



# T Level Technical Qualification in Education and Childcare

**Occupational specialism assessment (OSA)**

## Early Years Educator

Assignment 1, 2 and 3 – Pass and Distinction

Grade standard exemplification materials (GSEMs)

## Contents\*

<b>Disclaimer</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>3</b>
<b>Validation</b> .....	<b>3</b>
<b>Assessment information – assignment 1</b> .....	<b>4</b>
Student evidence – Pass grade.....	4
Student evidence – Distinction grade .....	9
<b>Assessment information – assignment 2</b> .....	<b>16</b>
Structured observation – Pass grade .....	16
Structured observation – Distinction grade .....	30
<b>Assessment information – assignment 3</b> .....	<b>38</b>
Student evidence for part 1a and part 1b – Pass grade.....	38
Student evidence for part 2 – Pass grade.....	43
Student evidence for part 1a and part 1b – Distinction grade .....	47
Student evidence for part 2 – Distinction grade .....	60
<b>Document information</b> .....	<b>64</b>
Change History Record .....	64

\*Note – for navigation purposes please select the page numbers above to go to the relevant page.

## 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 Early Years Educator 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:

- Platinum Training and Consultancy Ltd.
- ATR Consultancy, Early Years consultant
- Montessori Group (Montessori Centre International)
- Always Growing
- Early years subject matter expert
- Little Angels Nursery.

## Assessment information – assignment 1

- Planning Educational Activities for Individual Needs
- Paper number: P001333
- Time allowed: 4 hours

### **Student evidence – Pass grade**

#### Activity Plan 1 – Understanding the world

##### *Simple butterfly life cycle*

*Dewey believes that humans learn through a hands-on approach and that children should interact with their environment to adapt to learn. By planning an interactive and hands-on activity such as a butterfly's life cycle, children learn and gain a deeper, more detailed understanding of the world around them. Dewey's approach is child-centred, there's an emphasis of learning based on children's interests and needs – interactive and hands-on activities are useful for this approach as it gains the children's interest, encouraging them to focus more on the activities being presented to them.*

*The learning objectives linked to the EYFS within this activity include literacy, understanding the world and PSED, lastly mathematics.*

##### *Literacy*

*“Reading consists of two dimensions: language comprehension and word reading. Language comprehension only develops when adults talk with children about the world around them and the books, they read with them.”*

*Language comprehension within the literacy learning objective links to the activity as practitioners are teaching the children about butterfly life cycles and reading stories such as *The Hungry Caterpillar* with them.*

##### *Understanding the world*

*“Involves guiding children to make sense of their physical world. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.*

*In addition, listening to a broad selection of stories will foster their understanding of our world.”*

*Children's understanding of the world will broaden, and they'll be more knowledgeable through this activity as they'll experience first-hand life cycles that happen in our world, such as the butterfly.*

*The role of the practitioner within this activity is to set up a tuff tray separated into sections to act as the different stages of the butterfly's life cycle.*

*Each section will include a label of what the stage is i.e., a cocoon, a picture of what that stage will look like, and a model made out of clay, to support Dewey's hands-on approach.*

*Along with the tuff tray, the practitioner will also provide children with a book about a butterfly's life cycle, for example, *The Hungry Caterpillar*.*

*Practitioners will read this story with the children, then they'll explore the tuff tray. One of the key perspectives within Montessori method of teaching is tuff trays. Tuff trays encourage children to experiment, be creative, develops their motor skills and allows them to play independently and at their own pace.*

*A long-term factor within this activity is practitioners will provide the classroom with the real-life butterfly life cycle kits. Within the kit are caterpillars and a net. This is a key part of the activity as children can see in real time through a personal, first-hand experience the life cycle of a butterfly. This long-term part of the activity is what deepens the children's understanding of the world around them. This is because they can see the individual stages of the cycle. They see how a butterfly starts life as a caterpillar, what a caterpillar eats, how it forms its cocoon, why it makes a cocoon and what the cocoon does, to finally seeing the butterfly hatch out of its cocoon and be released.*

*A characteristic of effective learning within this activity is playing and exploring. Children will respond to new experiences that are brought to their attention. Practitioners are giving children the opportunity to observe changes in living things in the setting i.e., the changes of the caterpillar to butterfly.*

*Children will also be involved in making decisions about science experiments – what might we feed the caterpillars to make them grow and become butterflies? What might butterflies eat?*

#### *Differentiation*

*This activity can be adopted for children such as Chloe and Muhammed.*

*For Muhammed, who has poor concentration skills and difficulty listening to, and following instructions during activities, tuff tray activities are ideal. Tuff trays don't require Muhammed to concentrate, listen or follow instructions, as they allow him to play and explore the tuff tray independently and at his own pace. With The Hungry Caterpillar story, he can have a one-to-one session with his key person where they will do guided reading and can read the story in sections to prevent him from losing focus.*

*For Chloe, who has difficulties sharing with other children and accepting the boundaries and behavioural expectations in the setting, this activity can be carried out independently – so it doesn't require sharing. Boundaries and behavioural expectations can be explained and taught to her by her key person. The key person can encourage Chloe to accept these by explaining behavioural expectations of caterpillars within the butterfly life cycle.*

*It is evident throughout my planning that I have considered the importance of the EPPE project, where learning and development are supported through sustained shared thinking between adult and child, and where there are high quality interactions between children and skilful practitioners who facilitate warm relationships.*

*Statutory framework for the early years foundation stage: pages 9-10, The learning and development requirements (Educational programmes)*

*Development matters: page 15, The characteristics of effective learning (playing and exploring)*

#### *Activity Plan 2 – Mathematics development*

##### *Counting the easter bunnies' carrots*

*Practitioners' role in this activity is to lay out ten identical bunnies, each bunny will have a different amount of carrots (the largest amount of carrots being 10). Children will look at the number on the bunny*

*and count that amount of carrots to give to the co-ordinating bunny i.e., a bunny has the number 4 on it, so a child will have to count 4 carrots to give to the bunny.*

*The learning objectives linked to the EYFS within this activity are mathematics and understanding the world.*

### *Mathematics*

*“Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.”*

*This activity develops children’s number recognition, the value of that number, and their ability to count to 10.*

*A characteristic of effective learning within this activity is creating and thinking critically. Children will solve the problems: for example, a bunny has the number 2 on it, so it is asking for 2 carrots. A child will then have to count this amount of carrots to give to the bunny.*

*Dewey believes humans learn through a hands-on approach. This approach includes child-centred learning, the emphasis of learning based on the child’s interests and needs.*

*This activity supports Dewey’s approach as it is hands-on. It required the children to use their motor skills to pick up and place down the bunnies and carrots and is a visual activity for children to count the amount of carrots and understand the value of the number.*

### *Differentiation*

*This is an adaptable activity for children such as Chloe and Muhammed.*

*For Chloe who has difficulty sharing with other children, separate copies of this activity can be printed off for her to do independently as well as with one other peer – this means there is still a sharing element, but it is easier to teach rather than the whole class sharing.*

*Chloe also has difficulty accepting boundaries and behavioural expectations. For this, the practitioner can apply Bandura’s theory. Bandura believed that children learn through observing others.*

### *Bandura’s doll experiment*

*This experiment demonstrated that children learn and imitate behaviours they observed in people through using a doll. Children observed adults acting aggressively towards the doll. Children were allowed to play with the doll after, and they displayed the same aggressive behaviour towards the doll that they had previously observed.*

*For a practitioner to apply this method, they must display positive behaviour. They can share their carrots with Chloe and the other peer in order to encourage Chloe to share.*

*For Muhammed, who has poor concentration skills and difficulty listening to, and following instructions during activities, the activity can be done separately from the class. Muhammed can carry out the activity with his key person, where he will be given very clear and simple instructions. To prevent Muhammed from losing focus, the activity can be shortened to begin with. For example, start off by only having 5 bunnies. This means Muhammed won’t feel overwhelmed with work and lose concentration.*

*It is evident through my planning that I have considered the importance of the EPPE project, where learning and development are supported through sustained shared thinking between adult and child; and where these are high quality interaction between children and skilful practitioners who facilitate warm relationships.*

*Statutory framework for the early years foundation stage*

*Development matters*

## **NCFE Chief Examiner commentary – Pass grade**

The evidence is set out in a way which shows understanding of the information set out in the assignment brief and some of this has been used effectively in their response. However, this could have been developed further with a more detailed explanation for the activities chosen, with clear learning objectives for the planned activity.

The student has applied the characteristics of effective learning and shown an understanding of holistic learning and development; however, opportunities for more detailed links to the early learning goals have been missed. The planning could have been extended by incorporating children's likes and interests to increase participation and self-esteem.

The student has shown an understanding of age-related expectations as set out in the Early Years Foundation Stage Framework 2021 and has therefore chosen resources and planned and implemented activities appropriately.

There is some differentiation of activities and resources provided but they could be developed to include stretch and challenge of children's knowledge and skills (for example, by providing extension tasks or by including opportunity for risk and challenge).

The student has shown an adequate understanding of the needs of individual children and attempts to show some understanding of how their needs could affect their ability to fully participate in the activities. Some knowledge of pedagogical approaches has been evidenced (for example, the theories of Dewey and Bandura), showing some understanding of their influence on practice, but not always clearly applied.

Planning considers the individual needs of the children but should further support children's holistic development by working in partnership (for example, including the ways in which parents and carers could support learning at home).

The student has shown a limited understanding of the health, safety and welfare requirements of the Early Years Foundation Stage Framework 2021, with limited examples given. To develop the planning, there should be an awareness that children's health and self-care must be maintained during the activity and the role of the adult in promoting this (for example, managing safe use of equipment and resources, managing toileting with the group of children, and ensuring effective supervision of children during the activity to always maintain children's safety).

Having demonstrated knowledge and understanding and the adequate skills required, the student's work meets the threshold competent requirements of an Early Years Educator.



## **Student evidence – Distinction grade**

*As an early years practitioner, it is important to plan activities to support and promote children's development. It is essential to take into consideration each child's needs, interests and individual circumstances. To make sure I am planning for everyone's needs I will need to liaise with their key person. This means that I will gain information about that child and how to support them with strategies they use.*

*Age: 3-4*

*Development needs:*

*There are 2 children within the activity that have specific needs. One of these children has poor concentration skills which results in him having difficulty listening and following instructions. Another child has difficulty sharing with others and accepting boundaries. To help support them I will have discussions with their key person to help find targeted ways in which to help them. This is because in the Early Years Statutory Framework it states that 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs'. As one of the children has difficulty sharing it may be unknown to me that she is going through the transition of a new sibling. This could mean that she has regressed in her personal, social and emotional development.*

*When planning these activities, I have ensured that it is inclusive, diverse and anti-discriminatory. This is because the Early Years Statutory Framework (EYFS) seeks to provide equality of opportunity, ensuring that every child is included. It also means that when planning for educational activities I try to encompass most areas of learning. Practitioners should also reflect on their knowledge, skills and behaviours to provide the best practice.*

*Title of activity for mathematics: Frog life cycle*

*For this activity it will be at the children's educational setting meaning that the ratio will be one practitioner for every 8 children. This activity will include going into the garden which means that a practitioner will need to check the area.*

*When checking the area, it is important to ensure that there is no harmful objects or substances that the children can come into contact with. This means checking for any glass or animal waste in the garden. Also, the security needs to be checked.*

*A practitioner needs to make sure that all gates and fences are secure so that no child can get out or outsiders can get in.*

*Resources needed for the activity:*

- *laminated frogs with numbers on*
- *laminated lily pads*
- *crate/box*
- *toy frog*
- *tadpoles in tank*

*For the first part of the activity the children will be observing our own tadpoles that we have in the setting. We will be engaging them by asking open ended questions and directly using their names to catch their attention. This is put in place for the child who has poor concentration as it will help him to focus if the practitioner is engaging with him on a one-to-one.*

*After we have looked at the tadpoles, we will then look at an activity on their life cycle and how they grow. This can be done through sequencing cards in pairs. A pairs activity will help the child with difficulty sharing as she will have to learn to work together to complete a goal. They will also be engaging*

*in sustained shared thinking as they need to discuss where they think each section of the cycle goes. The diagram will be big and colourful to engage the children's attention.*

*Next, the children will be going outside in the garden. Weather dependent they may need either hats and coats or suncream and sunhats. In the garden there will be a tank/large tray filled with water. In the water will be the laminated frogs and lily pads.*

