

T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 1 – Planning Educational Activities for Individual Needs

Mark scheme

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question, and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement, either, that students must cover all of the indicative content to be awarded full marks.

Performance Outcomes

This assessment requires students to be able to:

- PO1** Support and promote children's play, development and early education
- PO2** Develop relationships with children to facilitate their development
- PO3** Plan, provide and review care, play and educational opportunities to enable children to progress
- PO4** Safeguard and promote the health, safety and wellbeing of children
- PO5** Work in partnership with colleagues, parents, carers and other professionals to support children's development.

SAMPLE

You are an Early Years practitioner working in a **nursery** that has access to a green **outdoor** space.

The topic for the next three weeks is **mini-beasts**.

You have been asked to plan two educational activities, each lasting at least 20 minutes, for a small group of **no more than 6** children aged 3–4 years. The educational activities must support their progression in physical development and literacy.

One of the children within the small group has very **recently joined** the nursery and is still **settling in**.

One of the other children within the small group has difficulty with **concentration** and **self-regulation**.

Educational activity 1 – Physical development

PO1 – Support and promote children’s play, development and early education

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>Limited effectiveness demonstrated in planning to meet children’s expected and/or atypical physical development, with a selection of resources and equipment that is likely to be inappropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a limited understanding of the purpose and application of a narrow range of pedagogical strategies, showing a limited understanding of the requirements of the early education curriculum. There are minimal links to theoretical or philosophical approaches.</p> <p>There is minimal consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–5
2	<p>Moderate effectiveness demonstrated in planning to meet children’s expected and/or atypical physical development, with a selection of resources and equipment that have limited appropriateness to the educational activity and the age and stage of development of the children.</p> <p>There is a moderate understanding of the purpose and application of a limited range of pedagogical strategies, showing a moderate understanding of the requirements of the early education curriculum.</p> <p>There are some links to theoretical or philosophical approaches, these have limited appropriateness to the suggested educational activity.</p> <p>There is some consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	6–10
3	<p>Effective demonstration of planning to meet children’s expected and/or atypical physical development, with a selection of resources and equipment that is generally appropriate to the educational activity and the age and stage of</p>	11–15

	<p>development of the children.</p> <p>There is a good understanding of the purpose and application of a moderate range of pedagogical strategies, showing a good understanding of the requirements of the early education curriculum. There are some links to theoretical or philosophical approaches, these are generally appropriate to the suggested educational activity.</p> <p>There is proficient consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	
4	<p>Highly effective demonstration of planning to meet children’s expected and/or atypical physical development, with a selection of resources and equipment that is mostly appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a highly developed understanding of the purpose and application of a wide range of pedagogical strategies, showing a highly developed understanding of the requirements of the early education curriculum. There are clear links to theoretical or philosophical approaches, these are mostly appropriate to the suggested educational activity.</p> <p>There is refined consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	16–20
5	<p>Exceptional demonstration of planning to meet children’s expected and/or atypical physical development, with a selection of resources and equipment that is highly appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is an excellent understanding of the purpose and application of an extensive range of pedagogical strategies, showing an excellent understanding of the requirements of the early education curriculum. There are excellent links to theoretical or philosophical approaches, these are appropriate to the suggested educational activity.</p> <p>There is highly sophisticated given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	21–25

Indicative content

- Expected patterns of children’s physical development aged 3–4 years demonstrated through appropriateness of provision. For example:

- learning objectives of the planned activity
 - educational opportunities within the planned activity
 - supporting age appropriate gross motor and fine motor skills and abilities in movement. For example, fine motor control to hold and use tools/equipment and gross motor skills to 'slither' like a worm or 'crawl' like a beetle
 - supporting co-ordination and experiential motivation
 - children can test own capabilities related to risk and challenge.
- Supporting children's atypical development evidenced through:
 - differentiation of activities and resources provided
 - extending learning where appropriate. For example, learning more about mini-beasts through resources such as books, stories, trips, objects
 - peer support and mixed ability group work. For example children working together to make a bug hotel or go on a mini-beast hunt.
 - Equipment and resources selected are:
 - appropriate for the age and stage of children
 - effectively modelled. For example cutting with scissors or using tools to demonstrate safe and appropriate use of equipment
 - appropriate for the planned activity.
 - The pedagogical strategies selected are appropriate to develop physical skills. For example by:
 - use of outdoor education, such as the nursery's green outdoor space, to look at mini-beasts, pond dipping to support physical skills and abilities
 - sustained shared thinking to support physical development, such as working together to build a wormery
 - using effective questioning techniques. For example, posing challenging open-ended questions to support problem solving
 - flexibility during the planned activity to extend learning, harnessing unplanned opportunities.
 - Resources, equipment and selected activity supports the **holistic** development of the children, with links to other areas of learning and development supported within the physical development activity. For example:
 - **Literacy** - use of appropriate vocabulary linked to movement. For example, slither, wriggle
 - **PSE** - supporting appropriate stages and types of play which promote the development of early friendships, cooperation and emotional security
 - appropriate strategies used to support children's behaviour management and self-regulation
 - **Maths** - for example, symmetry or counting the legs of mini-beasts
 - **Understanding the world** – for example, stimulating awareness of the features of the environment or observations of the natural world
 - **Expressive Arts and Design** – for example, supporting children's imagination and sensory awareness during song, movement or dance relating to mini-beasts
 - promoting **equality, diversity and inclusion** by:
 - ensuring additional/different resources are available, fundamental British values are promoted and a recognition that not all activities may be suitable for all children
 - ensuring the child who is new to the nursery and the child who lacks confidence and self-regulation can participate in the activity.

