



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

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 – Brief

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About this assignment

Introduction

This assignment is set by NCFE and administered by your provider over 1 day. The time and date will be specified by NCFE.

The assignment will be completed under supervised conditions.

You **must** complete the planning activity independently. You are required to sign a declaration of authenticity to confirm that the work is your own. This requirement is to ensure authenticity and to prevent potential malpractice and maladministration. If any evidence was found not to be your own work, it could impact your overall grade.

Save your work regularly as you work through the assignment.

You **must** submit the written work to your tutor / invigilator when you have finished each session.

Electronic files must use the following filename convention:

'(Provider_number)_(Student registration number)_Assignment_2_(Additional detail of document content if multiple documents are produced per case study)'

You should attempt to complete all of the planning activity.

Read the instructions provided carefully.

No internet access is allowed.

Student instructions

- Read the scenario and brief carefully before starting your work.
- You **must** work independently and make your own decisions as to how to approach the planning activity within this assignment.
- You are **not** permitted to bring in or use any material unless explicitly told to do so in any preliminary material. Any material will be checked for suitability by your tutor / invigilator.
- You **must** clearly name and date all of the work that you produce during each supervised session.
- You **must** hand over all of your work to your tutor at the end of each supervised session.

Student information

- The marks from this planning activity will form your final mark for this assignment.
 - Your tutor will explain how this time is broken down and will confirm if this assignment is required to be completed across multiple sessions.
 - At the end of each supervised session, your supervisor will collect all assessment materials before you leave the room.
 - You **must not** take any assessment material outside of the room (for example, via a physical memory device).
 - You **must not** upload any work produced to any platform that will allow you to access materials outside of the supervised sessions (including email).
- The maximum mark for this assignment is 32.
- Access to course materials and other resources is **not** permitted.

- You can fail to achieve marks if you do not fully meet the requirements of this assignment.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessment task being awarded a U grade. For further information, refer to the Plagiarism in Assessments guidance located on the Joint Council for Qualifications (JCQ) website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that this will not allow them to demonstrate that they have independently met the marking criteria and consequently will not be awarded marks for those sections. For further information, refer to the AI Use in Assessments: Your role in protecting the integrity of qualifications guidance located on the JCQ website.

Presentation of work

- All of your work should be completed electronically using black font, Arial size 12 pt unless otherwise specified.
- Any work not produced electronically must be agreed with your tutor, in which case the evidence you produce should be scanned and submitted as an electronic piece of evidence.
- All of your work should be clearly labelled with the relevant assignment number and your student details. All information **must** be clearly legible (for example, front page and headers).
- Electronic files should be given a clear file name as per the filename conventions provided in the introduction section.
- All pages of your work should be numbered in the format page X of Y, where X is the page number and Y is the total number of pages.
- You **must** complete and sign the External Assessment Cover Sheet (EACS) – Declaration of Authenticity form – and include it at the front of your assessment evidence.
- You **must** submit your evidence to the tutor / invigilator at the end of the session.

Timing

You have 2 hours 30 minutes to complete this assignment.

Marks available

32 marks.

Performance outcomes (POs)

The breakdown of the performance outcome (PO) coverage across Assignment 2 is shown below, with marks awarded against the POs as follows:

- PO1:** Support the class teacher to enhance children's education, individually and in groups [12 marks]
- PO2:** Plan, provide and review educational opportunities in collaboration with teachers and other adults [12 marks]
- PO4:** Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum [8 marks]
- [Total: 32 marks]**

Assignment 2

Scenario

You are a teaching assistant working in a primary school with a class of year 4 pupils aged 8 to 9 years. The class teacher has planned a literacy lesson to support the pupils' understanding of mythical creatures.

You have been asked to work with Amin and Freya during the lesson to support their individual needs and learning targets.

Amin enjoys school and is sociable and confident. He is popular with his peers and loves football. He comes from a large family that is from Iran and Amin joined the school last year. Amin speaks good English; however, his parents speak Farsi with English as an additional language (EAL). In class, Amin has difficulty reading and writing and will often try to look at pictures to form stories. He has good social skills, really enjoys PE lessons and learns through practical tasks. Amin loves using the computers.

Freya is a quiet but happy child. She has developmental delays that mean she is functioning 2 years below her peers and finds it hard to socialise in large groups. She has communication delays and needs support with her writing and reading. She loves to play in the role play area, and her favourite subjects are art and design and music. She enjoys lessons that include practical activities and prefers to work in a quiet space rather than in a large class. Freya finds loud noises overstimulating. Freya learns best by actively doing tasks in a hands-on way but needs to be kept on track during a lesson. Freya does not enjoy literacy lessons and finds it hard to concentrate. She is reluctant to complete writing tasks but has started to read more independently when prompted. Freya can write small sentences and will join in class discussions.

You will have access to the two sides of notes on one piece of A4 paper, based on the investigation task you carried out.

Brief

The teacher's literacy lesson plan is provided on pages 7 to 8.

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

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

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

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

Planning activity

You can use the time how you want, but all parts of Assignment 2 must be completed within the time limit.

Using the information below, complete the lesson plan.

Year group: year 4 (KS2) Date: 23 May Time: 9.30 am to 10.15 am	Class size: 26 Subject area / topic: literacy
Learning objectives: - to read chapters from 'Mythical Creatures' book - to write a short story on a mythical creature.	Assessment opportunities: questioning by teacher / teaching assistant, marked work. Resources: pencils, exercise books, worksheets, coloured card, smartboard, pens, paper, workbooks, 'Mythical Creatures' books, iPads, dictionary and thesaurus, story cards, picture cards. Teaching assistant to work with: Amin and Freya.
The sections below have been completed by the teacher	You must complete each of the boxes below. You must show, in detail : - how you would adapt your lesson plan to align with the teacher's plan to meet the individual needs of Amin and Freya - suitable extension activities and a plenary to support Amin and Freya's progress - a range of pedagogical strategies and resources to enhance and support Amin and Freya's literacy skills.
Teacher's lesson plan	Teaching assistant's differentiated plan
Main lesson The lesson will use practical and robust learning opportunities to support understanding of literacy and reading skills. Activity 1 - class to take turns reading two chapters from the book 'Mythical Creatures' - teacher to ask questions about the book - teacher to ask children what mythical creatures are and explain the type in the book. Activity 2 - teacher to discuss mind maps, story mountains and start, middle and end. How to create a story. - teacher to ask individual pupils for ideas and write them on the interactive board.	

Activity 3 Pupils to work in pairs to: • discuss ideas of mythical creatures • mind map ideas in pairs for their stories • discuss start, middle and end • create a story mountain. Activity 4 • pupils to work independently writing a short (one page) story on a mythical creature in their workbooks • pupils to use resources from Activity 3 to support their writing • pupils can include pictures in their stories. Activity 5 • pupils to present their stories to the class • pupils can ask their peers questions about their stories.	
Extension activity • pupils to use more advanced language • pupils can use dictionary and thesaurus to learn new words • can create longer story.	Extension activity
Plenary • recap on learning • pupils to read their stories to class.	Plenary
Pedagogical strategies and resources • smartboard • working in pairs and small groups • literacy equipment.	Pedagogical strategies and resources
Explanation	

Now complete the explanation box above. You must use the explanation after the lesson plan to **explain** how:

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

[32 marks]

Resources

For this assignment, you will have access to the following:

- your written notes made from the preliminary material
- this brief.

Evidence required for submission to NCFE

The following evidence **must** be submitted to your tutor / invigilator:

- your planning activity.

All evidence **must** be saved securely by the tutor / invigilator.

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	30 June 2026	31 July 2026

SAMPLE

Document information

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