HM Government

T-LEVELS

T Level Technical Qualification in Education and Early Years (Level 3)

QN: 610/5748/4

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 – distinction

Guide standard exemplification materials

NCFE CACHE

v1.0
04 November 2025
Guide Standard Exemplification Materials

Contents

Introduction

The material within this document relates to the Assisting Teaching occupational specialism sample assessment. 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 examiner / 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 and grade descriptors for assessment.

In assignment 2, the student is provided with a pro-forma lesson plan and must complete a differentiation of the lesson plan according to the specifications given.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Assignment 2

Planning activity

Scenario

You are a teaching assistant working in a primary school with a class of year 2 pupils aged 6 to 7 years. The class teacher has planned a mathematics lesson to support the pupils' understanding of multiples of 4.

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

Jack enjoys school and is sociable and confident. He is popular with his peers and the school practitioners. In class, Jack has difficulty recalling number facts and finds learning the times tables overwhelming. He does not learn well by memorising facts or rote learning and can become easily confused. Jack is good at shape sequences and enjoys problem solving. Jack enjoys technology lessons.

Lily's favourite subjects are physical education (PE) and art and design. She enjoys lessons that include practical activities and prefers to work independently in class rather than in group situations. Lily has a kinaesthetic approach to learning and learns best by actively doing tasks in a hands-on way. Lily does not enjoy mathematics lessons and says she is not good at mathematics. She becomes anxious when asked to complete worksheets at the end of a lesson and is aware that other pupils in her class score higher in tests than she does. Lily can count in 2s and understands the difference between odd and even numbers.

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

Brief

The teacher's mathematics lesson plan is provided.

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

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

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

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

Complete the answer below by giving reasons and an explanation about your choices.

Student evidence

Assignment 2: planning activity

Pro-forma lesson plan

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

Using the information below, complete the lesson plan.

Year group: year 2 (KS1) **Date:** 22 September **Time:** 9.30 am to 10.15 am	**Class size:** 28 **Subject area / topic:** mathematics
Learning objectives: • to write and calculate multiplication statements • to develop mental and formal written methods of multiplication.	**Assessment opportunities:** questioning by teacher / teaching assistant, marked work. **Resources:** pencils, exercise books, worksheets, coloured card, smartboard, number resources including Numicon, Dienes Base sets, number rods, plastic animals, blocks, counters, beads, plastic rings. **Teaching assistant to work with:** Jack and Lily.
This section has been completed by the teacher	The teacher is planning a Maths lesson with a class of 28 children in Key Stage 1 aged 6 to 7 years old. As the Teaching Assistant I have been asked to work with two children and support them to count in multiples of 4, starting with multiples of 2. I will support the children by using a variety of methods that will incorporate their likes to engage and sustain learning. I will use differentiation to allow for inclusion using a range of strategies to enable learning. There will be two pupils in the group, J, who struggles to retain and recall information and L, who lacks confidence with maths. Jack enjoys technology and Lily enjoys PE and art so it would be good to include these into the lesson plan to help engage them through practical, hands-on experiences that support learning preferences. Before the lesson I need to meet with the class teacher and go through the plan, share any thoughts I have and make sure that I fully understand the aims of the lesson as well as follow up work. I will collect all resources and check that the iPads work. I will ensure that we have a table to work from near the door in the classroom, so we can exit the classroom quietly without disturbing the other children, but still within the sight of the teacher and have the bag of resources ready to use in the space in the

	corridor. I will also need to set up the area in the corridor and make sure that I am not blocking any exits or in the way of other children or learning that is taking place. I need to ensure that I am in a space that meets the safeguarding policy and helps the children to feel included in the lesson. When I take the children from the classroom to the corridor, I will remind them of the expectations of behaviour and the lesson aims and objectives, so they are clear of the task and school rules. I will remind the children that they need to listen to and follow instructions and that there are other children learning in classrooms, ensure that the classroom door is open (if able, otherwise I will make a plan with the teacher on how best to do this) so that I can get support if I need it and to comply with safeguarding policies. I will agree with the class teacher that I can help the children to record their answers and what the reasonable adjustments are based on their needs and ability, working in an inclusive way. I would need to manage the physical learning environment allowing the children easy access to the resources that allows the children opportunity to discuss their answers and problem solve together. The Equality Act, 2010 outlines the basis for inclusion and states what the nine protected characteristics are. It says that children should feel valued and included and consider this along with the SEND Code of Practice 2015 (0-25). I will look to adapt the space we are working in to meet their needs based on their levels of engagement and understanding. I will check and make sure the playground has a free space to support learning if the children are unable to engage in the corridor. I will recap on each activity before moving on to ensure learning is embedded and that that I do not overwhelm them. I will ensure that I have the right knowledge myself and am supporting learning in line with the methods the teacher uses to avoid confusion. I will document all outcomes and progress as this will help me with future planning and will be useful for the teacher's records too. The lesson provided by the teacher includes lesson objectives to promote the development of Multiplication for Maths within the national