*The objective of this activity is to help children understand and recognise numerals and amounts. The lily pads will have a number on, and the children will have to identify the number. Once they have identified the number, they are then to place the correct amount of frogs onto the lily pad. To stretch children's learning we can introduce number bonds to 10.*

*This activity will be held in the water tray as it has been identified by Muhammed's parents who told their key person, that he enjoys waterplay. However, with this activity a risk assessment will need to take place.*

*The risk assessment will include the hazards and risks that come with water play, drowning and the precautions you can take. For example, to prevent drowning there should be a limited amount of water and constant supervision from a practitioner.*

*This activity will be for 4 children at a time. A timer will also be used to visually show children the time they have left on their turn. Having this enforced will show Chloe when it's her turn next and that every child is getting the same.*

*Once these activities have finished it is important for children to have a quiet circle time to calm down. Children will only be expected to sit down for a short period of time. This is to set realistic expectations for Muhammed and Chloe. For example, it is a small period of time where Muhammed needs to listen, and Chloe is learning the routine of sitting down with everyone else.*

*This activity links to a range of areas of learning in Development Matters 2021 but has a main focus on mathematics.*

#### *Mathematics:*

*In their circle time whilst listening to 'Five little speckled frogs' children will be allocating a number to each frog in sequence. For example, '1, 2, 3, 4, 5'. Whilst counting the frogs they will also be encouraged to show 'finger numbers' whilst doing so. Also, in mathematics through water play they will be developing their knowledge in linking numerals and amounts. Through the crate activity children will be asked to either put the frog under, on top, beside or in front of the box in which they will be learning about understanding positions through words.*

#### *Personal, social and emotional:*

*Through the sequencing card activity, children will need to talk and engage to solve conflicts. For example, they may disagree where a card goes, and they need to explain their reasoning.*

#### *Understanding the world:*

*As they are learning about frogs, they will start to understand key features of their life cycle and be able to explain what happens.*

#### *Characteristics of effective learning:*

*In the EYFS and Development Matters 2021 there are 3 characteristics in which practitioners must reflect on.*

*One of the characteristics is playing and exploring. I have embedded this into my planning by allowing children to plan and think about how they need to place the frogs onto the lily pads without them falling off and making sure that they are all on there.*

*Another characteristic is active learning. This is embedded into my planning as for the stretch activity they may find the learning difficult because it's new. However, children can be resilient and keep on trying when things are difficult.*

*The last characteristic is creating and thinking critically. This relates to Muhammed with water play as he will be focused on achieving a goal and will begin to control his attention as water is his interest.*

*Theories and philosophical approaches*

*Tina Bruce has 12 features of play that she believes are how children play. One of her 12 features includes how children learn by being active and having experiences, which also relates to Dewey's theory of experiential learning. He believes that children should take an active role in their learning and have first-hand experiences. This is linked to my activity as children are able to see real life tadpoles to observe. During the time the tadpoles stay at the setting, children are able to watch them grow and feed them.*

*Another theory to apply to this activity would be McMillan. McMillan believed that children were able to fulfil their potential by exploring and having an active role in the outdoor environment. She believed that this is beneficial for the child's mental health and brain development.*

*It is useful for brain development and concentration as being outdoors allows oxygen to flow better to the brain which has a positive impact on concentration.*

*For children who are at a higher stage of learning and development, they will be able to partake in Highscopes (plan, do, review). This can be done through either the water activity and how to balance them, or with the life cycle sequencing and how they problem solve.*

*Understanding the world*

*For this activity, practitioners will need to get written consent from the children's parents, as they will be leaving the nursery setting.*

*Before children are allowed to go on the trip the form must be filled out, signed and returned. The form will ask about the child's age, medical conditions and if the parent is happy for their child to leave the setting.*

*Once this has been done a risk assessment will need to take place. The risk assessment will need to include roads, vehicles, others around, water safety and ratios. All practitioners who are going will need to read this and sign to say they have read and understand their roles and responsibilities. To keep track and monitor children's progress and development, practitioners may take photos which they need to ensure they have consent for.*

*On the trip there should be at least one practitioner who is qualified and has a current paediatric first aid qualification. When going on outings it is also important to ensure that they have children's medication stored safely on a practitioner who can administer the medicine. It should also contain the dosage to be*

*given, child's name and kept in original packaging as this is stated in the nursery's administering medicine policy.*

*There should be a first aid box accessible with written record of treatments given to a child which is then signed by the child's parents on collection.*

*The ration for leaving the nursery is one practitioner to every 2 children to ensure safety. When you have a list of children who are attending, a register needs to be made and taken on the trip.*

*Resources needed for the activity:*

- *life cycle stones*
- *rice – coloured green and black*
- *paper*
- *pens/pencils*

*For the first activity, weather being permitted, children will be taking a walk to the nearest park with a frog pond. This is so they can see where our tadpoles, once they have turned into frogs, habitat and where they live. While we are at the pond, children can have magnifying glasses to explore key objects. Children will then be encouraged to draw what they see. They are able to do this by choosing what resources they need to complete their picture.*

*As all children's stages of development are different for their age, the materials provided have been differentiated to suit their needs. For example, there will be a range of pens/pencils, some may be thicker in width and easier to hold, while others are smaller to practice their pincer grip.*

*On the way to the pond children will be encourage by practitioners to talk about what they see, using a wide range of vocabulary. They can do this by exploring different types of leaves or bark they may find. During the walk, practitioners should discuss with children who they think might work with frogs, (vet), what the person does and if there is anyone who would like to do that.*

*Once returned to the nursery, children can then look through the frog's life cycle again but in a different way. For example, now key elements of the frog's life cycle will be on a stone. A different stone for each key element. These stones will be hidden in a tray full of black and green coloured rice.*

*In this activity they can use different items to dig and find the stones. This is also an experiment to see which items work the best. Once they have found a stone, they will need to recall what happens at that stage.*

*This activity is focused on the children's understanding of the world however encompasses more areas of learning for a holistic approach.*

*Understanding the world:*

*During one of these activities, children will be exploring different objects and talking about what they look, feel like. This relates to Development Matter 2021 'explore collection of materials with similar and/or different properties' and 'talk about what they see, using a wide vocabulary'. As practitioners are engaging in talk about occupations with being a vet they are 'show[ing] an interest in different occupations.' (Development Matters 2021). They will also be building their knowledge to further 'understand the key features of the life cycle of a plant or animal'.*

*Communication and language:*

*'Using a wide range of vocabulary' is implemented through talking about leaves and what they look and feel like, for example 'smooth', 'spikey'. Children will also be learning to 'understand a question or instruction that has 2 parts'. For Muhammed, who can find it hard to follow instructions, it can be presented to him through card signs/symbols. With this it will have 2 boxes, one with 'now' and one with 'then'. This will help him to identify what to do first and then after.*

*Personal, social and emotional:*

*During the drawing activity, children will 'select and use resources' to achieve a goal. Children can either choose pens or pencils. We are also working on to 'show more confidence in new social situations' which has been contributed by walking to the local park.*

*Physical:*

*Children will be asked to get ready and will show 'independence as they get dressed' as they can put coats, jumpers and hats on by themselves. When digging in the rice they will be using 'one handed tools and equipment' whilst showing 'a preference for a dominant hand'.*

*Literacy:*

*For some children who are delayed in their development, they may be able to make marks with meaning. When drawing, other children can be guided to label and write some letters accurately.*

*Expressive arts and design:*

*Children will be drawing with 'increasing complexity and detail' using shapes to represent the frog.*

*Characteristics of effective learning:*

*I have embedded playing and exploring into my activity as children will be responding to a new experience which has not been done in the setting before. They will also be making preferences to the resources that they use.*

*Theories and philosophical approaches*

*Montessori is used within this activity as we will be exploring and using natural materials. She believes that children's resources should be accessible to them, and they should be able to explore natural materials in other ways, which also links to Steiner. Children will be exploring natural materials through rice play.*

*Bruner is linked to my activity through scaffolding. He believed that when learning a new skill practitioners should facilitate their learning. However, as children are learning a new skill, they will become less dependent on the practitioner. This relates to learning the life cycle as it is a revisited topic.*

*Bandura can also be applied as children see adults as a role model so therefore if practitioners are behaving positively then children will copy when outside of the nursery. To help encourage these behaviours using Skinner to reinforce with praise.*

*Forest school is also in the activity as children have gone out and are exploring different environments through hands-on interactions.*

*Pedagogies that can be used:*

- *Picture instructions can be used to show Muhammed a reminder of what he needs to be doing and for a clearer understanding*
- *Keeping the routine the same and having clear boundaries will help eliminate confusion on rules*
- *Smaller activities may be beneficial to both children enabling them to concentrate with more attention from the practitioner and to start sharing with a few people to get used to the idea*

## **NCFE Chief Examiner commentary – Distinction grade**

The evidence is set out in a logical and coherent way, showing a comprehensive understanding of the information set out in the assignment brief, and this has been used effectively to produce a detailed and informative response.

The student has shown a good understanding of how children's learning can be affected by their individual needs and demonstrates the skills needed to address these. The student recognised the role of the key person but could have further discussed the importance of partnership working to support children's holistic development (for example, activities to do at home, any specific requirements such as education, health and care plans (EHCPs), and plans to discuss progress and plan next steps with colleagues, parents and carers).

A sound knowledge of theoretical and pedagogical approaches and how these influence children's learning has been evidenced (for example, McMillan and Forest School and the importance of fresh air, nature and activity for children's wellbeing and learning). Some of the approaches were limited in terms of their links to practice; this could be developed by using clear examples relating to the activity.

The student has shown an extensive knowledge and understanding of age-related expectations and the early learning goals relating to the 7 areas of development as set out in the Early Years Foundation Stage Framework 2021. The student has applied the characteristics of effective learning, showing a deep understanding of holistic learning and development with consideration given to how the children learn.

The student has also shown a comprehensive understanding of the health, safety and welfare requirements of the Early Years Foundation Stage Framework 2021, referencing key practice issues such as ratios, consent and risk assessments; this could have been further developed with more examples such as ensuring effective supervision of children during the activity and making links to relevant legislation and associated procedures.

Having shown a sound knowledge and understanding and demonstrated the relevant skills required, the student's work exceeds the threshold competent requirements of an Early Years Educator.

## Assessment information – assignment 2

- Structured observations
- Time allowed: 18 to 22 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 have exemplified only one observation.

### Structured observation – Pass grade

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

#### **Observation Planning Form**

## Observation Planning Form

<b>Planned activity</b>	<b>Criteria expected to be covered</b>
<p><b>Title of the activity:</b> <i>Learning your night routine</i></p> <p><b>Learning objectives (link to the EYFS framework (areas of learning and early learning years):</b></p> <p><i>L.O. To understand the children's night time routine through a discussion (use of open ended questions)</i>  <i>L.O Demonstrate understanding of what has been read to them by putting photos of the story in order</i>  <i>L.O To understand and acknowledge a night routine to follow in their everyday lives.</i></p> <p><b>Resources:</b></p> <p><i>A sheet starts with a number on them.</i>  <i>The bedtime book I have chosen.</i></p> <p><b>Children (what you know about the child, including likes/dislikes, interests, the practitioner being sensitive to the child's needs):</b></p> <p><i>The children love their number, so I have made sure to include numbers in one of the activities.</i></p>	<p><b>S2.12</b>  <i>Promote secure attachment with children.</i></p> <p><i>The student demonstrates:</i></p> <ul style="list-style-type: none"> <li>• <i>Meeting individual needs through care routine</i></li> <li>• <i>Being responsive and sensitive to the child's likes, interests and needs.</i></li> </ul> <p><b>S1.23</b>  <i>Engage in effective strategies to develop and extend children's learning and thinking.</i></p>



