and interventions for Oscar to allow him to achieve his target. As the teaching assistant I would also discuss with Oscar the targets that have been set for him so he is aware of the goal he needs to achieve and that he will have support from the teaching assistant to help him to achieve the target.

As the teaching assistant I would also talk through planning with the teacher to share the best practise to support Oscar and pedagogical strategies which support his development. Sharing observations will help support planning as the teacher and teaching assistant can remove potential barriers to learning that have been observed and to help reduce potential triggers for Oscar's behaviour. Regular communication with the class teacher will be needed to ensure Oscars needs are met and to identify if Oscar is working at the correct age and stage of development and if further support is needed from external agencies.

As the teaching assistant I would review and adapt relevant activities and resources to meet Oscar's individual needs and progress by finding out about Oscar's interests and adapt activities that are built around his interest to improve engagement with activities, to help Oscar improve with his progress. As the teaching assistant I would adapt activities by using student led approaches as pupils are responsible for their learning and this approach gives pupils confidence, motivation, and resilience for their work. This will allow Oscar to work with others and to help Oscar to make new friends. As the teaching assistant I would make tasks practical as this would allow Oscar to learn through hands-on experience and would link with his science lessons as students are encouraged to plan and evaluate what they have learnt through the approach of practical tasks. This would also develop Oscar's confidence and progress within science as he is required to evaluate his results.

To support Oscar with his homework as the teaching assistant I would provide a 10-minute intervention each day and during this time this will allow Oscar to complete his homework with the help of support from a teaching assistant.

To help support Oscar with making friends you could implement a buddy system and provide group work activities where Oscar can start to build relationships with his peers and to help develop his social skills. To support Oscar at home the teaching assistant could work in partnership with Oscar's parents and suggest how strategies can be implemented at home to support Oscar and by having awareness of the children and families act (2014) to provide the best working in partnership with Oscar's parents.

To support Oscar, the teaching assistant could provide Oscar with resources and materials to support his stage of development by adapting resources to meet his needs and by working one-to-one with Oscar to improve his progress on making predictions and evaluating. The teaching assistant could breakdown into small instructions on how to complete this during science. The teaching assistant should also make sure the environment is supportive of needs where possible such as quiet space where Oscar can go if he feels upset or isolated and provide Oscar with his own behaviour points to improve resilience.

To support Oscar's inclusion as the teaching assistant I would plan activities using resources that support Oscar and his stage of development when organising activities with others and planning activities based on Oscar's interests to support Oscar using group work activities where he can build

relationships with his peers and promotes inclusions as he is working with others in his class and engagement should be improved as activities are based around his interests. The teaching assistant would also need awareness of working in partnership with others to meet the needs of Oscar and by building a team around Oscar this will provide positive outcomes for him and the development of progress within his work. Constant assess, plan, do, review process is needed to ensure Oscar's needs are met and to adapt activities, resources and materials to allow him to access the curriculum.

As the teaching assistant I would also promote equality, diversity and inclusion within the classroom with the use of posters to raise awareness and teach Oscar's peers about how everyone's families are different. As a teaching assistant I would also follow the Equality Act (2010) as every child should be provided with the same opportunities within the classroom and every child should have the same equal opportunities to express themselves.

Case study 2

In the case study there are a range of factors that may be contributing to Amelia's behaviour. One factor that might be impacting Amelia's behaviour is an individual factor of mental health condition. Amelia becomes easily upset, frustrated and angry. The teacher has also expressed concerned about Amelia's low self-esteem which could be an indicator that there is also a family factor, such as family breakdown that might also be impacting Amelia's behaviour as within family breakdown a child may suffer emotional harm and need love at this time, which could explain why Amelia responds well to praise as she is getting positive attention that she might not be getting at home. Another factor that might be causing Amelia's behaviour is she may suffer from emotional abuse as Amelia loses concentration easily and an indicator of emotional abuse is having an inability to stay focused.

Another factor that might be contributing to Amelia's behaviour is an individual factor such as SEND. Amelia's behaviour is showing possible signs of ADHD or autism as her behaviour is unpredictable and impulsive, she finds new concepts difficult and makes careless mistakes in the hurry to finish her work. These could be contributing indicators that Amelia may have ADHD or autism. These factors would cause safeguarding concerns, as the teaching assistant, you have a duty to keep children safe within education and to work with families to support children at home. There are a range of strategies you could use to support Amelia's well-being, safety, resilience, and development.