	curriculum at key stage 1. I need to ensure that my plan also reflects the curriculum which shows that the main focus for children of this age is to develop confidence and mental fluency with numbers, counting and place value. It states that children in KS1 need to be able to multiply in multiples of 2, 5 and 10.
Teacher's lesson plan	**Teaching assistant's differentiated plan**
Main lesson The lesson will use practical and robust learning opportunities to support understanding of multiplication tables (times tables) and number groups. **Activity 1** • whole class to count together in 2s as revision of the 2 times table • teacher to write the escalating numbers on the smartboard as the pupils say them, from 0 to 24 • teacher to explain that multiplication by 2 is the same as adding on two each time, for example 2 x 2 = 4 and 2 + 2 = 4 • 2 + 2 + 2 = 2 x 3 (repeated addition).	**I will plan to:** mirror the lesson that the teacher has created however will adapt the physical space to suit the needs of the child. I will continually ask questions to complete formative assessments as we complete tasks. I can then share my findings with the SENDCo and teacher as well as parents / carers to support collaborative partnership working and to form a plan based on formal assessments and evidence. I will use feedback from the teacher about engagement from previous lessons to help me plan. I will listen to strategies currently being used and use them to support my session with the children and this will allow me to assess if new strategies need to be implemented or if they are positive ways of working. I will encourage the children to start the lesson in the class so they feel included with tasks they can join in with. Both children can count with the class and I can monitor if they are doing so and what multiplication they can go up to and can make a note of this. I can see if they choose not to join in and we can start our outside session with what they can do and a recap of what they did in class. This may help J with retaining information for multiplication. I can assess during all activities if repetition helps his rote learning or if I need to adapt future lessons to support meaningful learning to understand the concepts supporting a more logical way of thinking. **Adapting the lesson for differentiation**: Activity 1 – children will stay in the classroom to feel included in the lesson and hear the main input from the teacher. This will promote inclusion and peer interaction. Assess J and L to see how much they participate and to assess their development holistically. I will

Activity 2 • pupils to work in pairs • pupils are asked to put two counters on the table next to one another and then two more counters directly underneath • pupils are asked to repeat this until they have 12 rows with two counters in each row. 24 counters in total • pupils then count in 2s (2, 4, 6, 8, 10 and so on).	then take the children to the corridor where I will use the resources that have been set up to start activity 2. I will ask J and L to take it in turns to place counters and will use repetitive language to help assess J's retention of knowledge and reinforce this with the practical resources to avoid confusion. I will ask questions to support their understanding such as "can you tell me or use the blocks to show me what comes next in a multiple of 2". Adapt the physical environment should J and L not be able to concentrate and use a physical game of hopscotch to support multiples of 2. I will not move on to the next activity unless J and L can show through Q&A or observation that they understand multiples of 2.
Activity 3 • teacher to introduce counting in 4s by using the smartboard to draw 12 circles • teacher to draw four pencils in the first circle and ask the pupils how many pencils there are • teacher to draw four pencils in the next circle and ask how many pencils there are, then how many pencils in total, for example 4 + 4 = 8 and 2 x 4 = 8, then 4 + 4 + 4 = 12 and 3 x 4 = 12 • teacher to continue up to 12 x 4.	I will either stay in the corridor or return to the corridor to complete activity 3. I will ask the children to draw 4 pencils in a circle, and this will support L's like of art and design. I will then support drawing another 4 pencils in the circle next and ask the children to tell me how many there are in each circle. I will differentiate this activity by drawing in 2s if either child has not understood the concept of multiplication in 2s and adapt based on ability. I will discuss this with the teacher at the end of the lesson and create a new plan that reflects their ability. If L is unable to count in 4s then this may impact her confidence to join in with the next lesson, however being away from the class may help her concentrate and I will offer praise to help her develop self-esteem without peer pressure.
Activity 4 • pupils to work in groups • teacher to give each group 12 plastic rings and 48 objects including animals, blocks, beads • pupils to put four objects in the first plastic ring, four in the second and so on • pupils to use the objects to explore adding on in 4s	I will continue to work in the corridor for activity 4. I will ask J and L to work together, and I will put 12 rings on the table. I will then ask L to pick 4 objects in the first ring and then they can count them as they are put in. Then it will be J's turn to put 4 in the next ring. I will then ask them how many there are in total. I will ask them how many 2 x 4 = then I would ask L to take another 4 and so on. The children will count up in 4s. The children can write their calculations on the coloured card and will support their numeracy. J and L can use the iPad to write these sums