<b>Planned activity</b>	<b>Criteria expected to be covered</b>
<p><i>One of the children loves songs and playing with hands as his comfort so I have made sure to involve sensory actions with my hand for the children whilst the children sing the song.</i></p> <p><b>Overview/rationale of the activity name of activity and why:</b></p> <p><i>The children will be learning about night routines and how they can practise these routines at home everyday and encourage the parents to make it a part of their daily routine. I will be doing short activities with them which includes a small discussion, a song, a puzzle and a book. This will also be done in the nap time area so that the children are in the type of atmosphere we will be reading about.</i></p> <p><b>Implementation of the activity:</b></p> <p><i>For the starter activity I will have a discussion with the children and ask them open ended questions such as            What do you eat for dinner?            Do you like having bubble baths?            What do you do when you get home?            What lullaby's do you sing with mummy and daddy before you go to sleep?            What is your favourite bedtime story?</i></p> <p><i>These questions will be good for the children to answer as Instead of giving them the 'right' way to do something, open-ended questions encourage independent thinking as it will give the children the opportunity to try, fail, hypothesise, experiment and succeed on their own. They also stimulate more language use. Before I ask them these questions I will give them an example of the type of answers I am looking for. For example I will tell them 'When I get home I have my dinner, have a bubble bath and read a book before I go to sleep.'</i></p> <p><i>After I have this discussion with the children for 1 minute I will then sing twinkle twinkle little stars with them which involves hand actions as they are singing the song as it will help the children develop their fine motor skills and singing is good for the children as singing strengthens their lips and tongues which encourages clear speaking, and also expands their vocabulary and teaches them about creative language and rhyme. I chose this song as it is a lullaby and it will give the children an idea of what they can sing before going to sleep.</i></p> <p><i>When we have finished, I will then read the book 'Bedtime' by Elizabeth Verdick, which is a bedtime story that talks about everything the child in the book does before going to sleep. I chose to read a book to the children as Reading books aloud stimulates their imagination and it will help them reflect reality.</i></p>	<p><i>The student demonstrates:</i></p> <ul style="list-style-type: none"> <li>• <i>Engagement in sustained shared thinking with children</i></li> <li>• <i>Scaffolding skills and knowledge</i></li> <li>• <i>Differentiation of support</i></li> <li>• <i>Using open -ended questioning</i></li> <li>• <i>Encouraging group discussion</i></li> <li>• <i>Creating opportunity for problem solving</i></li> <li>• <i>Facilitate opportunities for peer learning</i></li> </ul> <p><b>S2.13</b>  <i>Support children's group learning and socialisation</i></p> <p><i>Student demonstrates:</i></p> <ul style="list-style-type: none"> <li>• <i>Provision for play and learning opportunities that facilitates paired and group socialisation.</i></li> <li>• <i>Modelling of and encouragement of positive social skills, eg turn-taking</i></li> <li>• <i>Provision of support for children to interact with others at their level of development.</i></li> </ul> <p><b>S2.19</b></p>

<b>Planned activity</b>	<b>Criteria expected to be covered</b>
<p><i>The last activity I will be doing with children is a puzzle where I will ask the children to put in order the stories night time routine. This activity will test the children's memory skills.</i></p> <p><b>Developmental needs (including strategies to promote development, such as physical, emotional, social, communication, language). Link to theoretical perspectives and research:</b> <i>These sorts of praises will also make the children want to answer more and more questions.</i></p> <p><i>As the children will be doing hand actions whilst singing the song this will develop their Fine motor skills which is good for the children as its a development of the small hand muscles. I added a hand action activity as fine motor activities are good for early learners as it helps them to increase dexterity and prep their hands for larger tasks such as writing, zipping, shoe tying, plus so much more.</i></p> <p><b>Differentiation (group work, pair work, modelling and encouraging positive social skills, turn taking, socialisation, positive reinforcement – link to theoretical perspective):</b> <i>As T has a hard time concentrating and is not really aware of his surrounding, I will let him sit on my lap as I have noticed he is very calm and concentrated when he is close to an adult. He also loves playing with other peoples fingers which seems to always keep him calm. Therefore when doing the hand actions to the songs I will do it with him.</i></p> <p><b>Environment, including outdoor activity:</b> <i>The activity will be done in the sleeping area as it is a night routine and the children will be sat in a night time and sleeping atmosphere.</i></p> <p><b>Behavioural strategies (role modelling positive behaviours including respect and courtesy, appropriate encouragement of expected behaviour through positive approaches, interacting with children in a way that makes them feel valued and capable and actively listening and asking questions to help the child verbalise feelings):</b> <i>To make sure the children are happy and focused with the activity I am doing with them I will make sure to continuously praise their answers as a positive reinforcement with phrases such as</i></p> <p><i>Well done</i></p> <p><i>Great job</i></p> <p><i>These sorts of praises will also make the children want to answer more and more questions.</i></p> <p><b>Practitioner’s role, including, Engagement in sustained shared thinking with children, Scaffolding skills and knowledge, using open - ended questioning, encouraging group discussion and Creating opportunity for problem solving, Facilitate opportunities for peer</b></p>	<p><i>The student must be able to model and promote positive behaviours expected of children, by, including but not limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>role modelling positive behaviours including respect and courtesy</i></li> <li>• <i>appropriate encouragement of expected behaviour through positive approaches.</i></li> </ul> <p><b>S2.20</b></p> <p><i>The student must be able to support children to manage their own behaviour in relation to others by, including but not limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>supporting children to deal with conflict effectively and taking time to understand how others may feel</i></li> <li>• <i>actively listening and asking questions to help the child verbalise feelings</i></li> <li>• <i>helping children to find strategies to manage their emotions and behaviour</i></li> <li>• <i>reassuring children that you are there to support them to manage their own behaviour when needed</i></li> </ul>

<b>Planned activity</b>	<b>Criteria expected to be covered</b>
<p><b>learning (pedagogy/theoretical perspective):</b> <i>I will be asking the children questions about what they do before they go to bed or how they get ready for bed so that they have a chance to think for themselves and so that there are no limitations to their answers. I will give each child a chance to answer the questions so that everyone can hear the differences between their night routines and learn new things about one and other. I will also tell them what I do before I go to bed so that they have a sort of idea of the type of answers I am looking for and so they get a better understanding of the questions.</i></p> <p><b>Work collaboratively with colleagues/external agency:</b> <i>I will speak to the children's key worker and give them a list of bedtime books that they can then share with the children's parents and I will ask the key workers to encourage the parents to read them a bedtime story before they go to sleep. I will ask them to encourage the parents as reading increases academic ability and strengthens family relationships and a lifelong love of books.</i></p> <p><i>I will also ask them to encourage the parents to make a structured night routine just like the one I read about with the children. I say this as bedtime routines are important for children and a regular bedtime schedule will help the children get the sleep they need and help them to wake up very refreshed and with enough energy for them to be ready for the day so they are not sleepy, miserable or restless.</i></p> <p><b>Health and safety/legislation/policies/procedures, including risk assessment, promoting equality, diversity and rights:</b> <i>For the hand action when singing the song, I will make sure the children have enough space from one another so that no one accidentally hits someone or pokes someone in the eye accidentally.</i></p>	<ul style="list-style-type: none"> <li>• <i>giving children opportunities to practice sharing and turn taking</i></li> <li>• <i>interacting with children in a way that makes them feel valued and capable</i></li> </ul> <p><b>S4.20/S4.21 (for option 2 on care routine)</b></p> <p><i>Plan and carry out physical care routines suitable to the age, stage and needs of the child.</i></p> <ul style="list-style-type: none"> <li>• <i>Routine care suitable to age/stage of development and individual needs of children.</i></li> <li>• <i>Consistency of care in line with setting policies and procedures</i></li> <li>• <i>Regard for children privacy, dignity and independence during care routine</i></li> <li>• <i>Promoting healthy lifestyles</i></li> <li>• <i>Physical care routine</i></li> <li>• <i>Maintaining records of special dietary needs</i></li> </ul> <p><b>S4.24</b></p> <p><i>Undertake tasks to ensure the prevention and control of infection. Student demonstrates understanding of setting policies and</i></p>

<b><i>Planned activity</i></b>	<b><i>Criteria expected to be covered</i></b>
	<p><i>procedures related to prevention and control of infection which must include:</i></p> <ul style="list-style-type: none"> <li>• <i>handwashing</i></li> <li>• <i>personal hygiene</i></li> <li>• <i>food hygiene</i></li> <li>• <i>clearing up waste/spillages and disposing of them safely</i></li> <li>• <i>use of correct equipment</i></li> <li>• <i>isolation and exclusion</i></li> <li>• <i>using correct personal protective equipment</i></li> </ul> <p><b>S5.9</b>  <i>Work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable them to progress.</i></p> <p><i>Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers</i></p> <p><i>The student demonstrates ways in which to work collaboratively with colleagues and other professionals to meet the needs of babies and young children and support progression.</i></p> <p><i>The student demonstrates they are</i></p>

<b><i>Planned activity</i></b>	<b><i>Criteria expected to be covered</i></b>
	<p><i>able to work with others to plan next steps for children, examples may include:</i></p> <ul style="list-style-type: none"> <li>• <i>maintaining effective and on-going communication to discuss child's progress</i></li> <li>• <i>sharing knowledge, expertise and experience</i></li> <li>• <i>arranging and attending regular meetings to review and revise progress</i></li> <li>• <i>fulfilling own professional responsibilities</i></li> <li>• <i>when parents drop off/collect children</i></li> <li>• <i>after carrying out planned/spontaneous observations</i></li> <li>• <i>ahead of parent meetings</i></li> <li>• <i>during planning meetings with colleagues, key person and other practitioners including multi-disciplinary teams</i></li> </ul>

### Observation of Skills Recording Form

Record of Observation SO3	Criteria
<p><i>She assists with the hand washing, talking through what they need to do and oversees whilst allowing for independence. She is modelling manners and expectations throughout this. She ensures that they are all then sat up and then overlooks the cutlery being given out and ensures that the children are using their manners to say thank you when they are given these. She checks the child is okay with the cutlery and sees that someone has gone through to the toilet so goes back through to support. She sees that the child has emptied one of the cutlery cups and so takes it back over to the tray. The student sees that the food has come through so gets a tray, asks who the food is for and then takes to the appropriate children. She then brings the tray back and brings to stack along with the others.</i></p> <p><i>All the children are then eating, and the student sits and oversees. The student hears one of the children say that they want some water, so she informs all that the water is coming. The student is seen talking through the key person about one of the children and how he is enjoying his food. She notices that one of the children is pulling his cutlery, she says to be careful and then reminds them both what cutlery is theirs and they then settle down. She notices that one of the children is not eating with their fork and asks why not, and she then encourages that she tries to not make a mess.</i></p> <p><i>She talks through if they like it and there is silence as they eat up. She notices that the child she was talking about has eaten all his food and asks should she give more and points out that there is some extra. With that the key person says what children can have extras and she then dishes this out. She sees that a child is having 1:1 and asks will he need food and the staff member says that he is fine, so she continues to dish up more for those that need it.</i></p> <p><i>She notices that the water has come through so goes over to put them out and then takes them to the children at the table. The key person asks if a particular child had seconds and the student says no. They then talk through who requires medicines and the staff talk through. The student continues to put the waters on the table and encourages good eating, asking for them to use their cutlery, she also asks for their manners, and then several children then call out thank you to her, to which she replies, they are welcome.</i></p> <p><i>She then looks to see who has finished, and then a child says something, and the student corrects her as it is disrespectful. She then gathers more plates, emptying any leftovers onto one plate, they then clear this into the kitchen, where the kitchen staff are then responsible for disposing of it.</i></p> <p><i>She notices one of the children is not sitting on their seat properly, so asks him to sit down and assists putting his seat under the table. The children are awaiting pudding and are getting quite excitable, so the key person and student remind where they are and to quieten down. One of the children gets up from the table and sees that he has a toy, asks him to go and put it back and then sit down, with which the child then does this. The student waits until he is seated again and then continues with her clear up.</i></p>	<p><i>EYE 1.1 (1)</i>  <i>EYE 1.4 (1)</i>  <i>S2.12 (2)</i>  <i>she was v</i>  <i>confident in care</i>  <i>routines</i>  <i>S1.23 (1)</i>  <i>S2.13 (2)</i>  <i>seen more in care</i>  <i>routine that reading</i>  <i>activity</i>  <i>S2.19 (2)</i>  <i>S2.20 (2)</i>  <i>seen more in care</i>  <i>routine that reading</i>  <i>activity</i>  <i>S4.13 (1)</i>  <i>S4.20/21 (2)</i>  <i>S4.24 (1)</i>  <i>S5.9 (1)</i></p>