- Appropriate links to theoretical perspectives or philosophical approaches to inform their planning of the educational activity. For example:
 - forest school activities, which support children’s physical development and technical skills in green spaces
 - Margaret McMillan’s benefits of outdoor play through active learning
 - the appropriateness of a sensory activity to support younger children’s physical development or whether the activity is appropriate to the attention span of 3 to 4 year olds.

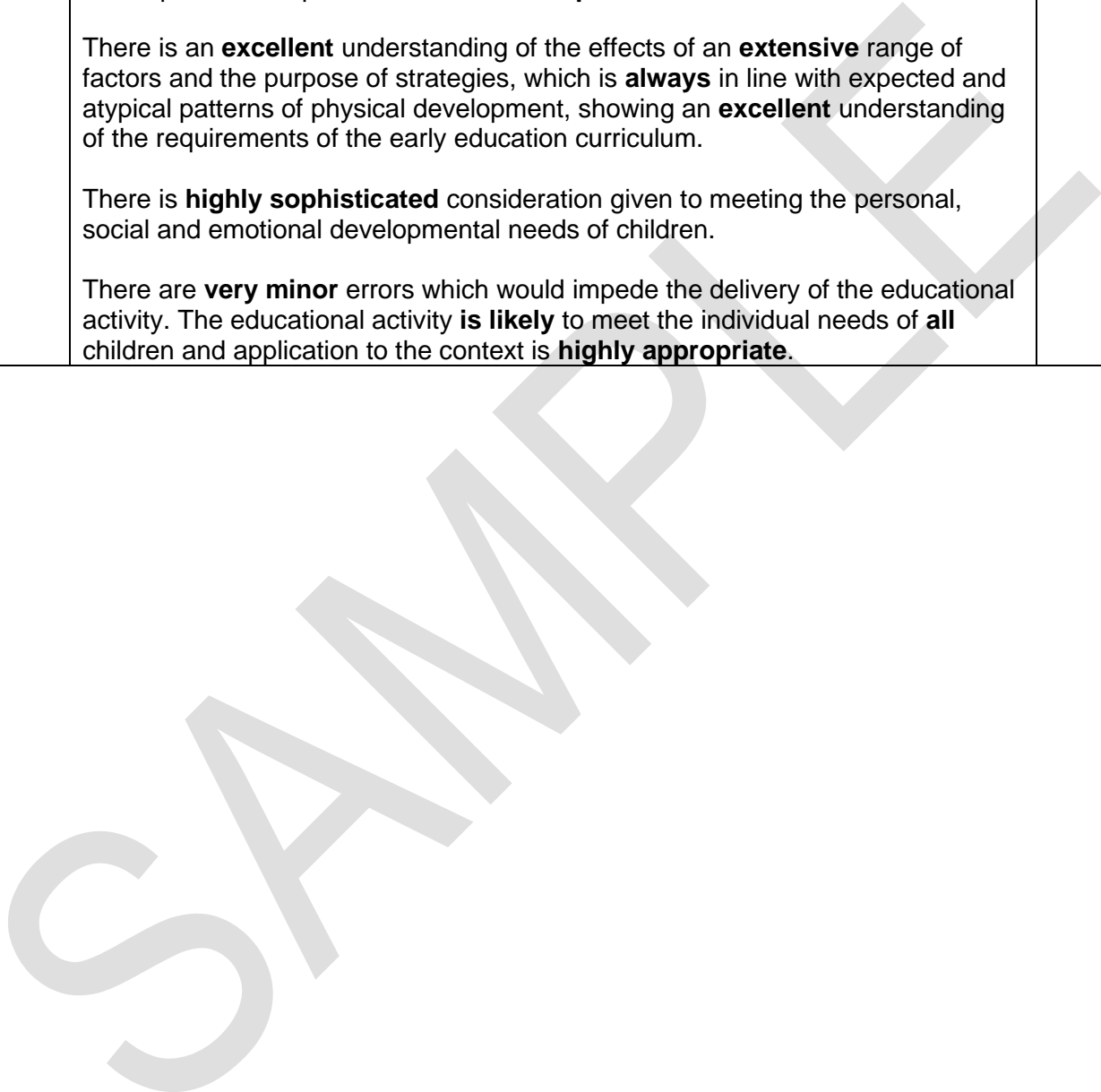
Accept any other suitable responses.

SAMPLE

PO2 – Develop relationships with children to facilitate their development

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The planning for the educational activity targeting physical development to develop relationships with children is limited in effectiveness.</p> <p>There is a limited understanding of the effects of a narrow range of factors and the purpose of strategies, which is rarely in line with expected and atypical patterns of physical development, showing a limited understanding of the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–2
2	<p>The planning for the educational activity targeting physical development to develop relationships with children is moderately effective.</p> <p>There is a moderate understanding of the effects of a limited range of factors and the purpose of strategies, which is sometimes in line with expected and atypical patterns of physical development, showing a moderate understanding of the requirements of the early education curriculum.</p> <p>There is some consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	3–4
3	<p>The planning for the educational activity targeting physical development to develop relationships with children is effective.</p> <p>There is a good understanding of the effects of a moderate range of factors and the purpose of strategies, which is generally in line with expected and atypical patterns of physical development, showing a good understanding of the requirements of the early education curriculum.</p> <p>There is proficient consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	5–6
4	<p>The planning for the educational activity targeting physical development to develop relationships with children is highly effective.</p> <p>There is a highly developed understanding of the effects of a wide range of factors and the purpose of strategies, which is mostly in line with expected and atypical patterns of physical development, showing a highly developed understanding of the requirements of the early education curriculum.</p>	7–8