One strategy I would use as the teaching assistant to support Amelia's well-being would to be the behaviourist approach by providing Amelia with lots of positive reinforcement and praise as Amelia responds well to praise and by knowing she has done well; this will help to improve her confidence and self-esteem. The use of personal reward chart would support Amelia's self-esteem as well as the use of stickers to help Amelia to feel proud about herself. One strategy I would use to support Amelia safety would be to provide a safe learning environment for Amelia and to provide a time out area where she can go when she feels angry or upset, as her behaviour is unpredictable, a quiet area for her will allow her to manage her feelings away from others, keeping herself and peers safe.

As a teaching assistant I would act in line with the legal obligations, school policies and procedures and ensure that concerns are passed on immediately to the designated safeguarding lead or deputy. Work in line with the school's safeguarding policy as well as working together to safeguard children. To support Amelia to feel safe, the teaching assistant could have one-to-one session with Amelia to work through managing her behaviour and identifying triggers that may cause her behaviour and how these can be removed with implemented strategies. Working together with the SENCO to highlight concerns and how the assess, plan, do, review cycle can support planning for next steps.

One strategy I would use to support Amelia's resilience and development would be the constructivists approach linking to Vygotsky's scaffolding theory and zone of proximal development where the teaching assistant could work one-to-one with Amelia to improve her confidence within maths by scaffolding the

mathematical methods for her, until she has a better understanding and can work independently. The teaching assistant can also positively reinforce Amelia to boost her confidence which will support her resilience and development.

As the teaching assistant I would work collaboratively with the class teacher to support Amelia's learning and development. One way I would work with the class teacher is by identifying targets by highlighting Amelia's areas for improvement. This will support the teachers planning to plan for Amelia's next steps and how work can be planned to meet Amelia's needs for her age and stage of development. Another way I would work with the class teacher is by talking through planning and adapting the planning for Amelia's targets and how the lesson objectives in English could be more challenging for Amelia but still achievable as she is a high achieving pupil in that subject but for maths the objective would need to be stage appropriate and achievable for the level Amelia is currently working at.

Another way I would work with the class teacher is having regular communication to ensure all needs are met and talking to the class teacher and SENCO about Amelia and concerns raised together the teacher, SENCO and teaching assistant can follow the assess, plan, do review cycle to plan for Amelia's next steps and identify if further support is needed from outside agencies. An EHCP may be needed to further support Amelia within the setting.

As a teaching assistant I would review and adapt activities and resources to meet Amelia's needs and progress by providing Amelia with a fidget toy to help her concentration with tasks as she easily gets distracted, and the use of a sand timer to help Amelia know how much time she has left to complete her work. To help improve Amelia's concentration and focus I would also plan activities based on her interest to improve engagement.

To help improve on her group work activities could be student led to give pupils and Amelia confidence, motivation, and resilience for their work. Group work will also allow Amelia to work with other pupils, but she could choose one friend she would like to be in her group to minimise her from disrupting others. Amelia has difficulty organising her ideas so the teaching assistant could create a storyboard plan for Amelia when writing stories, to allow Amelia to write down her ideas step by step. Amelia could also use pictures as a visual aid to support her ideas.

Teaching assistant could provide Amelia with constant positive reinforcement and praise to help Amelia to stay focused and remind Amelia that she is on track to achieving her targets. To support Amelia during maths the teaching assistant could provide resources such as Numicon to help Amelia understand and become confident with addition and subtraction when they're combined. Having the visual aid of a Numicon, this will help to support Amelia self-esteem and confidence. The teaching assistant could also scaffold the learning for Amelia until she's more confident to work independently. The recap of work would also be important to support Amelia's needs and progress, as it will allow the teaching assistant to check Amelia's understanding. To support this further work should be broken down into smaller and simpler steps for Amelia to understand, and Amelia will be able to achieve the lesson objectives which will reduce Amelia from making mistakes to finish her work.