Record of Observation SO3	Criteria
<p><i>She then has the tray of deserts and hands these out to all the children. She talks through what desert is and ensures who wants and who does not and again remind of manners. They all thank her, and she smiles away.</i></p> <p><i>The student gathers three children and ask them if they know what the night-time routine is. They say I do, but when questioned further they seem not to. So, she breakdowns what it is and says about how she washes her teeth after dinner and then has a little read and then will go to bed. They then talk through theirs; she takes in turn to explain. Her questions tend to be closed, and when they tell she tends not to extend upon what they are saying.</i></p> <p><i>She then says how we are going to read this story, ‘the sleepover’. She ensures that they are ok and can see and then reads. She reads and they listen. One of the children seems a little unsettled so she asks if he is okay, she discovers it is due to a scooter and she explains that he will get a go later. She continues and they are now all engaged. The story talks through a day in the life of this particular child, the children get distracted, so she brings them back round. One of the children bangs on the table and she asks him not to. There is a bit where it is about football, so she asks who plays football and they discuss. She asks them to sit properly and asks for the chair to be placed under the table, she then says thank you and continues with the story. The child who is fidgeting she brings closer to her as she feels he may not be able to see. She says does he want to do the activity and he says yes, so she says they need to read the book to understand what they need to do. They are talking about pizza, she asks if they can talk about the story when she has finished reading, she shows the children how we are all listening and asks them to do the same too.</i></p> <p><i>They are then more tuned in all now listening intently. The student reads, gets to the end and asks if they like the book, they say yes, she says would they read before they go to bed and they say no they do not read books. She suggests they might ask their parents to read books. The children are then given pictures of the pages of the book, she asks what order they go in and then says to look at the numbers at the bottom of the page. She gets them to look at the numbers and think about their sequence. A child chooses the number 5 instead of a 2 and she informs them of this and to have another look. She then supports them by showing them the numbers, they each then work through their pages, and she talks through the numbers. One of them is then fighting over one of the sheets and she says about how they need to work together. She then leads on the numbers, and they all look at their pages to try and work the story order. Once she has completed with one of the children she then moves onto the next. One of the children says that she’s next, the student reminds the child that everyone will have their turn. The child is still not sure, so the student reminds all children that they need to be nice and take turns.</i></p> <p><i>She then asks where one of the children’s number one is and again they are interacting and working through. She is supporting by placing, rather than the child leading. She then says do they understand and says they can keep these, well done and you can go and play outside now. They say they do not</i></p>	

<b>Record of Observation SO3</b>	<b>Criteria</b>
<i>want to, so she sums up by asking what they are going to do before going to bed. Some of them talk through how they have a story in the morning, she again encourages that they ask their parents to read before bed, as it is very good for you. She then says how it helps with your reading and writing skills and how this will help them to be the best in their class.</i>	



### Professional discussion

Record of PD –	Criteria
<p><i>Student asks to see questions ahead of the PD.</i></p> <p><i>1.1 Cognitive – allowing the children to use their brains and think about their answers. I would ask what they did before they went to sleep. 5-7 allow them to answer questions after learning about something new, to build upon their skills. I would ensure that the questions were harder and more structured. As they are older it would be expected that they can understand harder questions.</i></p> <p><i>SP, L &amp; c – I gave them a chance to speak when I have answered questions and also ensured that I asked individually so that they could give different responses. I would let the children that are older lead on the reading as well. With younger children I would use more simple worded books, which I would try to get the children to repeat after me. Literacy – I would let them put the story in order. I will let them say structured sentences, for 5–7-year-olds I would make them write down sentences instead of saying them. Numeracy, make equations out of photos from the book. Younger I would make them repeat words after me and then would let them count simple numbers after me, so 1 apple, 2 apple, etc,</i></p> <p><i>Physical – allowed the children to do colouring in. They would use their fine motor skills. 5-7 years allow them to cut out object themselves and allow them to use pens. I would give them objects that relate to the book, so they can use sensory skills as well.</i></p> <p><i>Emotional – continuously praise the children when they get their answers right. 5–7-year-olds allow extra play, through learning, treat. Young children give snacks and praise.</i></p> <p><i>Social – allowed them to do group work. Older I would allow for peer assessment so that they can work together. For younger I might play a board game, where they could roll something towards each other.</i></p> <p><i>Neurological – assess their learning at the end of the activity. 5–7-year-olds I might ask them to write a summary of what they have learnt. Younger, test their memory skills by questioning, do you know what colour this is.</i></p> <p><i>Asks student if she wants to ask a different question and allows her choice to what she would like to do. Student is then asked to leave, and assessor talks through how she is not complying. Conversations take place and student returns.</i></p> <p><i>1.4 – one of the children that I was working with has autism (biological) the child gets restless as he cannot sit through them for a long time. He is unable to reach certain milestones, so has not met the literacy expectations for reading, as he is not able to read full sentences but can identify some words.</i></p> <p><i>Numeracy – he is able to identify numbers but is not so good with his colours.</i></p> <p><i>Theories or approaches – Bandura, children can learn through imitation. I used this by showing the children how to write certain things or how to hold a pencil. I gave example answers so that they are able to reply with a similar answer.</i></p>	<p><i>EYE 1.1 (1)</i>  <i>EYE 1.4 (1)</i>  <i>S2.12 (2) she was v confident in care routines</i>  <i>S1.23 (1)</i>  <i>S2.13 (2) seen more in care routine that reading activity</i>  <i>S2.19 (2)</i>  <i>S2.20 (2) seen more in care routine that reading activity</i>  <i>S4.13 (1)</i>  <i>S4.20/21 (2)</i>  <i>S4.24 (1)</i>  <i>S5.9 (1)</i></p>

<b>Record of PD –</b>	<b>Criteria</b>
<p><i>Just asked for one.</i></p> <p><i>Environmental and impact – the space in a classroom, if it is too tight, they may start acting irritated or anxious. If the space is messy.</i></p> <p><i>4.13 - Legal requirements and guidance – security and safety, H&amp;S all written in the EYFS booklet and the legal files that you have to read before starting work. You would need to make sure that there are no sharp objects in teacher’s reach along with chemical products being locked away. Security you need to make sure that there is at least 1 adult in the classrooms, and you must never leave the children by themselves.</i></p> <p><i>Confidentiality of information – all information needs to be away and only keypersons and the nursery headteacher should have access to this.</i></p> <p><i>The student talks through how ahead of the activity she made sure that the area was safe for the children, made sure there was sharp objects, ensured it was age appropriate.</i></p> <p><i>Accident or emergency – respond check that the child was okay, check on bruises, bumps, dependent on severity I would write in the appropriate book (accident or incident). I would then ensure that I tell the keyperson, the head, and the parent. I would write what time, where, when, how and the help that was given/ actions taken. If they grazed, we would have cleaned and then given plaster.</i></p> <p><i>If a child takes medication, we will get told what time the medicined needs to have it, write when you gave and how much they took. This would be put into the child’s information, and the medicine would be kept in a box with child’s name, the fridge, or the medical cupboard.</i></p> <p><i>Daily register, this is completed ahead of us arriving ...this would keep track of how many children are in the classroom, so that we know how many we have and in case there is an accident or fire drill, we would need to know who is in attendance.</i></p> <p><i>If a child is unwell, we would note if temperature or mood changes. We would check on them consistently to see if they are getting worse or improving. We would keep all such information in a medical book/ records.</i></p> <p><i>Responsibilities in relation to safeguarding – I would need to know my responsibilities and know who the keyperson is. I would also need to read all policies related to this. I would need to know where fire exits are in the case of an emergency. We have to make sure that we treat everyone equally.</i></p> <p><i>Recognising abuse – domestic they might have scars on their body, they might flinch a lot, they may act a certain way according to the gender that is abusing them.</i></p> <p><i>Neglect – may ask for food a lot of the time as they may be hungry, they may have antisocial behaviour.</i></p>	

Record of PD –	Criteria
<p><i>Physical – scars and bruises on the child’s body</i></p> <p><i>Emotional – they may feel angry more than happy and cry a lot.</i></p> <p><i>Sexual – they may be uncomfortable around a certain gender and act a certain way if someone touches them. Their behaviours may be inappropriate as they may think it is ok to do certain things.</i></p> <p><i>Confidentiality of information – as a student I would have to go to the keyperson and tell them what had happened. The key person would then go to the manager, they would then decide what might need to go on and maybe speak to the parents. Safeguarding leader – designated – unsure. You would report to them before the parents. You cannot then share this information as it is confidential, you would need to share if you had to involve social services. If there are any concerns of abuse.</i></p> <p><i>Transitions –</i></p> <p><i>Moving school – they may be nervous, may act anxious. So, they may wet bed and be scared about it. To help you could, keyperson, could take to new school, talk positively, and say what fund they might have, bigger space to run around in and try to have them feel more confident and happier. I could do activities which allows discussion about moving schools and taking bigger steps.</i></p> <p><i>If they moved from one room to the next, this can be scared, but sometimes happier. They will be moving into other friendship groups, so I might take them a couple of times a week so that they can get use to the environment along with their peers.</i></p> <p><i>Birth of a sibling – may be upset because they now know they are not the only child, or they may be happy as they will have someone else in the house. I would support them by talking positively and ask if they are excited, what would you call them, is it a boy or a girl ...try to get them excited.</i></p> <p><i>Moving to a new home, mixture of feelings. To support emotionally I could do an activity where a could be about what they like, different types of houses, talk about their new room or focus on a bigger garden. Tell them it is okay to have new beginnings.</i></p> <p><i>Outside of their house – behaviours may be different, antisocial, angry, upset. To support make sure they feel comfortable within the nursery environment, welcomed and have them feel that they are not alone.</i></p> <p><i>Family breakdown – angry, upset. To support, comfort and make sure that everyone acts kind and loving to them. Try to find out what they like to make sure their mind is distracted away from the breakdown.</i></p> <p><i>Loss of significant others, child may be upset, may act anxious, be scared or angry. Fill them with positive comments, try to have them know the person is at peace, have the other children support, make a card for the person they have</i></p>	

<b>Record of PD –</b>	<b>Criteria</b>
<p><i>lost. External support??</i></p> <p><i>Settings and carers- child may be upset, antisocial, anxious, angry, annoyed. To support make sure to assist them with a specific person that they can always go to if they are feeling a certain way, make sure that you do activities you love so that they are enjoying things when in the setting.</i></p> <p><i>Health and wellbeing – Children are living a healthy lifestyle and are given ideas of what is good or not. Explains how when the child said she only ate fruits, she made a point of explaining why fruit is good for her.</i></p> <p><i>Partnership – before doing, I asked the keyperson if there were any areas, they were not meeting and see areas that were needing progress to ensure that I included these within plans. By carrying out observations, the keyperson and identified these milestones. Explains how a child needed support in her social skills so made sure that she created activities that would support his. I discussed with keyperson what activities might support and she suggested to put the child next to someone who is meeting these skills.</i></p> <p><i>4.24 – chicken pox exclusion – unsure week, few days?? Flu and fevers – uncertain of exclusions.</i></p> <p><i>Immunisation ??</i></p>	

## **NCFE Moderator commentary – Pass grade**

The student offers a brief description of development, handling cutlery and hand washing. No further depth is offered within the PD.

The student appropriately promotes secure attachments by encouraging good behaviour/manners and meeting children's needs through care routines. Assistance and encouragement are briefly offered at the dining area. She encourages the children to be kind to each other and take turns.

The student shows limited use of strategies to develop and extend children's learning and thinking. Limited questioning techniques used, opportunities for sustained shared thinking/problem solving or positive social skills and interactions are limited even though the children are sitting together. More opportunities could have been embedded within the group time.

The student shows inconsistent ability to role model positive behaviour to children. Some children are not using cutlery appropriately, this could have been modelled by the student. Independence is encouraged however some children do require more 1 to 1 support.

The student can recognise the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. They are able to carry out a risk assessment with support.

Some tasks to ensure the prevention and control of infection are carried out appropriately and are relevant to the activity such as handwashing and toileting. However, no further examples were explored, for example, isolation/exclusion periods, cleaning up spillages or the use of PPE within the PD.

Limited understanding of collaborative working with parents, colleagues and other professionals is shown or discussed. No evidence of progress was shared with the team.