	<p>There is refined consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	
5	<p>The planning for the educational activity targeting physical development to develop relationships with children is exceptional.</p> <p>There is an excellent understanding of the effects of an extensive range of factors and the purpose of strategies, which is always in line with expected and atypical patterns of physical development, showing an excellent understanding of the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	9–10



Indicative content

- The pedagogical strategies selected develop children's physical skills. For example by:
 - incorporating children's likes and interests to increase participation and self-esteem. For example, valuing children's ideas, experiences and contributions and by giving praise and encouragement
 - providing a balance between adult-led and child-initiated activities, such as giving information on where to look for mini-beasts or demonstrating how to create a butterfly picture/mini-beast model, letting children choose colours, design, model material. Knowing when to stand back and allow children to develop skills of exploration
 - promoting non-cognitive skills. For example resilience, curiosity and perseverance
 - use of vocabulary children are familiar with whilst ensuring correct terminology.
- Strategies for positive behaviour management during the physical activity. For example:
 - facilitating and modelling team working when carrying out elements of the activity outlining expected behaviour. For example turn taking and listening to and respecting the ideas of others
 - encouraging independence and self-efficacy in completing tasks or using resources
 - facilitating opportunities for socialisation during group learning
 - effectively modelling behaviour expected of children. For example co-operation, listening and not shouting out ideas
 - setting and reinforcing expectations for behaviour throughout the activity
 - providing instructions that are age and stage appropriate
 - using the setting's rewards and sanctions to maintain appropriate behaviour during the activity.
- Strategies to support specific needs of children participating in the activity. For example:
 - strategies to support the child who is new to the nursery to settle in, linked to their holistic development
 - strategies to support the child with difficulties in concentration and self-regulation, linked to their holistic development.

Accept any other suitable responses.

PO3 – Plan, provide and review care, play and educational opportunities to enable children to progress

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The planning for the educational activity targeting physical development to enable children to progress is limited in effectiveness.</p> <p>There is a limited understanding of planning and providing for children’s individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are limited in preparing children’s next steps, which are rarely in line with the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the educational and developmental progress of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–4
2	<p>The planning for the educational activity targeting physical development to enable children to progress is moderately effective.</p> <p>There is a moderate understanding of planning and providing for children’s individual needs, interests and stages of development and there are moderately appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are sometimes in line with the requirements of the early education curriculum.</p> <p>There is some consideration given to meeting the educational and developmental progress of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	5–8
3	<p>The planning for the educational activity targeting physical development to enable children to progress is effective.</p> <p>There is a good understanding of planning and providing for children’s individual needs, interests and stages of development and there are generally appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are generally in line with the requirements of the early education curriculum.</p> <p>There is proficient consideration given to meeting the educational and developmental progress of children.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	9–12
4	<p>The planning for the educational activity targeting physical development to enable children to progress is highly effective.</p>	13–16

	<p>There is a highly developed understanding of planning and providing for children’s individual needs, interests and stages of development and there are mostly appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are mostly in line with the requirements of the early education curriculum.</p> <p>There is refined consideration given to meeting the educational and developmental progress of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	
5	<p>The planning for the educational activity targeting physical development to enable children to progress is exceptional.</p> <p>There is an excellent understanding of planning and providing for children’s individual needs, interests and stages of development and there are highly appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are always in line with the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the educational and developmental progress of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	17–20

Indicative content

- Use of appropriate approaches to planning utilised to complete activity plan.
- Formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used. For example targeted questioning, informal observations or short group activities.
- The activity has been planned in line with the identified areas of learning and development in the current early years curriculum.
- Ensuring the learning objectives for the activity are being met.
- The activity has been planned in line with the identified areas of learning and development in the current early years curriculum.
- Identification of any specific educational or developmental needs of children on the activity plan.
- The planned activity and provision incorporates the different interests and learning styles of children. For example, some children will prefer active learning through being hands on with the mini-beasts and others will prefer to observe.
- Planning and provision supports children to engage with peers, adults and their environment. For example by playing, exploring and critical thinking, for example, related to the wider environment and the life-cycles of mini-beasts
- The children's interests and ideas are built on throughout the activity to ensure participation. For example discussions on certain mini-beasts of interest or other aspects of the educational environment.
- Resources are adapted to meet individual needs of the children. For example left-handed scissors or physical support, adaptations in the outside environment to ensure all children are able to access the activity.
- Individual needs of the child new to the nursery and the child with difficulty with concentration and self-regulation are acknowledged and catered for in the activity plan.
- The activity ensures stretch and challenge of children's knowledge and skills. For example by providing extension tasks or by including opportunity for risk and challenge.
- The activity enhances learning by building on children's interests and incorporates children's ideas.

Accept any other suitable responses.