• pupils to use coloured card to write out the sum underneath each set – for example, 1 x 4 = 4, 2 x 4 = 8 – up to 12. **Activity 5** • pupils to write in workbooks 1 x 4 =, 2 x 4 =, 3 x 4 =, up to 12 x 4 = • pupils to recite the 4 times table together as a class.	instead of paper. I will then take copies of this for their workbooks and to show the teacher as formative assessment. I will ask the children if they know the answers to 1x4, 2x4 etc as per activity 5, as L becomes anxious when writing worksheets or in her book I can record this on the assessment feedback. I will be able to use outcomes from this lesson to show what worked and what could be done differently as part of reflective practice and will share what I have observed with the teacher.
Extension activity • 4 times table search (find the multiples of 4) • pupils to complete a worksheet that requires them to circle all the multiples of 4 on the number line or fill in the missing number 4, 8, 16.	**Extension activity** If either child needs the activity to be extended, we can separate the multiples of 4 into 2s and look at sequencing and problem solving. I will look at how many times 2 goes into 4 and use the activity 4 to help the children identify the logic. This meets both children's needs as J struggles with retention and therefore may help him process information in a better way and L enjoys kinaesthetic learning. To extend the activity with further experiences I can use the resources to support more calculations and engage in activities which build on the concept of multiples of 4. We can use the practical resources and the mathematics IT programmes but also include opportunities during the day to introduce mathematical language. This will build confidence and consolidate learning.
Plenary • recap on learning • pupils to complete a short test on 4 times table.	**Plenary** Questions and answers Observation of children and their engagement in lesson Using questions throughout as an assessment method.
Pedagogical strategies and resources • smartboard • working in pairs and small groups • mathematics equipment.	**Pedagogical strategies and resources** Whiteboard Pens and paper Numicon and counters iPad Work in pairs max and no group work Scaffolding Reinforcement Communication (verbal and nonverbal) Modelling Praise
Explanation I will need to ensure that I plan my session to align with that of the class teacher. The national curriculum outlines that children in KS1 have a principal focus in developing confidence with numbers and mental fluency. I can see from the information I have that J finds it hard to retain and recall	

numbers and this is an area I need to support. I will need to incorporate his likes into the lesson to help him engage and retain focus and therefore small bite-size information is given during the lesson. I will monitor and record his ability and preferred learning methods both in the classroom and when working in a quieter environment through repetition and questions and answer. There are underlying concerns that need more tailored support however until more formal assessments are carried out there will not be enough evidence to support a referral through SEND as required, so it will be useful to share any findings I have with the class teacher and also the SENDCo. I will be able to gather information to start the monitoring and evaluation process and be able to use the outcomes to put new plans into place with new strategies.

L enjoys art and PE so I will utilise the playground for an outdoor game of hopscotch to engage L. By asking her to draw the pencils I will be able to see that she understands the numbers and the multiples of 4. I will ask her what comes next in the sequence so that she can show me her understanding through drawing rather than verbalising which may help her gain confidence.

I will use a range of resources such as the Numicon, Dienes Base sets, number rods, as well the objects set out for activity 3. I will ensure all resources are ready for use and will adapt the items I use for the children's needs and will be able to use the iPad to help J show his ability to multiply. The game will be set up ready, and if he engages then I can share the site with his parents / carers to help him engage with Maths at home.

My aim will be to support the children through the national curriculum at Key Stage 1 and to "solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions".

I want the children to feel included with the class and will ask them to listen to the teacher at the start of the lesson. I will assess them in the classroom to see how much they participate and this will help me to identify if the children can stay for longer in the classroom environment or are better outside in the corridor where it is quieter.

Using an iPad can help children to answer questions and solve puzzles in a more interactive way and because they are using technology, they may not feel that formal learning is taking place. Lily does not feel confident in groups so working with Jack may help her to engage. I will ask questions throughout so that I can complete peer-on-peer assessments as well as summative assessments at the end of each activity. I will check with the teacher that I can use iPads specifically for the activity otherwise I can use the Dienes base sets or Numicon as a form of interactive method of engagement.

Vygotsky's scaffolding theory (zone of proximal development) will help me build on the children's existing ability to do what they can only do aided to being able to do unaided. For example, if they can only go up in multiples of 2 to 12, then I will show them using their shown preferred methods (iPad, Numicon etc) how they can extend this. I will then get them to copy until they understand how to do this independently before moving to multiples of 4 – this also relates to Bruner's application of scaffolding.