## **Structured observation – Distinction grade**

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

### **Observation Planning Form**

<b>Planned activity</b>	<b>Criteria</b>
<p><i>I will demonstrate my understanding of the expected patterns of children’s development from birth to 5 in:</i></p> <ul style="list-style-type: none"> <li>• <i>Cognitive</i></li> <li>• <i>Speech, language and communication</i></li> <li>• <i>Literacy and maths</i></li> <li>• <i>PSE</i></li> <li>• <i>Neurological and brain development.</i></li> </ul>	EYE 1.1
<p><i>Talk about how this develops, for birth to five, and how it will progress into 5 to 7.</i></p> <p><i>Talk about environmental and biological factors of why their development is affected.</i></p> <p><i>Talk about food hygiene, illness, exclusion and isolation, for example COVID, and my knowledge of these common illnesses and when they have their jabs.</i></p>	EYE 1.4
<p><i>To complete a nappy change.</i></p> <p><i>to talk about and share my understanding of transitions:</i></p> <ul style="list-style-type: none"> <li>• <i>moving school</i></li> <li>• <i>starting and moving through nursery</i></li> <li>• <i>birth off sibling</i></li> <li>• <i>moving home</i></li> <li>• <i>living outside the family home</i></li> <li>• <i>family breakdown</i></li> <li>• <i>bereavement</i></li> <li>• <i>moving between setting and carer</i></li> </ul>	S4.24 S2.12
<p><i>Talk about my understanding of legislation and guidance in relation to health and safety, security, confidentiality, safeguarding and promoting the welfare of children.</i></p> <p><i>Talk about how to respond in an emergency situation for example fire.</i></p> <p><i>Talk about how to identify and prevent children against abuse.</i></p> <p><i>Domestic Neglect Physical Emotional Sexual.</i></p>	S4.13
<p><i>Talk about how the setting promote healthy lifestyles and how they maintain dietary needs.</i></p> <p><i>Discuss working in partnership in relation to progress of a child and referrals.</i></p> <p><i>I will discuss with the manager beforehand the process of referrals and why a child is referred and what happens after.</i></p>	S4.20 S4.21 S5.9 S4.20/21 S4.24 S2.12

<b>Planned activity</b>	<b>Criteria</b>
<p><i>To complete a nappy change.</i></p> <p><i>To complete an activity that supports children’s socialisation and interactions with others. Link to feelings and emotions (PSE).</i></p> <p><i>Demonstrate a mini risk assessment to show my understanding.</i></p> <p><i>Complete a snapshot observation on a child and talk to the key worker about this, the children’s next steps and what you can do to support and progress.</i></p>	<p>S1.23</p> <p>S2.13</p> <p>S2.19</p> <p>S4.13</p> <p>S2.20</p> <p>S5.9</p>

**Observation of Skills Recording Form**

<b>Record of Observation</b>	<b>Criteria</b>
<p><i>The student takes a child through to have his nappy changed, gets his nappy bag, and then lies him down on the nappy change area. She talks through what she is doing and that he has done a poo and he says yes. She is mindful to include him in the process whilst also considering his dignity. The child is very content and happy to chat along with her. He is 18 months old and has only just starting at the nursery and it is his second day. He has an older brother and so appears very happy with his environment. The student has disposal gloves on along with a disposable bag to put all the dirty nappy and wipes in.</i></p> <p><i>The student then puts the clothes back on and again talks through what she is doing so that he always feels part of the process. She then brings him back into the main area where he goes back to play. She starts to gather the children that she wants for her activity. One of the children is just finishing off, so she says when you are ready come and join us. They are all sat on a mat which has children around the world. She asks them to sit on the people and says that she is going to show them faces and talks about the activity they did with faces yesterday. She says that she is going to see who knows how they are emotionally. She shows a picture and says is she happy or sad and the children shout out happy. They talk through reasons that she might be happy. She then talks to each and asks what makes them happy ...each child talks about what makes them happy.</i></p> <p><i>She then shows another, and they say she looks scared and again discuss why she could get scared. She then asks if they ever get scared and they say no. She asks who you would tell ...they say teacher, grandparents, sisters, brothers, and parents. One child also suggests that you could tell your dog.</i></p> <p><i>She shows another picture, and they say that the child looks bored, and they say maybe they do not have a dog, or anything to play with. She asks if they can do a bored face and they show their faces. She asks what you would do if you wanted to stop being bored and they say go run and play.</i></p> <p><i>They all have general conversation about who has a dog, bunny, and pets. She shows another card, and they say it is a funny face and she says it is a worried face. The children talk about what might worry them and she talks about if anyone feels worried about going to school. Some of them say that they are a bit worried when they go to nursery and the student says that they can always come and chat if they feel worried.</i></p> <p><i>She shows another and they say tired, and she says is it happy or angry? They then say angry. She asks if they have ever felt angry and they say no. She gives suggestions as to when they might feel angry. She shows a face of someone yawning and then says what does this mean they are, and they say tired. She then says is anyone tired here.</i></p>	<p><i>EYE 1.1 (2)</i>  <i>EYE 1.4 (2)</i>  <i>S2.12 (3)</i>  <i>S1.23 (3)</i>  <i>S2.13 (4)</i>  <i>S2.19 (4)</i>  <i>S2.20 (4)</i>  <i>S4.13 (4)</i>  <i>S4.20/21 (2)</i>  <i>S4.24 (2)</i>  <i>S5.9 (3)</i></p> <p><i>Tot - 33</i></p>



<b>Record of Observation</b>	<b>Criteria</b>
<p><i>She then says we are going to sing if you are happy and you know it clap your hands, sad (and you know you can cry). The children who know it then join in and when they are through, they are told they can play. The children then go over to the role play area and play out scenes of going to school. They have uniform that they are putting on. The student assists a child that wants to go to the toilet, another then says that they too want to go, and she reminds them that they have just been and so give it a few more minutes. The student then comes back and writes up her observation notes of development she has witnessed with certain children. One of the children comes over and asks if she can help do his uniform cardigan up, she then shows how it is done and encourages him to be independent in that.</i></p> <p><i>Student talks through the observation she carried out. She talked about a child who often does not show empathy or understanding or acknowledgement of feelings within activities, so she felt this would be a good way to identify if she had empathy and understanding. She explained that she was good with her examples and understanding so does feel she does display this emotional development.</i></p> <p><i>Assessor gave general feedback about how it went, and they talked through what was observed.</i></p>	

### **Professional Discussion Recording Form**

*If they have parents that are not likely to be as involved, this is likely to affect them socially and emotionally as the interaction is likely to be less. This will also impact on their relationships as they may not have developed the skills to know how to do this.*

*If there is a lack of outdoor space, it may affect them physically too as they may not have had opportunities to develop as physical as others might have. Transitions – starting nursery, starting schools – key person will allow for a secure attachment to be formed so that they feel safe and secure. If they are settling, they will then be able to play, chat and talk with them to build this relationship. The parents may bring in for settling in sessions so that they can settle and try to make this easier on parents and child. Similarly with school they will have visits where they will be introduced to the environment and teachers.*

*New sibling may bring about jealousy, as the baby might take a lot of attention. It will be important that within the nursery we talk with the child and have them understand how they can be part of the process and suggest that maybe the parent comes in and spends time with the child whilst someone else has the baby.*

*If the child were removed from the home and put into care, they would go to someone who would take place of a parent, so that this can support attachment. The foster parent would ensure that the parents are included (if allowed) and try to ensure that they keep in communication and give them a constant in their lives.*

*If there was a family breakdown it would be important to ensure that you still talk about both parents as this will likely soften the blow, whilst also ensuring that birth parents are included in conversation. It is important that they understand that they still have both parents even if they do not see them all the time and that they are able to talk about any sadness or upset that they have so that they can talk through and hopefully keep a relationship with them. Bereavement – you would need to talk about it and talk about how they might be watching over you in the sky, how whilst they cannot see, they are still there in their hearts. Ensure that there is support for the parent too as they will be needing help. They might also make a card, or picture of the parent that is deceased so that they are encouraged to remember them. It would also be good to encourage them to write any memories or thoughts they have on the parent so that they are able to keep them alive in their thoughts.*

*Policies and procedure that you might need to be aware of when it comes to your responsibilities – we have policies on H&S, I am responsible for carrying out regular risk assessments to ensure that we keep on top of the risks. They might bring in their own things that could also be a risk. We might also have to stack chairs one day so this would also be additional to the regular risks. Everyone is first aid trained, anyone that deals with an accident must be qualified and they must then report it within the accident book and ensure that parents are informed too.*

*Confidentiality – it is our responsibility not to share any information on the child or parents, as well as information about where they live, telephone numbers. They have 'all about me folders' which cannot come out of this cupboard*

*unless it is needed. We are not allowed to talk about children using their names.*

*With security we have a policy where we have doors that have a lock or code, so only the people that work here know. This gets changed regularly. Same with the garden there is a lock so that no one can get in. If a child is being picked up, they will have a password which then allows the child to go, if they have forgotten you would contact the parents to check before letting them go. The child would then not leave until the parent had given approval.*

*Every member of staff has a DBS check as this is a legal requirement, this protects the children and other staff.*

*There is a safeguarding lead, so if we see or hear something that is of a concern you would take it to them. You would then discuss what you had seen they might say they are already aware or if not, they might take further. They might then need to take further with social services. You need to ensure that the ratios are correct, that no children are being left or put at risk. If you had staff that were not DBS or level 2 you would not be able to leave without another member of staff.*

*I work with other key people, who will do big observations along with daily to ensure that they are aware of their developmental goals. They then do an assessment of this to know what areas they might need to include within their planning. They will also put in support if they feel they need to develop to the next steps, this might be focus group activities or individual. If you find that they are not progressing as they should be they get a setting-based support plan, which if they still do not see progress they might go to SALT if it is to do with their language, they will then advise on strategies and give plans that will support the early years environment as well as the home. If they are behind in other areas, they might be referred to ISEND and if they still have concerns, they might be referred to a paediatric therapist who then may then carry out diagnosis and again plans will be put into place to ensure there is the appropriate level of support.*

*If there was an emergency such as a fire, we have policies and procedures that we would need to follow, there would be a leader who helps the children out, there would also be someone that gets the phone and the fire bag, they would then assemble in the designated area after which someone would check that all children were out of the hall/kitchen, toilets etc. They would close doors as they go through as these are fireproof and then someone then goes up to the church where they will then ensure that the emergency services are aware where you are.*

*With safeguarding if it was physical, you might notice when you take them to the toilet or change their nappies, or they might have bruises on their face or in an unusual place, or potentially burn marks, cuts and if sexual abuse you might see bruising in their genital area. Or you might see behaviours that are a bit mature or speak too sexually. If they are being neglected, they might smell, have dirty bottles, they could have a cradle cap for too many years, their appearance could be a little dishevelled. They might also have an unusual attachment and the parent may look quite uninvolved. If you were to ask what the children did at the weekend, they might also say they have not done*

*anything and that they might not of had anyone to talk to.*

*With domestic abuse it might show in the child's behaviour. They may become quieter or may be over the top to try to compensate. They might also talk about the fighting that is going on at home or shouting. We would raise any of these things with the DSL and potentially offer subtle support if it is domestic abuse or feel the parent wants to talk.*

*With care routines, there are a lot of children that are having potty training, so we would ensure that they get an option to change or have potty time. We will still encourage them to go on the potty and they will tend to want to as others are, they might not do anything, but it is often to familiarise them. They then might go with wearing pull ups so that they start becoming independent in this process. They have cards which they can use or sometimes children run to the door. We ensure that we praise and give stickers, so that they want to do it even more. With this they then move onto wearing their underwear and then we tend to have regular times where they will be asked to go to the toilet whilst they are still getting ready.*

*Spillages – if a child has an accident and they have done it within the nursery, we will ensure that we corner the area off, get another member of staff to then take the child through whilst someone else can then deal with the spillages. This mop is specifically used for toilet accidents alone and they will then use anti bac, dry with blue towel and the child would be changed into the spare clothes that they have. We will then wash their clothes and put them back in a nappy bag so that they can be taken home. If they miss the potty, we will spray it down to ensure that it is clean for the next child. Sometimes a child may have a quick wee whilst you are changing so you would ensure that this too is then emptied and cleaned. If it happens on a carpet, we will again spray the carpet down, leave to dry. If sick this would get a proper clean. Conjunctivitis, slap cheek, measles, chicken pox, sickness and diarrhoea, mumps, Covid.*

*Immunisation – 6-in-1, diphtheria, men b, men c, hep B. These happen at 2 months 3 months, 1 year and then over 2 years.*

## **NCFE Moderator commentary – Distinction grade**

The student planning explained milestones and development from birth to 5 and also shows an awareness of the theories of learning linked to development. There are good links to the different areas of the EYFS shown.

The student confidently explained both environmental and biological factors that impact learning and development. Transitions such as bereavement and family breakdown are discussed.

The student consistently and highly effectively shows empathy and has a good knowledge of how to promote secure attachments and meeting children's needs through care routines. A good understanding with examples of transitions and significant events is clearly demonstrated within the activity and the PD.