PO4 Safeguard and promote the health, safety and well-being of children

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The plan for the educational activity targeting physical development to safeguard and promote the health, safety and well-being of children is limited in effectiveness.</p> <p>There is a limited understanding of the impact of a very limited range of factors on children’s health and well-being, which is rarely in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a limited understanding of the impact of safeguarding and risk management, which is rarely in line with policies and procedures.</p> <p>There is minimal consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–3
2	<p>The plan for the educational activity targeting physical development to safeguard and promote the health, safety and well-being of children is moderately effective.</p> <p>There is a moderate understanding of the impact of a limited range of factors on children’s health and well-being, which is sometimes in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is moderate understanding of the impact of safeguarding and risk management, which is sometimes in line with policies and procedures.</p> <p>There is some consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	4–6

<p>3</p>	<p>The plan for the educational activity targeting physical development to safeguard and promote the health, safety and well-being of children is effective.</p> <p>There is a good understanding of the impact of a moderate range of factors on children’s health and well-being, which is generally in line with learning and developmental areas within the requirements of the early education curriculum. There is a good understanding of the impact of safeguarding and risk management, which is generally in line with policies and procedures.</p> <p>There is proficient consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	<p>7–9</p>
<p>4</p>	<p>The plan for the educational activity targeting physical development to safeguard and promote the health, safety and well-being of children is highly effective.</p> <p>There is a highly developed understanding of the impact of a wide range of factors on children’s health and well-being, which is mostly in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a highly developed understanding of the impact of safeguarding and risk management, which is mostly in line with policies and procedures.</p> <p>There is refined consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	<p>10–12</p>

5	<p>The plan for the educational activity targeting physical development to safeguard and promote the health, safety and well-being of children is exceptional.</p> <p>There is an excellent understanding of the impact of an extensive range of factors on children’s health and well-being, which is always in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is an excellent understanding of the impact of safeguarding and risk management, which is always in line with policies and procedures.</p> <p>There is highly sophisticated consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	13–15
----------	--	--------------

Indicative content

- 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:
 - encouraging children to wash hands after touching soil, leaves or mini-beasts
 - ensuring children are appropriately dressed for outside activity depending on weather, including coats, wellies, sunhats
 - safe use of equipment and resources
 - reminding children to stay hydrated during hot weather
 - managing toileting with the group of children.
- Awareness of the links between maintaining children’s health for effective/improved learning.
- Following the setting’s policies and procedures for health and safety. For example if a child has any allergies or requires an inhaler, or carrying a first aid box.
- Contributing to any relevant records during the course of the activity. For example, daily registers or medication requirements.
- Following the setting’s policies and procedures for risk assessment of the area being used for the activity. For example identifying and minimising any risks or hazards prior to the activity taking place. There are opportunities for and balance between appropriate risk and challenge for children.
- Ensuring the emotional well-being of children. For example demonstrating sensitivity to any fears they have in the environment or in relation to the mini-beasts.
- Preparing the children by talking the children through the activity so that they know what to expect.
- Key principles and practitioner responsibilities for safeguarding children and adults in the nursery setting:
 - safeguarding confidentiality of the children involved in the activity. For example parental consent for videos or photography
 - ensuring own safeguarding. For example not working alone with the group of children.
- Ensuring effective supervision of children during the activity to maintain children’s safety at

all times.

- Opportunities for children’s collaboration to extend children’s relationships and friendships where appropriate.

Accept any other suitable response.

PO5 Work in partnership with colleagues, parents, carers and other professionals to support children’s development

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is limited in effectiveness.</p> <p>There is a limited understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in physical development.</p> <p>There is minimal consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–2
2	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is moderately effective.</p> <p>There is a moderate understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in physical development.</p> <p>There is some consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	3–4
3	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is effective.</p> <p>There is a good understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in physical development.</p> <p>There is proficient consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	5–6
4	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is highly effective.</p>	7–8

	<p>There is a highly developed understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in physical development.</p> <p>There is refined consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	
5	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is exceptional.</p> <p>There is an excellent understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in physical development.</p> <p>There is refined consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	9–10

Indicative content

- Details of any support staff or any follow-up activities. For example, work to be completed at home or ways in which parents and carers can support.
- Records and reports – special requirements such as Early Healthcare Plans (EHCs).
- Plans to discuss progress and plan next steps with colleagues and parents and carers.
- The role of the practitioner to effectively carry out the activity in line with the learning objectives.
- Partnership working linked to EYFS requirements. For example, sharing information on the activity with other practitioners in the setting including the class Teacher or teaching assistants.
- Purpose and benefits of partnership working to support children’s education and progression.

Accept any other suitable response.

Educational activity 2 – Literacy

PO1 – Support and promote children’s play, development and early education

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>Limited effectiveness demonstrated in planning to meet children’s expected and/or atypical literacy skills, with a selection of resources and equipment that is likely to be inappropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a limited understanding of the purpose and application of a narrow range of pedagogical strategies, showing a limited understanding of the requirements of the early education curriculum. There are minimal links to learning theory or philosophical approaches.</p> <p>There is minimal consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–5
2	<p>Moderate effectiveness demonstrated in planning to meet children’s expected and/or atypical literacy skills, with a selection of resources and equipment that have limited appropriateness to the educational activity and the age and stage of development of the children.</p> <p>There is a moderate understanding of the purpose and application of a limited range of pedagogical strategies, showing a moderate understanding of the requirements of the early education curriculum. There are some links to learning theory or philosophical approaches, these have limited appropriateness to the suggested educational activity.</p> <p>There is some consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	6–10
3	<p>Effective demonstration of planning to meet children’s expected and/or atypical literacy skills, with a selection of resources and equipment that is generally appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a good understanding of the purpose and application of a moderate range of pedagogical strategies, showing a good understanding of the requirements of the early education curriculum. There are some links to learning theory or philosophical approaches, these are generally appropriate to the suggested educational activity.</p> <p>There is proficient consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are moderate errors which would impede the delivery of the educational</p>	11–15

	activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.	
4	<p>Highly effective demonstration of planning to meet children’s expected and/or atypical literacy skills, with a selection of resources and equipment that is mostly appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a highly developed understanding of the purpose and application of a wide range of pedagogical strategies, showing a highly developed understanding of the requirements of the early education curriculum. There are clear links to learning theory or philosophical approaches, these are mostly appropriate to the suggested educational activity.</p> <p>There is refined consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	16–20
5	<p>Exceptional demonstration of planning to meet children’s expected and/or atypical literacy skills, with a selection of resources and equipment that is highly appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is an excellent understanding of the purpose and application of an extensive range of pedagogical strategies, showing an excellent understanding of the requirements of the early education curriculum. There are excellent links to learning theory or philosophical approaches, these are appropriate to the suggested educational activity.</p> <p>There is highly sophisticated consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	21–25