Amelia finds understanding new concepts difficult, the teaching assistant could provide Amelia with flash cards of terms and meanings, with the support of pictures, as this visual aid could support Amelia in understanding concepts better, as well as create objects for support. At the end of each lesson the teaching assistant could provide Amelia with positive reinforcement and praise for her work to support her self-esteem, provide Amelia with her own reward chart and stickers to improve concentration and resilience. The teaching assistant could also observe Amelia to identify potential barriers to learning and triggers for Amelia's behaviour and how these can be removed by implementing strategies and resources to support Amelia.

To support Amelia's social inclusion, as the teaching assistant I would provide group activities where Amelia could become more comfortable working with others in her group and this supports social inclusion, as Amelia would be working with her peers. When working with a whole class I would make sure that Amelia is included in discussions where she can contribute her ideas, as well as listening to peer's views, as it's important to create opportunities to listen to all children.

As the teaching assistant I would promote equality diversity and inclusion within the classroom to provide a safe learning environment where children could express themselves and I would raise awareness with the use of posters. I would remove any barriers that would stop Amelia from having the same equal opportunities as her peers and would provide work that is age and stage appropriate so she could access the curriculum equally to her peers.

NCFE Chief Examiner commentary – Distinction grade

Case study 1

The student has identified a wide range of strategies to work effectively with the class teacher to support Oscar's engagement in the curriculum. Using clear examples which relate to Oscar's specific needs, they have also shown a deeper understanding of how to work collaboratively with others to fully support students. This could have been further developed by demonstrating an understanding of anti-discriminatory practice and equality of opportunity through an awareness of working with others to set targets and deliver EHCPs (Educational Health and Care Plan) to meet individual needs.

The student has shown a good understanding of how to plan and review learning opportunities. They have explained how to work alongside other professionals to fully meet the needs of pupils. They also give examples of how to support Oscar's parents, showing an understanding of wider family issues. This discussion could be developed by including the importance of working in partnership with parents to provide appropriate activities to complete at home to support Oscar's individual needs and progress.

The student has shown a good understanding of the impact that Oscar's current situation has on his confidence and behaviour. They have reflected on the issues affecting Oscar holistically and have implemented well-considered strategies to meet the needs of Oscar.

The student has a particularly good understanding of safeguarding concerns, recognising concerns, and acting appropriately. A highly developed understanding of the different strategies that can be used to support Oscar's well-being and resilience are demonstrated, for example, supporting Oscar to manage his own behaviour, and accessing local support groups. This could be further developed by acting in line with legal obligations, and school policies and procedures.

A proficient level of analysis and evaluation is shown throughout, for example the student discusses the factors affecting Oscar and the impact they may have on his development and wellbeing. They have clearly explained and interpreted the information given relating to Oscar's needs.

Case study 2

The student has identified a wide range of factors contributing to Amelia's behaviour and considered the possibility of other specific additional needs. This has meant that the strategies identified to support Amelia are clear and highly appropriate to support her holistic development. Barriers to using some of the suggested strategies are recognised, with suggestions made to overcome the barriers. Relevant resources/activities are planned meet Amelia's needs and support her communication needs, such as stories, fiddle toys and breathing techniques. Activities could have been developed to include recognition of the importance and impact of friendships and social and emotional wellbeing, for example activities to develop social skills, such as sharing and turn-taking.

The student has considered a wide range of age-appropriate strategies to promote wellbeing and discusses how to work with others to implement them, for example, working with the SENDCo and with Amelia's parents. The response could be further developed by considering further collaborative working as part of a multi-agency approach to meet the needs of Amelia, and who these professionals may be, as well as how they may work together to support Amelia, for example, using an EHCP. A discussion concerning close working and information sharing/target setting could have been considered, along with links to relevant legislation and associated procedures.

There is some consideration given to inclusion in terms of how to teach all the children about equality, however this could be further discussed, such as how to create a sense of belonging for all children, and how to provide an inclusive environment where all children feel welcome, valued, and empowered. The student considers a range of strategies to manage Amelia's behaviour, including supporting her to manage her own behaviour, providing a calm environment, and promoting self-regulation. This discussion could have been extended by including recognition of attachment issues and theory, for example, Bowlby's theory.

A proficient level of analysis and evaluation is shown throughout, for example, the student discusses the impact of factors that may be contributing to Amelia's behaviour and the safeguarding concerns these factors raise. They also clearly explain and interpret the information given relating to Amelia's needs in order to support her effectively.

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