The student shows effective use of strategies to develop and extend children's learning and thinking. Confidence is highly effective in this area. The children are encouraged to discuss feelings and emotions with links to their family backgrounds.

The student has highly effective skills in supporting children's group learning and socialisation. They also show high levels of confidence when modelling and encouraging children's positive social skills and interactions. Effective questioning is used at the appropriate age/stage of the group. Visual cues were used to differentiate learning and implement different learning styles.

Highly effective ability to role model positive behaviour to the children. Positive approaches confidently used to support behaviours expected of children with links to the Behaviour policy and expectations. Highly effective ability to actively listen and question children especially linking to families and wellbeing. The student is confident when supporting children dealing with their own behaviour in relation to others. The activity had strong links to emotional and social development.

The student uses examples of the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. The student has a good knowledge of the Safeguarding Team and the DSL at the setting. They can effectively carry out a risk assessment and can give clear, accurate examples of different types of abuse.

Tasks to ensure the prevention and control of infection are carried out consistently with links to the appropriate policy including toileting, mealtimes, sleep routines, immunisations and contagious illnesses.

Appropriate and detailed understanding is shown of collaborative working, with a range of accurate examples given. Links made to SALT, parent partnership and the key person.

## Assessment information – assignment 3

- Observation and Assessment of Children in Settings
- Paper number: P001335
- Time allowed: 3 hours and 45 minutes

### **Student evidence for part 1a and part 1b – Pass grade**

#### **Part 1a**

##### **Task 1**

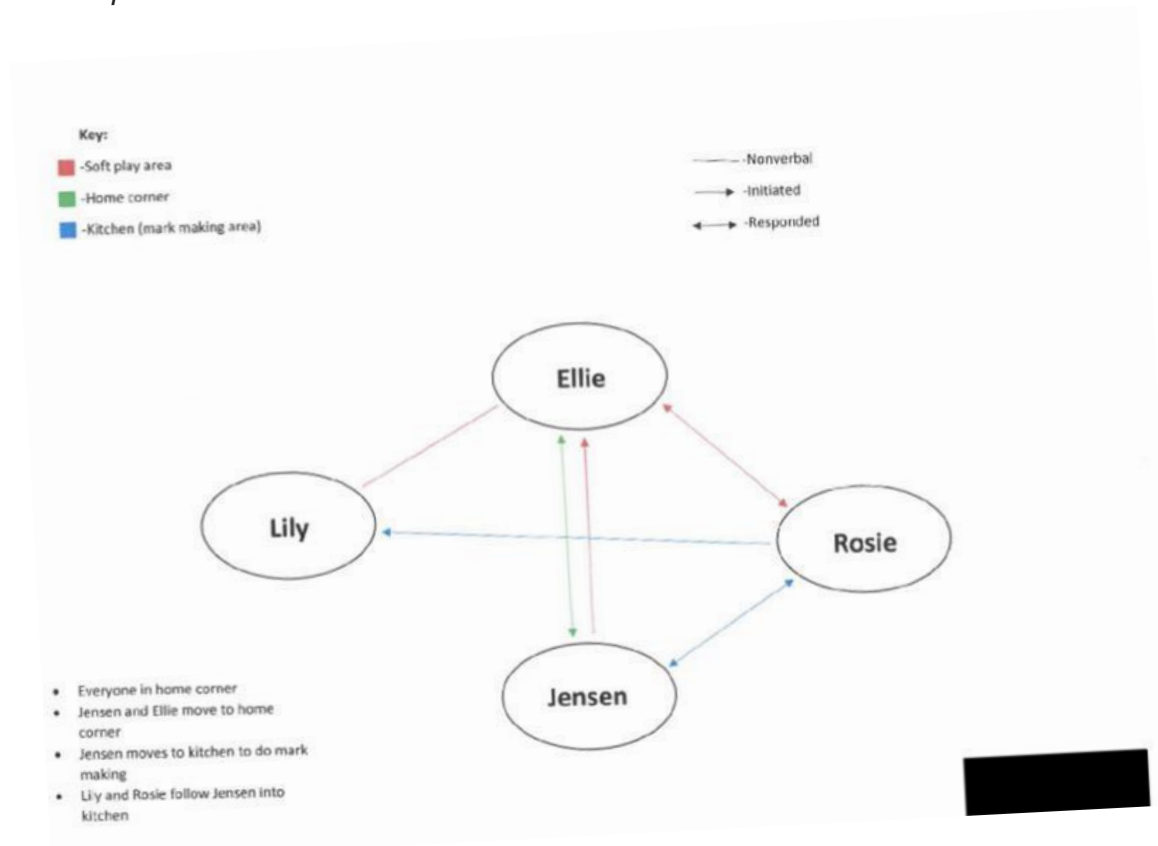
*Wednesday 18th of May 2022 11:10 – 11:24*

*Jensen is stood at the round table with 3 other children and a tuff tray of blocks on top of the table. Jensen looks at a boy on his left pick up a block from the floor and tries touching it with his foot. He moves back to the table and picks up tube shaped blocks with his right hand. “Look at me” he says and rolls the block from the edge to the centre of the table with his left hand, it rolls across to the other side of the table. Jensen runs around the table to retrieve it with his right hand and walks back to his original spot. He grabs a train with his left hand and moves it to the edge of the table “watching” he says and rolls the block again on the table. He looks at the boy on his right and smiles. Jensen rolls the block to the centre of the table again. The block rolls to the centre and out of Jensen’s hand. He reaches out with his right hand to retrieve the block.*

##### *Aim of observation 1*

*The aim of this observation is to observe a child over a period of 15 minutes, so as much information as possible can be recorded. During the 15-minute period, record the activity the child is engaged in, area of activity, level of involvement in activity, other children they interact with, and language used by children. Opportunities for personal, social and emotional development has been identified relevant to the observation.*

8th of April 2022 10:12 – 10:43



### Aim of observation 2

*This is to observe social groups children play in. The aim of the observation is to observe the children that the focus child is playing with, what they are playing, the area they are playing in, and for how long, and when the child plays with different children, or changes activities. This is noted. Personal, social, emotional development has been identified as relevant for the observation.*

11 May 22 13:42, 16 May 22 2:30, 18 May 22 11:50, 18 May 22 2:16

11/5/22 13:42 Jensen & pennie Playing in sand Pennie asks for help, Jensen uses encouraging words. "You can fill it Pennie!"	16/5/22 2:30 During outdoor play Ellie fell over and Jensen asked if she was okay.
---	--

18/5/22 11:50 Jensen saw a practitioners water bottle had fallen over and picked it up and handed it to	18/5/22 2:16 During outdoor play Jensen shoe came off, he asked for help, a peer nearby put
---	--

### Aim of observation 3

The aim of this observation is to observe the child during their session at the industry placement, and to record any significant moments of the child relevant to personal, social, and emotional development. The Post-it notes will record the activity, social interactions, behaviour and language used by the child.



## **Part 1b**

### **Task 2 (a)**

**Evaluate the strengths and weaknesses of your own practise and skills in carrying out each of the different observation methods in part 1A**

*Within this section I'll be evaluating my strengths and weaknesses and my application of the different types of observations and how they'd be used by practitioners or other professionals for next steps or intervention planning.*

*The first observation I'll be evaluating is a narrative (written account). This is where I observed my focus child for a 15-minute period. I recorded the activity the child was engaging in, area of activity, level of involvement, other children they interacted with, and any language used. My weaknesses during the recording of this method of observation is that I became easily overwhelmed with the fast-paced nature of recording which I feel as though has led me to miss out key information.*

*My strengths, however, were being able to include detail on everything I was observing. I found this method of observation easiest to understand, it was just time consuming and fast-paced.*

*The next method of observation is sociogram. This was to observe the social groups children play in. The aim is to observe my focus child as they interact with other children and their movement around the setting. When the child played/interacted with different children or moved to different areas of the room this was also recorded. My strengths within this method of observation are having a clear, easy to understand diagram and key. This method of observation typically includes a map/layout of the room to record the child's movement, however I feel as though this way could have become easily complicated so I stuck to a diagram to keep things simple. My weakness during this method is being unable to fully understand how this type of observation works and how to complete it when including a room layout.*

*Lastly, a Post-it note observation. This method of observation allowed me to quickly note down any new or significant milestones my child was reaching in relation to personal, social and emotional development. My strengths were being able to recognise these key moments and note them down. My weaknesses would be not writing in enough detail. Post-it note observations I understand are meant to be short, but I feel that if these were to be used in any future planning it wouldn't be very helpful or informative as it doesn't include enough detail.*

### **Task 2 (b)**

**Suggest ways that you could engage with continuing professional development (CPD) to improve your own observation and practise and skills**

*I think it is crucial to improve my own skills and abilities constantly and in order to achieve this I need to reflect upon my past observations and engage with continuing professional development.*

*Reflecting back upon my application of knowledge, skills and abilities during the recording of the different observation methods, I feel as though I don't understand how they'd be used by practitioners and other professionals for intervention or next steps planning.*

*Using Kolb's reflective cycle has helped me develop an action plan on how I'd gain an understanding on how observations are used.*

*To fully understand this method of observation I think I need to practise them more and set out clear guidelines and a structure for each one. As well as shadowing one of the practitioners as they carry out observations, I also feel that being there as they plan next steps for children would help me to develop my overall skills, abilities, knowledge and understanding.*

## **NCFE Chief Examiner commentary for Part 1 – Pass grade**

The student has demonstrated a reasonable understanding of different observation methods, though they are not always detailed. To improve, the student needs to provide a more detailed description of each observation method including how and why they are used.

The student has carried out 3 observations using the 3 stated methods and has had a reasonable attempt at all 3 observations, including aims for each. To improve, the student needs more practical experience using all observation methods. The student must ensure that they observe the child in activities that support the prime area of learning in the Early Years Foundation Stage (EYFS) – personal, social and emotional development (PSED). To improve, the student could include the child's interests, individual needs and stages of development related to expected personal, social and emotional development. Those which have been identified lack in focus and therefore a lack of detail reduces the effectiveness in being able to draw conclusions from them.

The student has identified strengths and weaknesses of each observation method they used; however, their evaluations are quite generic, particularly when considering the weaknesses. More examples could be used, such as recognition of the fact that observations can be time consuming, and that many settings now use technology to record observations.

The student refers to the professional skills used in observations and gives some reflection on these. For example, having to work quickly and becoming overwhelmed, therefore recognising the need to plan and to simplify their notes. To develop this response, they could include the importance of organisational skills and working in partnership with others in the setting to plan observations. For example, did they give enough time to effectively plan and share their observations with their mentor, or did they leave everything to the last minute and thus felt rushed? To improve, the student needs to focus more on their own experiences in using these observation methods. The link to the student's ability to carry out the observations in part 1 is clear. Some next steps are discussed, with a reasonable level of detail, although some are simply stated, rather than developed or analysed.

The student has considered some relevant ways to engage in continuing professional development (CPD) and improve the quality of their observational skills. The suggestions they make show a clear understanding of what they need to do to improve, although this could have been developed further by giving clearer examples, such as attending training courses on completing effective observations. The discussion could include looking at more ways to work collaboratively (for example, working with parents and carers to learn how observations from them can inform the observation, assessment, and overall planning cycle).