Indicative content

- Expected and atypical patterns of literacy development through their choice of activity, in children aged 3–4 years, such as ability to enjoy listening to and joining in stories about mini-beasts. For example:
 - understanding that print carries meaning and that sounds link to letters, such as the ‘zz’ is the ‘buzz’ sound a bee makes
 - enjoying looking at books independently, along with songs and rhyming activities and games
 - can draw, making a recognisable representation (pre-schematic stage), such as drawing a spider, painting a butterfly
 - identifying familiar signs and labels, pre-writing skills - attempting to write letters to represent written language and starts to give meaning to marks they draw and see, such as tracing the word ‘ant’.
- Choice of activity considers factors that may impact on literacy. For example:
 - biological factors such as ADHD on a child’s ability to concentrate and self-regulate during an activity, such as story time or a group work
 - environmental factors such as transition to a new setting impacting on confidence in engaging in an activity, ie joining in the actions for a song – wiggling like a worm, buzzing like a bee or speaking about their favourite mini-beast.
- The pedagogical strategies selected develop literacy. For example:
 - incorporating children’s likes and interests in to the activity. For example, supporting the child who is settling in to the nursery, by discussing which is their favourite mini-beast in order to build confidence. Painting paper plate ladybirds when children enjoy creative activities, to develop mark making and fine motor skills
 - providing group activities where children work together to develop communication and language skills, which supports literacy, such as a group or paired mini-beast hunt, which will support a child to settle in to nursery and improve their ability to learn. Group songs and rhymes about mini-beasts such as Incy Wincy Spider, The Hungry Caterpillar, providing a butterfly template and allowing children to design it as they wish using a range of self-selected resources
 - providing a balance between adult-led and child-initiated activities, such as showing children how they could create a butterfly pictures/mini-beast models and providing a range of interesting resources for children to use, providing a butterfly template and allowing children to design it as they wish using a range of self-selected resources
 - use of outdoor education, such as the nursery’s green outdoor space, to support literacy, by giving children images and the names of mini-beasts for children to go on a mini-beast hunt or drawing large chalk letters outside. to represent names of mini-beasts (eg c for caterpillar), and children tracing the letters by placing pebbles
 - providing structured opportunities to develop literacy, such as following a recipe to make biscuits in the shape of butterflies, or creating a plate showing the butterfly’s life cycle
 - extending learning, such as opportunities to learn more about mini-beasts through resources such as fact and fiction books on different mini-beasts
 - sustained shared thinking to support literacy development, such as the use of questioning to develop thought and language, ie ‘what do you think a worm feels like?’, or developing an understanding that what is said can be written down and then read and understood by someone else. For example writing down ‘what do we need to do to keep safe when outside?’
 - providing opportunities for the sequencing of stories such as The Hungry Caterpillar or similar. Providing images for children to find either indoors or outdoors and sequence to

retell the story.