Using resources that meet the child's likes will help them to join in with the lesson and they are more likely to want to learn. As J enjoys technology, using interactive devices in lessons will help him to sustain engagement and will support my assessments of how he best learns. I will be able to share this with the teacher and look to apply the methodology in other lessons, or use with small groups to extend or consolidate mathematical understanding.

As L enjoys PE and J enjoys interaction, I can adapt the physical environment and can take the children outside to the playground where they can throw and explore with the rings, animals, blocks

and beads. Being outside and a change in the environment can help the children remember the activity they are doing and retain it in a different way. Education outdoors is often a dynamic environment that stimulates and therefore enables learning to happen faster. I would always check that this adaptation is OK with the teacher.

I will use formative assessment throughout to gain an understanding of how the children respond to learning and what environments and styles suit their needs. I will take a holistic approach to their needs and in line with the assessment and planning process reflect upon what works, what could be done differently and then try it in my next plan for support, always starting with what I know about the children's stage and introduce new learning gradually. Using reflection will help me to identify what the needs of the children are, what works best for them and how strategies can be adapted to enable learning. Information that I gather needs to be shared with the teacher and SENDCo and this evidence can be gathered to identify if there are more serious concerns around development. The SEND code of practice will support children and their educational needs to be assessed and supported appropriately.

Questions can support the assessment process as they will allow children to answer without pressure and allow me to gauge an understanding of what they have learnt and their conceptional thinking. I can assess if they are at the developmental milestones which are appropriate to their age.

To ensure I am working in an inclusive way I will listen to the children, use positive verbal and non-verbal communication when communicating with them throughout. I would gather their feedback to find ways to reduce anxiety and sustain engagement. Differentiation will take place by extending the activity or adapting it.

I can differentiate during the lesson if one child is more advanced than the other by working in 2s or 4s dependent on what they understand. It is important to share the outcomes from the lesson with the teacher and offer praise and encouragement throughout. I will use my existing plan to support the development of next steps and will work with the teacher to ensure we are synchronised in our approach to the teaching methods and approaches to avoid confusion.

Examiner commentary

The evidence is presented in a logical and coherent way, providing a detailed and informative response to the demands of the brief. The student makes decisive use of theories, referring to pedagogical strategies within the response, for example, introducing scaffolding and reinforcement making accurate reference to the work of Vygotsky and Bruner. The pedagogical approaches have been explained in the context of the lesson activity, demonstrating in-depth appreciation and understanding.

The student demonstrates extensive knowledge and in-depth understanding of the needs of the individual children through an inclusive approach that is appreciative of their individual learning preferences, stage and interest, offering clear descriptions of how pedagogical strategies and clear, positive communication, including non-verbal communication can be applied during the maths lesson with Jack and Lily specifically.

The evidence has been appropriately derived from the National Curriculum at Key Stage 1 to show accurate engagement with sector requirements at this stage of learning. The work has been supported by theoretical analysis, in particular the use of scaffolding being applied skilfully to this real-life situation in order to deepen application of knowledge to enable suitable solutions to the needs of the children in context of the brief.

This work demonstrates both knowledge and sensitivity, as well as innovative, reasoned and solution-focused thinking. To improve this work, it would be useful to see more detailed explanations of the strategies selected in relation to the theory outlined and the children's specific needs with further well-reasoned extension activities describing potential impact to the mathematical outcomes for Lily and Jack.

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for pass and distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications; the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grade descriptors

Pass
The evidence is logical but displays baseline knowledge in response to the demands of the brief. The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches. The student makes acceptable use of facts / theories / approaches / concepts and attempts to demonstrate breadth and depth of knowledge and understanding. The student is able to identify information from appropriate sources and makes use of appropriate information / appraises relevancy of information and can combine information to make decisions. The student makes judgements / takes appropriate action / seeks clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations. The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies these across different contexts. The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning. EYE only – demonstrates achievement of all EYE criteria.
Distinction
The evidence is precise, logical and provides a detailed and informative response to the demands of the brief. The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives / approaches. The student makes decisive use of facts / theories / approaches / concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills / techniques / methods. The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information / appraises relevancy of information and can combine information to make coherent decisions. The student makes well-founded judgements / takes appropriate action / seeks clarification and guidance and is able to use that to reflect on real-life situations in the sector.

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

Document information

Owner: Head of Assessment Solutions

Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	03 November 2025	04 November 2025