## **Student evidence for part 2 – Pass grade**

### **Part 2**

#### **Task 1 (a)**

**Identify and describe the three different methods of observation that were used to assess Lily’s development in literacy.**

*Checklist, Post-it notes narrative.*

*Checklist observations (sometimes known as tick lists) is a sheet of paper with a prepared list of statements relating to curriculum framework or development milestones.*

*Post-it note observations allow a practitioner to quickly note down any milestones a child meets. A child is observed throughout the day and an observer will make notes when they see a child doing something of interest.*

*A narrative observation is an in-depth written account on a specific child and includes details such as: the activity the child is engaged in, the area of the activity, the child's level of involvement in the activity, the language used by the child, and the child's interactions with others.*

#### **Task 1 (b)**

**Explain the purpose of each of the three methods of observations identified in 1(a) in the assessment of children**

*A checklist observation is used when a practitioner needs to look at a specific child skills and knowledge and see how much progress they’ve made.*

*A Post-it note observation is used for practitioners to record when they see a child doing something of interest or has decided in advance that the child needs to be observed showing a particular skill.*

*A narrative observation is used as a starting point for future observations, it records any areas of development for the child and looks at the individual child more holistically.*

## Task 2

**Analyse each of the three observations to draw conclusions about whether Lily is meeting the expected milestones in literacy in relation to the current requirements of the early education curriculum.**

### *Post-it note observation*

*In Development Matters, Lily is not meeting the expected milestones in literacy for her age (3–4 years), however, in Development Matters in the birth to 3 years literacy section, Lily has met some expected milestones.*

*It states within Development Matters, under the literacy section, that children from birth to 3 will be learning to sing songs and say rhymes independently, for example, singing whilst playing. Lily is observed during this eg she is sitting on the carpet playing with puppets while she happily sings nursery rhymes to herself (Old MacDonald had a farm and 5 little speckled frogs).*

*Lily also meets the milestones “add some marks to their drawings which they give meaning to” and “make marks on their picture to stand for their name”. Lily is observed doing this within the Post-it note observation, for example, Lily is observed making marks on a note to stand for her name. She signs her name by making a vertical line to represent the L and a scribble for the rest. Lily is also observed making marks and giving them meaning. She draws lines on the ground using a wet paint brush and says it is the Gruffalo, she then draws a wiggly line and says it's a snake.*

*In the narrative observation Lily is meeting the expected milestones within the 3–4 year-olds literacy section in Development Matters, for example, it states that children aged 3–4 years will be learning to engage in extended conversations about stories. Lily is observed doing this throughout the narrative observation, for example, Lily is asked multiple questions by the early years practitioner, and she is able to answer them. The early years practitioner asks Lily to read the story together. The early years practitioner asks Lily what happens next in the story and Lily can confidently answer, “the owl, he says the Gruffalo likes ice cream”.*

*In the checklist observation Lily meets the expected milestones for children aged birth to 3 in the literacy section of the Development Matters. In the Development Matters, children aged birth to 3 will be learning to join in with songs and rhymes, copying sounds, rhymes, tunes and tempo. Lily is observed joining in with repeated refrains in stories during story time, for example, Lily joined in on repeated refrains in the 3 Little Pigs story, “I'll huff, and I'll puff, and I'll blow your house down!”*

### Task 3

**Use your analysis of the observations to discuss the next steps for Lily's development in literacy. Give examples of suitable educational activities or opportunities to support your answer.**

*Throughout the 3 observations Lily isn't meeting the expected milestones for her age, as stated in the 3–4-year-old literacy section within Development Matters.*

*Lily should be learning to write some or all of her name and write some letters accurately, however in the checklist observation it states that there should be “attempts to write their name on EYP-led tasks” and “hold their pencil correctly using a tripod grip”. The observer has put a N/P next to both these statements meaning Lily is unable to do them or has come close.*

*Lily attempts to write the letter “L” by drawing a line. She tries to trace over her name but finds it difficult as she has poor pencil control and holds the pencil using her whole hand to grasp it (using the palmar grip instead of the tripod grip). The next steps for Lily to develop in these areas is to plan for small muscle coordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery. Engaging activities like these will help Lily to improve her pencil grip and to eventually be able to write some or all of her name and write some letters accurately.*

*In the Post-it note observation Lily is observed in the book corner. She picks up a book, holds it upside down, and turns several pages at once. Lily is not meeting the expected milestones of a child of her age as is within Development Matters. A child aged 3–4 years old will be learning to understand the 5 key concepts about print, one of them being “to read English text from left to right and top to bottom”. Lily enjoys sitting and listening to an adult reading a story, especially if it's one to one. A next step for Lily to develop in these areas is for an EYP to choose a story one-on-one with Lily, show her how to handle the book, turning the pages one at a time. Show Lily where the text is and how English print is read left to right and top to bottom.*

## **NCFE Chief Examiner commentary for Part 2 – Pass grade**

The student has identified and described some observation methods and shown a basic understanding of the purpose of observation; however, they need to develop their understanding of all observation methods and why they might be used.

The student has made effective conclusions from the observations and shown a good understanding of the early education curriculum and how it is used to assess children’s development holistically. Their decisions are relevant and supported by detailed examples of how Lily is meeting expected milestones in accordance with statutory guidance.

The student has used their analysis of the observations effectively to identify some next steps for Lily, which are discussed with a competent level of detail and are effective in enabling her to progress in literacy. The student also considers the importance of the role of the Early Years professional in supporting and nurturing these skills.

## Student evidence for part 1a and part 1b – Distinction grade

### Part 1a

#### Task 1

Date of observation:	28.04.22
Age of child (in years and months):	3 years 4 months
Development/curriculum links:	Personal, social and emotional
Observation method:	Narrative
Place of observation:	garden area
Time of observation:	13:45 - 14:15

#### Aim of Observation 1

The aim of this observation is to look further into the child's ability to regulate his emotions and show empathy for others when working in a group. This can be in relation to how he can make good friendships, cooperate and resolve conflicts peacefully during this period of time. As this activity will include sharing, with limited equipment, I will be looking for signs that indicate being able to wait for what they want and control their immediate impulses when appropriate.

## Observation 2

Date of observation:	05.05.22
Age of child (in years and months):	3 years 4 months
Development/curriculum links:	Personal, social and emotional
Observation method:	Sociogram
Place of observation:	All areas of setting
Time of observation:	13:15 - 13:45

### Aim of Observation 2

The aim of this observation is to have an insight on the child's interactions with other children as he has recently had time off and returned, I will be able to see if he initiates play. The main focus is to see his ability to form positive attachments to adults and peers. By reflecting on each interaction that occurs it will allow me to see if the relationship is positive or negative for his personal, social and emotional development.



Date of observation:	21.04.22 - 06.05.22
Age of child (in years and months):	3 years 4 months
Development/curriculum links:	Personal, social and emotional
Observation method:	Post-its
Place of observation:	All areas of setting
Time of observation:	3 week time period

### Aim of Observation 3

The aim of this observation is to build a picture about E's interests and development progress. This will help to identify changes. These observations will take place in a range of areas/spaces in the setting. I will be looking at all aspects of personal, social and emotional development including being able to manage their own basic hygiene, regulation of emotions and behaviour.

**Sociogram**



Child initial: R	Age: 3 years 4 months	
Date: 05.03.22	Time start: 13:15	Time finished: 15:45
Child Initiated Activity: ✓	Adult Led Activity: ✓	

Number	Initial of children	Time	Activity	Positive interaction	Negative interaction
1	M	13:15	They are playing in the sand tray with cupcake cases and filling them up with different spoons.	Yes, he is working collaboratively with another to achieve a goal.	/
2	C+J	13:25	Children are playing with the cars and putting them down a ramp.	/	Yes, a child takes his car and R becomes sad

**Sociogram**

Name.....  
 Date.....

3	A	13:40	R is sitting down at a painting activity with out an apron, A passes him one to put on.	Yes, it shows that he has developed strong friendships	
4	A	13:50	R and A have moved on from the painting activity and are helping each other complete a puzzle.	" "	
5	M	14:30	R and M are both looking at books together taking in turns to chose one.	Yes, they are both able to express their preferences.	
6	H	14:40	R and H are both playing with baby dolls and are cooking them food to eat.	Yes, however H tries to take R's baby but they solve this by taking turns	

**Sociogram**

Name.....  
 Date.....

				with each baby	
7	H+C	14:45	C has joined in with the role play with babies. They would like to build a house for them and are working together.	Yes, as they are expanding play ideas with each other.	
8	Whole group	15:25	All the children have sat down for a game before gang into the garden	Yes, he is able to listen and follow the rules.	
9	J+H	15:45	R has joined the sand with children J and H. Playing a building game to make castles.		Yes, as R took a piece of equipment of J to use, showing a lack of effort control.

Observation



Child Initial: R		Age: 3 years 4 months	
Date: 28.04.22		Time start: 13:45	Time finished: 14:15
Child Initiated Activity: ✓		Adult Led Activity:	
Solitary Play	Small group Play ✓	Large Group Play	
<p><b>Overview of the activity:</b></p> <p>Child R has arrived at the setting and come into the garden. The sand tray is filled up with a range of equipment including spades, plates, containers and spoons. However there is a limited number.</p>			
<p><b>What is happening? (What is the child saying or doing?)</b></p> <p>R has approached the sand tray and grabbed a container with both hands. He uses his right hand to reach for a green spade. He is using the spade to empty out the container in his hand by scraping it out. R is close to emptying the container so he tips the rest out. He asks another child "can I have three more?" holding out his container towards them with his left hand. The other child M starts scooping sand into R's container. M finishes scooping and R looks to another child "will you give me three more?". C replies "no you can not, I can't". R walks back to where he was standing at the sand tray, holding his container in left hand, and starts to scoop more sand into his container. M asks "some more?" "yes" replied R. "some for you too, there you are" he says as he scoops sand into M's container. "This is big, big, big. Look very big" as he scoops another pile of sand. "There you go, enough?" M nods her head yes. He turns to a practitioner and states that he gave a bit of sand to M. M starts to pour her sand</p>			

## Observation

Name.....

Date.....

into R's container, "yeah pour it in there? They are both working collaboratively to fill up the container. "it's full" R pats the sand with his hands. He picks the container up with both hands "Wow heavy" R then starts to sing happy birthday bringing it towards the end of the tray. "This has to cook in the oven", "We put it in here to cook" another child passes R a container to put in the 'oven', "Both cooking" he states. More children pass their sand trays to R so he can cook them. One of the children pass him an empty container "no sand, needs to be full." R picks up the green spade and starts to transfer sand into the pot with other children. R then spots the spoon in the tray and he switches equipment "Little sand", "We are making a yummy cake" he explains to all the children at the sand tray. One of the children takes a container out that was in the 'oven' and R exclaims "No! not done, it's hot" when the child puts the pot back R shouts "cakes ready!" Another child joins the sand tray and is starting to fill up a pot. R shouts "these my cakes!", "NO it's not, don't touch it" replies the other child (E). R comes on playing with his cooking and goes to take E's pot saying that it's ready. E repeats that it's not. R then stands by E and carefully watches what he does. E says that he is going to put his in the top oven to cook in which R says "yeah" clapping his hands. "More cakes coming" R shouts and children fill their containers up. "Ready?" he asks before taking their containers to put in the oven. As he goes to take E's again, E shakes his head no - R says "oh sorry". One child exclaims that all the cakes

## Observation

Name.....

Date.....

are ready and have finished cooking. R frustratedly says "no, there not" and pulls the child's hand away as they go to take one of the cakes. "You can't touch them now" E scolds as he has shut the doors to the oven. R copies him and repeats "Shut, shut, shut". "They are already shut, you can't do it again" E says to R. A child from the bikes comes over to the sand tray and tries to take their cakes. E tells the girl she has to buy them first. R confirms this by saying "yeah". R tells the child that they need to cook for "5 more seconds" holding up 4 fingers. A nearby practitioner corrects him showing 5 fingers, he then repeats saying 5. "1..2..3..4..5" "It's ready". He uses his hand to lift the container and asks surrounding children if they would like some. R starts to sing happy birthday again and brings it to a child. E sees this and intercepts by taking the cake off R. R starts to get upset and comes away from the area looking for a hug. A practitioner comes out to the garden and announces that it is time to go inside. R ready to go lines up at the door. Once inside the building it is snack time so he goes to sit at the snack table. R then stands back up to go and wash his hands. He turns the cap on using his left hand and then puts on soap. Rubbing them together he rinses under the water. He then grabs a paper towel, dries his hands then sits back at the table.

Post it note



Child initial: R	Age: 3 years 4 months	
Date: 21.04.22 - 06.05.22	Time start: /	Time finished: /
Child initiated Activity: ✓	Adult led Activity: ✓	

21/04/22 13:45  
 R has returned to nursery after a few weeks off and comes in unsettled. He calms down when playing with a practitioner in the soil.

22/04/22 14:45  
 R is sitting with a group of children trying to feed the baby different foods. He gives baby a biscuit "yuk" R says R gives them lettuce "yum"

25/04/22 14:40  
 R has shown a great interest in role playing with babies and taking them to the doctor.

29/04/22 13:30  
 R is playing in the sand making a sand castle. Another child knocks it over "noo! I'm sad"

### Post it note

Name.....

Date.....

29/04/22 14:20

R is transitioning to PANTS. He is washing pants over the nappy. For the first time he asks his nappy to be taken off.

29/04/22 14:30

R is sitting at the snack table and eats each piece of fruit. He either licks or bites them and then puts them back on his plate.

05/05/22 13:15

R is playing in the sand tray and is waiting for a pot to use. Once the child has finished he picks it up.

05/05/22 15:20

R is sitting at circle time waiting for his question to answer as the practitioner goes around the group.