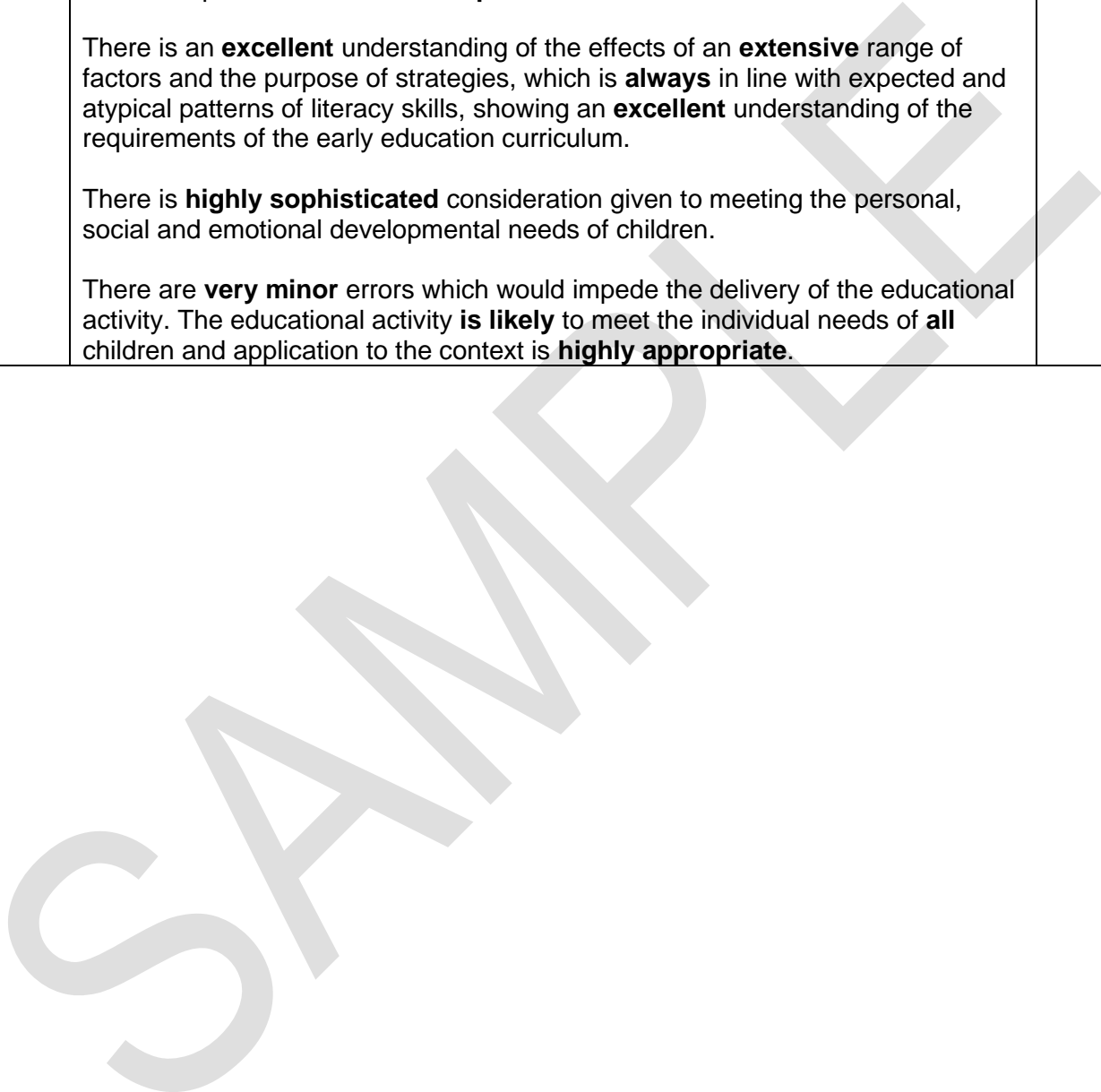
- The development of literacy in early years involves encouraging children's communication skills. Children can express themselves and communicate through a variety of ways including verbal communication and non-verbal communication, such as creating pictures and singing songs.
- The resources and equipment support holistic development and relates to 3 to 4 year olds, their stage of literacy and individual needs, ie poor attention, self-regulation, settling in/transition and interests, such as age appropriate books on mini-beasts. Instruction to children/activity is not overly complicated and broken down in to smaller steps, use of images in instructions.
- Links to theoretical perspectives or philosophical approaches to their practitioners role within their educational activity, and how the theory influences the development of the educational activity, such as the idea that the appropriateness of the educational activity for 3 to 4 year olds should incorporate sensory activities to support literacy, such as big books, visual cues and story props, books containing photographs or the activity being appropriate to the attention span of 3 to 4 year olds.
- High scope – active learning in the natural environment, involves active learning. There is consideration of the relationship between the development of language and the development of thinking and reasoning. Children are encouraged to choose what materials they would like to use and practitioners are in place to support and guide, such as if a child is showing an interest in spiders, a practitioner may encourage, through scaffolding, the child to use resources to find out more about spiders.
- Promoting equality, diversity and inclusion by ensuring additional/different resources are available, and acknowledging that not all activities may be suitable for all children, ensuring the child who is new to the nursery and the child who lacks confidence and self-regulation can participate in the activity.

Accept any other suitable responses.

PO2 – Develop relationships with children to facilitate their development

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The planning for the educational activity targeting literacy skills to develop relationships with children is limited in effectiveness.</p> <p>There is a limited understanding of the effects of a narrow range of factors and the purpose of strategies, which is rarely in line with expected and atypical patterns of literacy skills, showing a limited understanding of the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–2
2	<p>The planning for the educational activity targeting literacy skills to develop relationships with children is moderately effective.</p> <p>There is a moderate understanding of the effects of a limited range of factors and the purpose of strategies, which is sometimes in line with expected and atypical patterns of literacy skills, showing a moderate understanding of the requirements of the early education curriculum.</p> <p>There is some consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	3–4
3	<p>The planning for the educational activity targeting literacy skills to develop relationships with children is effective.</p> <p>There is a good understanding of the effects of a moderate range of factors and the purpose of strategies, which is generally in line with expected and atypical patterns of literacy skills, showing a good understanding of the requirements of the early education curriculum.</p> <p>There is proficient consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	5–6
4	<p>The planning for the educational activity targeting literacy skills to develop relationships with children is highly effective.</p> <p>There is a highly developed understanding of the effects of a wide range of factors and the purpose of strategies, which is mostly in line with expected and atypical patterns of literacy skills, showing a highly developed understanding of the requirements of the early education curriculum.</p>	7–8

	<p>There is refined consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	
5	<p>The planning for the educational activity targeting literacy skills to develop relationships with children is exceptional.</p> <p>There is an excellent understanding of the effects of an extensive range of factors and the purpose of strategies, which is always in line with expected and atypical patterns of literacy skills, showing an excellent understanding of the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	9–10



