T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Education and Early Years (603/5829/4)

To be completed by the Examiner	
1	
TOTAL MARK	

Occupational Specialism: Assisting Teaching

Planning Activity

Assignment 1
Paper number: P002050

Assessment date: 24th April – 28th April 2023
Time Allowed: 2 hours 30mins

Student instructions
- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.

Student information
- This assignment is completed under supervised conditions.
- You will have 2 hours 30 minutes to complete this assignment.
- You may take supervised rest breaks.
- The maximum for this assignment is 55 marks.
- You may bring in 2 sides of notes on A4 paper, based on the research task you have carried out.
- Access to course materials and other resources is **not** permitted.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number [ ] Provider number [ ]

BARCODE – TQ/EC/OC/AT/ASS1

NCFE CACHE

Planning task

You are a teaching assistant working in a secondary school with a class of Year 7 pupils, aged 11 to 12 years.

The teacher has planned a lesson to develop the pupils' imaginative writing skills. You have been asked to work with Emily and Isaac during the lesson to support their individual needs and learning targets.

Emily is quiet in lessons and is reluctant to join in with group work. She spends time looking around the classroom searching for ideas before starting any work. She will often cross out work that she has written and start it again. Emily's written work does not meet age-related expectations. She spells words accurately when asked by the teacher but makes spelling errors in her independent writing.

Isaac often becomes disruptive in class when he is required to listen to the teacher for periods of time. Isaac writes quickly and enthusiastically, often including interesting ideas within his work. Isaac pays little attention to grammar when writing and uses a limited vocabulary.

You will need to consider the support and resources required to effectively engage Emily and Isaac in the imaginative writing lesson.

Instructions

The teacher's lesson plan is provided below on pages 3 to 6

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

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

You must use the answer space after the lesson plan to **explain** how:

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

Performance outcome 1: 20 marks
Performance outcome 2: 20 marks
Performance outcome 4: 15 marks

[55 marks]

Year group: Group C - Year 7 (KS3) **Date:** Thursday 20 February **Time:** 9.00 –10.40 am	**Class size:** 28 **Subject area/topic:** English: imaginative writing
Learning objective: To engage pupils to develop as independent and imaginative writers. Class teacher to work with whole class. Teaching assistant (TA) to work with pupils E and I to support learning needs	**Assessment opportunities:** Self and peer assessment of work. Questioning by teacher/TA. Observation teacher/TA. Assessment of work. **Resources:** Whiteboards/pens, pens, paper, pupils' exercise books.
This section has been completed by the Teacher.	You must complete **each** of the boxes. You must show, **in detail:** • how you would adapt the lesson plan to align with the teacher's plan and meet the individual needs of Emily and Isaac • suitable extension activities and a plenary to support Emily's and Isaac's progress • a range of pedagogical strategies and resources to enhance and support Emily's and Isaac's imaginative writing skills
Teacher's lesson plan	**Teaching Assistant's differentiated plan**
Main lesson: **Activity 1:** • pupils work in groups to discuss the book they have been reading in class. Pupils to list what makes up the story • answers may include - beginning, build up, middle, end, who is in the story, where they are, what happens and how the plot develops • feedback to teacher. Teacher takes opportunities to capture specific pupil's achievements.	**Main lesson:**

Activity 2: **Story genre/type** • teacher to write a list of story categories on the whiteboard (for example: *mystery, adventure, animal, comedy)*. • teacher writes up some examples of stories the pupils know next to the category list • pupils asked to consider a story they have read and decide which category the story fits into. **The place** • Pupils work in pairs to think of different places or settings a story may take place in • Feedback to teacher. Places may include s*chool, another planet, forest, imaginary country, rural area* **The character(s)** • Questions directed at pupils. Pupils consider the types of characters that may be in the story. Teacher to write responses on the whiteboard • Responses may include w*izard, robot, superhero, girl, boy, types of animals* **Activity 3:** • pupils work in pairs; Pupil 1 asked to write down words to describe an imaginary character. Pupil 2 is asked to draw the character. Roles are then reversed. • a list of adjectives is written on the whiteboard. **Activity 4:**	

• pupils to work independently to develop their own character • to develop their character pupils may want to consider a name, what the character likes/dislikes • teacher to capture specific pupil achievements. **Activity 5:** **Writing the story:** • pupils to work independently to plan and begin to write their own story. Remind pupils to think about the structure of the story (beginning, middle, end) genre, place, characters and plot • teacher to capture specific pupil engagement with the task. **Extension activity:** Pupils to create another character using a wider range of adjectives and phrases. **Plenary:** • revisit the lesson objectives • pupils to feedback on the progress of their own stories. **Pedagogical strategies and resources:** • whiteboard and marker pens • story planner • working in small groups • practical application skills • working independently.	

Answer space

You must use this answer space to **explain** how:

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

This is the end of the external assessment.

Document information

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