## **Part 1b**

### **Task 2 (a)**

**Evaluate the strengths and weaknesses of your own practice and skills in carrying out each of the different observation methods in part 1A.**

*The first observation is a narrative. For this I observed the child for 30 minutes in the sand tray which is located in the garden. It was a child-initiated activity where I supplied the equipment and resources. Before the observation took place, I ensured that I had my template and pen ready to start.*

*In my observation I felt that a strength was that I knew the child and their stage of development, this helped me select activities and resources which reflect his age and stage, and interests. By looking at my observation, I can see that my active listening was good as I was able to write a detailed report of what I saw and heard from the child. However, in the setting, technology is widely used which could help me in my grammar and spellings when completing the observations. This means that to improve for next time I can complete training on how to use technology safely in the setting, complying with GDPR and learn how to use Tapestry. By speaking to the manager this can be completed and achieved on a time structure of 4 weeks.*

*The second observation that I completed was a sociogram. This is where I completed a table to identify interactions the child has with others, how long for, and if they were positive or negative. For this observation I had felt nervous and unsure on how to achieve the goal. However, when completing, I felt that I could multitask well. For example, when completing the observation, I was interacting with other children whilst watching the interactions R was making. On the other hand, I was lacking in confidence when completing and after completing. This means that due to nerves, the information is limited, and may not be in full detail. Overall, from the observation I believe that you can identify the positive relationships that R has. In conclusion, I will continue CPD with my nursery setting to gain confidence through peer discussion and observations.*

*My last observation was a Post-it note which is where I wrote down key spontaneous moments of the child in personal, social, and emotional development. During this observation I felt confident as I had experience on completing the observation before in preparation. A strength would be that as I had previously learned the Development Matters 2021. I knew some of the key milestones for his age. However, a weakness would be that due to the circumstances in the nursery, some days it was very busy to be able to capture moments. This meant that I was unable to capture all 'wow' moments on the child for a select period of time. This means that next time I could arrange to have a small group of children when doing observations.*

*Overall, I believe that I had many strengths.*

*When carrying out my observations the main ones that benefited me was being able to actively listen as it meant I was able to capture most information possible during the time and the key details, for example, which hand. It is also important that I have a good relationship with not only the children, but the staff and parents at the setting. This has enabled me to receive support and advice to boost my confidence. Another strength that made sure I was able to complete all observations was my time management. This is because I worked with the key person and manager to plan the day and times of when I could complete each one.*

## **Task 2 (b)**

### **Suggest ways that you could engage with continuing professional development (CPD) to improve your own observation of practice and skills**

*As I have previously mentioned that I would like to learn and engage with observations through technology I will make this part of my CPD. To improve this, I can complete training on the online observation called Tapestry. By completing training, it will help me gain knowledge on how to use it and safely. To further my knowledge, I will also be able to ask my manager at the setting. This will help to solidate any knowledge. It will be beneficial as the manager has many years of experience to be able to share and guide me.*

*Due to my weaknesses of lacking in confidence I will be able to use my strengths to help this. For example, my strength is that I have good partnership working with practitioners and parents at the setting. As part of my CPD, with parents' consent, I can shadow and work with a key person to make observations on a child and see how it is done.*

*With the sociogram method as I have a lack of knowledge it would be beneficial to research different methods of observations that take place. After I have researched, I will then be able to complete the observations again for practise. After this I can liaise with practitioners to peer assess and get timely feedback on how to improve.*

## **NCFE Chief Examiner commentary for Part 1 – Distinction grade**

The student has demonstrated an effective understanding of different observation methods and shown a deep understanding of each observation method and how and why they are used. Clear aims are given which link to the prime area of learning in the Early Years Foundation Stage (EYFS) – personal, social, and emotional development (PSED).

The student has carried out 3 observations using 3 different methods. The student has completed the narrative observation effectively and has clearly described what has happened in a chronological order and in an objective manner. The student has completed a sociogram observation effectively using a pre-planned table. The student has effectively completed a Post-it Notes observation and noted pertinent details (for example, the child's interests). The observations show a sound understanding of the early education curriculum and are objective rather than subjective, which has maximised the effectiveness in being able to successfully interpret them and draw conclusions from them. The next steps for the child are clearly identified; to develop this response, conclusions could be drawn as to whether the child is meeting the expected milestones.

The student has identified relevant ways to engage in CPD, including the use of technology and support from an experienced colleague; this could be further developed by explaining peer observation and the benefits to this, such as for a practitioner to observe good practice and develop their own practice (in addition, including research on new innovative methods of observation and sharing their knowledge with peers to keep practice current).

The suggestions they make show a clear understanding of what they need to do to improve.

The student effectively identifies strengths and weaknesses of each observation method they used and has related their answer fully to the best of their ability to carry out the observations. They have shown a good understanding in their reflections of how changes and improvements to their practice will also benefit outcomes for children. This could have been developed by using a recognised reflective cycle to support their response.

The student identifies the professional skills used in observations, such as remaining objective and active listening. To develop this, they could reflect on how well they were able to listen to the children whilst completing their observations, if they found it difficult to hear and record what was being said and done and the impact this had on the quality of their observations. The student could have reflected on how objective their observations were and how this helped or hindered their analysis.

## **Student evidence for part 2 – Distinction grade**

### **Part 2**

#### **Task 1 (a)**

**Identify and describe the three different methods of observation (provided in the insert) that were used to assess Lily's development in literacy**

*The first observation is a narrative. This is when a practitioner will write a detailed account of what the child does and says during a period of time. The second observation is a checklist, this is where a practitioner has a set of skills they would like to see and tick off when completed in a time frame. The last observation is a Post-it note, this is where practitioners write a snapshot of information that they have seen from the child or heard.*

#### **Task 1 (b)**

**Explain the purpose of each of the three methods of observation identified in 1(a) in the assessment of children.**

*The purpose of a narrative observation is to provide a holistic overview of a child. For example, it will give evidence towards the child's physical, intellectual, language, emotional and social development. This observation will also provide information about the child's future planning. The purpose of a checklist observation is to identify the skills that a child can achieve. For example, if a child of 3 years old can give meanings to their marks. Their skills will be benchmarked against the curriculum they follow, Development Matters 2021 or Birth to 5 2021. The purpose of the Post-it note observation is that it is spontaneous and captures in the moment achievement. For example, if a child walks up the stairs for the first time. It is also used to inform practitioners of interests, likes and dislikes.*

## Task 2

**Analyse each of the three observations to draw conclusions about whether Lily is meeting the expected milestones in literacy in relation to the current requirements of the early education curriculum.**

*In the first observation, narrative, Lily is clearly demonstrating an interest in the story and being able to retell the story. This is shown through her exclaiming “yeah, yes, yes” when asked if she enjoyed the story. “Enjoy sharing books with an adult” is a milestone in Development Matters 2021 literacy birth to 3 years. She has also demonstrated that she uses the pictures in books to gain a better understanding and repeat lines that characters have said. During this narrative she uses props to help her tell the story after reading. Throughout she is engaged in a conversation about the story explaining what happens next, “It’s the owl next, look he flew away”. Development milestones: literacy, birth to 3 years: pay attention and respond to the pictures or the words. Birth to 3 years: repeat words or phrases from familiar stories. Birth to 3 years: develop play around favourite stories using props. 3 – 4 years: engage in extended conversations about stories learning new vocabulary.*

*In the checklist observation it is again seen that Lily enjoys looking at books and engaging with rhymes with increasing attention. However, this is only shown when an adult is storytelling and in a group situation like story time or circle time. It is also clear that Lily likes mark marking and is giving meaning to the marks that she draws. Lily also attempts to write the first letter of her name. She demonstrates giving meaning to her marks through discussing characters from the Gruffalo. “This is my dog; this is the Gruffalo chasing my dog”. Development milestone: Literacy, birth to 3 years: enjoys songs and rhymes, birth to 3 years: say some of the words in songs and rhymes - joins in with Humpty Dumpty, birth to 3 years: repeat words and phrases from familiar stories – “I’ll huff, and I’ll puff, and I’ll blow your house down”, birth to 3 years: notice some print, such as the first letter of their name. Lily attempts to write the letter “L” and trace her name which also links to “make marks on their picture to stand for their name”. Lily is developing into 3-to-4-year milestone to write some letters accurately. Birth to 3 years: enjoys drawing freely - she chooses a green pen to colour in the Gruffalo.*

*In the final observation, Post-it note, it can be seen that she has not developed her drawing by staying in the lines. She is able to express how she thinks snakes look by giving them wiggly lines. When looking at books Lily is currently looking at them upside down and pointing to the words right to left, identifying that she does not have the concept about print. During play independently Lily is now singing nursery rhymes and songs using puppets to aid her. She is starting to identify the first letter of words, “D” is for dog and “C” is for cat.*

- *Birth to three*
  - *enjoy songs and rhymes*
  - *say some words in songs and rhymes*
  - *song songs and rhymes independently*
  - *notice some print*
  - *enjoy drawing freely*
  - *write some letters accurately*

*Throughout the observations Lily is also developing other areas of learning.*

- *Communication and language:*
  - *listens and responds to instructions birth to three*
  - *understand simple instructions birth to three*
  - *listens to simple stories birth to three*
- *3–4*
  - *enjoys listening to longer stories*

- uses a wider range of vocabulary
- no many rhymes to talk about
- use longer sentences
- PSED: birth to 3
  - express preferences and decisions
  - engage with others through gestures and talk
  - Physical: birth to 3
    - pass things from one hand to another
    - develop manipulation and control
- EAD: birth to 3
  - join in with songs and rhymes
  - start to make marks intentionally
  - express ideas and feelings through marks and give meaning
  - enjoy and take part in action songs

### Task 3

**Use your analysis of the observations to discuss the next steps for Lily's development in literacy. Give examples of suitable education activities or opportunities to support your answer.**

*A next step for Lily's development would be to understand concepts about print. This can be done through looking at a wide range of books that interest her. Through these books you can also include story bags and prompts and she likes to engage with puppets. During these story times a practitioner can demonstrate more guided reading. By doing this it will help to allow Lily to understand that we read text from left to right, top to bottom. It will also draw her attention to the words and introduce an increased understanding of letters. To help Lily through this a resource pack can be sent home for home learning. In this pack it can include Lily's favourite stories and rhymes. A meeting with her parents may want to take place to ensure they know the benefits and how to support their daughter.*

*Another next step for Lily is to develop pincer grip from palmar grasp. The muscles in her fingers may need to be built up to allow for this progress. For example, some activities that allow this are playdough. This can be integrated in by making favourite characters from books. This means that she will have to roll small and big pieces of playdough and manipulate her fingers. Another activity that is good for control is threading. This will improve her coordination (hand to eye) and having control on muscle movements. As she is building up the strength, it is important to have differentiation of resources available. For example, having different widths of pens, pencils and paint brushes, this is important as when she is strengthening muscles, the pincer grip is smaller, so as she uses the palmar grasp, smaller equipment is better to practise grip and control.*

*As Lily also likes to engage with songs and rhymes this can be applied to another next step which is to be able to spot and clap syllables in a word. For example, when singing practitioners can demonstrate the different sounds by clapping. When clapping children should be encouraged to count the claps. When singing another activity that can be done is practitioner missing a word for the children to add in. Children will also be encouraged to try and find a word that sounds the same.*

## **NCFE Chief Examiner commentary for Part 2 – Distinction grade**

The student has correctly identified and described the relevant observation methods. The student has shown an excellent understanding of the purpose of different observation methods and why they might be used. Their answer is clear and coherent and explains the strengths of each observation method and makes some comparisons of the different methods of observation.

The student has given a detailed and informative answer showing a good understanding of the assignment. The student gives comprehensive explanations and examples showing a thorough understanding of the early education curriculum and how it is used to assess children's development holistically. They use their extensive knowledge of Development Matters 2020 effectively to demonstrate their understanding of the early learning goals and describe how to use this to assess where age-related expectations have/have not been met.

The student has analysed the observations, selected the relevant information, and made sound judgements about the activities and resources needed to support Lily's next steps in literacy. These have been explained with a highly sophisticated level of detail. The student has shown they understand how pedagogical approaches can be used to support and 'scaffold' learning. They show a deep understanding of the role of the practitioner in supporting holistic development.

## Document information

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2020-2023.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education. NCFE is currently authorised by the Institute to develop and deliver the T Level Technical Qualification in Education and Childcare.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published		January 2023