Indicative content

- Strategies to support the child new to the nursery to settle in, linked to their holistic development, such as using a buddy during a mini-beast hunt to support the child's emotional security. Finding out the child's likes, dislikes and interests by asking them and parents/carers, to include these into the educational activity and resources to increase the child's sense of value and well-being. During the activity the practitioner will respond to the child's feelings and offer appropriate support, to support the attachment between a practitioner and a child.
- Strategies to support the child with difficulty with concentration and self-regulation, linked to their holistic development, such as using an appropriate time allocated to aspects of the activity, to maintain attention. Clearly defined boundaries, such as when undertaking the mini-beast hunt. Use of praise and encouragement of self-reflection during the activity, such as asking the child to talk about which mini-beast they like. A group activity that supports sharing and turn taking to encourage self-regulation, such as taking turns to share activities and resources in a cooking activity.
- Interactions with children and strategies of how the student will manage difficult behaviour and model positive behaviour, such as managing the child with difficulties in self-regulation, by supporting children to express their own needs, interests and opinions and incorporating and addressing these in to the activity, such as a child who likes construction could make a bug hotel. Providing choices, such as materials for model making, choices of books. Giving clear instructions so children know expected behaviour, such as taking turns when playing a mini-beast card game.
- Use of vocabulary children are familiar with whilst ensuring correct terminology, such as using the correct name for the mini-beasts and incorporating the correct vocabulary into songs and rhymes.
- How a range of biological and environmental factors can affect the development of communication and speech which has been considered within the education activity. Such as a special educational need, such as ADHD which may be seen in a child's difficulty in self-regulation and concentration. Personality, such as a shy child or a child settling in, may require more support or encouragement to engage in an activity. A child's access to a language rich environment at home, parental engagement and the development of early speech may contribute to a child requiring more extension in the activity set.
- Expected typical behaviours and stage of development of 3 to 4 year olds, which informs practice when developing relationships with children through the educational activity, such as supporting children's engagement with their environment and growing independence, by providing guidance when identifying the mini-beasts and scaffolding when asking questions - 'what would happen if?'. Supporting appropriate play stages and types - co-operative play; where children play together and share goals. This supports the understanding of social rules and expectations, ie sharing, taking turns and negotiating early friendships, such skills will support language development, such as working together to make mini-beast puppets for a story.
- How the educational activity impacts on holistic development, such as how literacy develops children's language and communication skills to express themselves and their needs, this supports self-regulation of emotions to support school readiness and manage transitions.

Accept any other suitable responses.

PO3 – Plan, provide and review care, play and educational opportunities to enable children to progress

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The planning for the educational activity targeting literacy skills to enable children to progress is limited in effectiveness.</p> <p>There is a limited understanding of planning and providing for children’s individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are limited in preparing children’s next steps, which are rarely in line with the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the educational and developmental progress of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–4
2	<p>The planning for the educational activity targeting literacy skills to enable children to progress is moderately effective.</p> <p>There is a moderate understanding of planning and providing for children’s individual needs, interests and stages of development and there are moderately appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are sometimes in line with the requirements of the early education curriculum.</p> <p>There is some consideration given to meeting the educational and developmental progress of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	5–8
3	<p>The planning for the educational activity targeting literacy skills to enable children to progress is effective.</p> <p>There is a good understanding of planning and providing for children’s individual needs, interests and stages of development and there are generally appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are generally in line with the requirements of the early education curriculum.</p> <p>There is proficient consideration given to meeting the educational and developmental progress of children.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	9–12
4	<p>The planning for the educational activity targeting literacy skills to enable children to progress is highly effective.</p>	13–16

	<p>There is a highly developed understanding of planning and providing for children’s individual needs, interests and stages of development and there are mostly appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are mostly in line with the requirements of the early education curriculum.</p> <p>There is refined consideration given to meeting the educational and developmental progress of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	
5	<p>The planning for the educational activity targeting literacy skills to enable children to progress is exceptional.</p> <p>There is an excellent understanding of planning and providing for children’s individual needs, interests and stages of development and there are highly appropriate opportunities for purposeful observation and assessment to prepare children’s next steps, which are always in line with the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the educational and developmental progress of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	17–20

Indicative content

- The children's interests are followed within the activity, by gaining feedback from children, parents/carers. Observation of children, to gain an understanding of their play preferences. For example, some children may spend a lot of time in the sand pit. The practitioner's activity may then use trays with coloured sand to make letter marks with their fingers.
- Individual needs of the child new to the nursery and the child with difficulty with concentration and self-regulation are addressed in the educational activity. For example through using one-to-one or paired work or through setting realistic timings of specific tasks within the activity.
- Opportunities for formative assessment targeting specific support during the activity.
- The educational activity meets individual needs, differentiates, stretches and challenges and builds on interests, such as resources adapted to meet the needs of a child who is left-handed, by providing left-handed scissors to cut out mini-beast pictures and words to make a collage. Children can be stretched and challenged and differentiation seen through the questions to be asked, which will be more or less challenging, the level of support given, offering different types of mark making resources to suit ability, such as providing a pencil instead of a chunky crayon, using less dots when joining up dots to form mini-beast's names.
- Assessment is included within the educational activity. For example, formative assessment - during or at the end of the activity, such as reviewing marking. Reviewing a child's ability to identify letters or the communication and language skills shown.
- Use of appropriate approaches to planning utilised to complete activity plan.
- Formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used. For example targeted questioning, informal observations or short group activities.
- The activity has been planned in line with the identified areas of learning and development in the current early years curriculum.
- Identification of any specific educational or developmental needs of children on the activity plan.
- The planned activity and provision incorporates the different interests and learning styles of children. For example, some children will prefer to write stories about mini-beasts and others will prefer to write poems.
- Planning and provision supports children to engage with peers, adults and their environment. For example by playing, exploring and critical thinking for example, related to the wider environment and the life-cycles of mini-beasts
- Individual needs of the child new to the nursery and the child with difficulty with concentration and self-regulation are acknowledged and catered for in the activity plan. For example through using one-to-one or paired work or through setting realistic timings of specific tasks within the activity
- The activity ensures stretch and challenge of children's knowledge and skills. For example by providing extension tasks or by including opportunity for risk and challenge.

Accept any other suitable responses.

PO4 Safeguard and promote the health, safety and well-being of children

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The plan for the educational activity targeting literacy skills to safeguard and promote the health, safety and well-being of children is limited in effectiveness.</p> <p>There is a limited understanding of the impact of a very limited range of factors on children’s health and well-being, which is rarely in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a limited understanding of the impact of safeguarding and risk management, which is rarely in line with policies and procedures.</p> <p>There is minimal consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–3
2	<p>The plan for the educational activity targeting literacy skills to safeguard and promote the health, safety and well-being of children is moderately effective.</p> <p>There is a moderate understanding of the impact of a limited range of factors on children’s health and well-being, which is sometimes in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is moderate understanding of the impact of safeguarding and risk management, which is sometimes in line with policies and procedures.</p> <p>There is some consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	4–6

<p>3</p>	<p>The plan for the educational activity targeting literacy skills to safeguard and promote the health, safety and well-being of children is effective.</p> <p>There is a good understanding of the impact of a moderate range of factors on children’s health and well-being, which is generally in line with learning and developmental areas within the requirements of the early education curriculum. There is a good understanding of the impact of safeguarding and risk management, which is generally in line with policies and procedures.</p> <p>There is proficient consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	<p>7–9</p>
<p>4</p>	<p>The plan for the educational activity targeting literacy skills to safeguard and promote the health, safety and well-being of children is highly effective.</p> <p>There is a highly developed understanding of the impact of a wide range of factors on children’s health and well-being, which is mostly in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a highly developed understanding of the impact of safeguarding and risk management, which is mostly in line with policies and procedures.</p> <p>There is refined consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	<p>10–12</p>

5	<p>The plan for the educational activity targeting literacy skills to safeguard and promote the health, safety and well-being of children is limited in effectiveness.</p> <p>There is a limited understanding of the impact of a very limited range of factors on children’s health and well-being, which is rarely in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a limited understanding of the impact of safeguarding and risk management, which is rarely in line with policies and procedures.</p> <p>There is minimal consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	13–15
----------	---	--------------

SAMPLE

Indicative content

- 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:
 - safe use of equipment and resources
 - managing toileting with the group of children.
- Awareness of the links between maintaining children's health for effective/improved learning.
- Following the setting's policies and procedures for health and safety and risk assessment. For example if a child requires any medication during the timings of the activity. There are opportunities for and a balance between appropriate risk and challenge for children.
- Contributing to any relevant records during the course of the activity. For example, daily registers or medication requirements.
- Following the setting's policies and procedures for risk assessment of the area being used for the activity. For example identifying and minimising any risks or hazards prior to the activity taking place.
- Ensuring the emotional well-being of children. For example demonstrating sensitivity when selecting materials to be used during the literacy activity.
- Preparing the children by talking the children through the activity so that they know what to expect.
- Key principles and practitioner responsibilities for safeguarding children and adults in the nursery setting:
 - safeguarding confidentiality of the children involved in the activity. For example parental consent for videos or photography
 - ensuring own safeguarding. For example not working alone with the group of children.
- Ensuring effective supervision of children during the activity to maintain children's safety at all times.
- Opportunities for children's collaboration to extend children's relationships and friendships where appropriate.

Accept any other suitable response.

PO5 Work in partnership with colleagues, parents, carers and other professionals to support children’s development

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is limited in effectiveness.</p> <p>There is a limited understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in literacy.</p> <p>There is minimal consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very significant errors which would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>	1–2
2	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is moderately effective.</p> <p>There is a moderate understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in literacy.</p> <p>There is some consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are significant errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of few children and application to the context has limited appropriateness.</p>	3–4
3	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is effective.</p> <p>There is a good understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in literacy.</p> <p>There is proficient consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are moderate errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>	5–6
4	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is highly effective.</p> <p>There is a highly developed understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in literacy.</p> <p>There is refined consideration given to meeting the individual and/or holistic</p>	7–8

	<p>developmental needs of children.</p> <p>There are minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of most children and application to the context is mostly appropriate.</p>	
5	<p>The planning for the educational activity to support children’s health, well-being, education and development by working in partnership is exceptional.</p> <p>There is an excellent understanding of how working in partnership with colleagues, parents, carers and other professionals meets children’s individual needs and enables children to progress in literacy.</p> <p>There is refined consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are very minor errors which would impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>	9–10

Indicative content

- Details of any support staff required to safely carry out the planned activity.
- Details of any follow-up activities. For example, work to be completed at home or ways in which parents and carers can support.
- Records and reports – special requirements such as Early Healthcare Plans (EHCs).
- Plans to discuss progress and plan next steps with colleagues and parents and carers.
- The role of the practitioner to effectively carry out the activity in line with the learning objectives.
- Partnership working linked to EYFS requirements. For example sharing information on the activity with other practitioners in the setting including the class Teacher or teaching assistants.
- Purpose and benefits of partnership working to support children’s education and progression.

Accept any other suitable responses.

Performance Objective Grid

Educational Activity	Performance Objective					Total
	PO1	PO2	PO3	PO4	PO5	
1 – Physical Development	25	10	20	15	10	80
2 – Literacy	25	10	20	15	10	80
Total marks	50	20	40	30	20	160
% Weighting	31.25%	12.5%	25%	18.75%	12.5%	100%

SAMPLE

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 Early Years.

'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 draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	16 November 2023