



HM Government

T-LEVELS

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

Employer set project (ESP)
Early Years Educator
Grade E
Guide Exemplar Responses

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Introduction

The purpose of this document is to support providers and students in their understanding of the requirements of the employer set project (ESP), which is a subcomponent of the core. This document provides clarity on the standard required for the ESP which contributes to the overall core grade specified.

This document contains a student exemplar response for the ESP for the T Level Technical Qualification in Education and Early Years. Included within this document are the project brief, mark scheme, student responses and examiner commentary.

The student work submitted has been marked and awarded at the grade specified in this document. The evidence provided is representative of a student performing at the grade awarded for the ESP and therefore shows an indicative level of performance to achieve that grade.

Audio evidence has been transcribed.

SAMPLE

About the employer set project (ESP)

Introduction

The purpose of the employer set project (ESP) is to ensure that each student has the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to a specific scenario and set of tasks. The scenario and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

Please note that:

- the use of the short phrase 'employer set project' or 'ESP' is made in reference to the assessment overall
- the use of the word 'brief' or 'project brief' is made in reference to documents that contain tasks 1 to 4 and that are generic to both the Early Years Educator (EYE) and assisting teaching (AT) pathways
- the use of 'Preliminary research activity', 'Scenario and control documents 1 and 2', 'Pro-formas' and 'Provider guide' refers directly to the documents that are named as such.

To achieve the assessment objectives (AOs) for the ESP, the student will demonstrate the following core skills (CS), which are embedded within the set tasks:

- **CS1:** Communicate information clearly to engage children and young people
- **CS2:** Work with others to plan and provide activities to meet children and young people's needs
- **CS3:** Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities
- **CS4:** Assess and manage risks to own and others' safety when planning activities.

The ESP also draws directly upon some content from element 1: Wider education sector (1.2) and all content from element 7: Professional practice (7.1 to 7.7 inclusive) and students will demonstrate an understanding of this core knowledge through demonstrating the skills required to complete the ESP. Element 1 (1.1) will be met within the core examination.

Aims

Once students have selected an appropriate contextualised version of the ESP with their tutor, they will:

- plan and complete tasks within the ESP
- review and reflect on how they have approached and completed the tasks within the ESP
- use appropriate English, mathematics and digital skills:
 - use mathematical competencies in relation to observations and assessment
 - use written communication skills to submit an extended piece of writing, using the correct terminology and accurate spelling, punctuation and grammar
 - demonstrate how to use appropriate verbal communication skills and present information to an appropriate audience
 - use digital skills to demonstrate how to accurately record and track the attainment of a child or young person as well as the design of learning activities.

Health and safety considerations

- All students **must** be informed and aware of any relevant health and safety considerations that need to be complied with to ensure they carry out their work in a safe manner.
- Students must be supervised at all times to ensure health and safety practices are observed.
- Where students are seen to be working in an unsafe manner, at the discretion of the tutor, the student may be removed from the assessment and the remaining time will be rescheduled.

Assessment

- Students are **not** permitted to work in groups, with the exception of the peer discussion and feedback element of task 2 (b), and all work must be their own.
- Students will have **15 hours and 45 minutes** to complete the ESP; recommended and maximum timings, where applicable, are provided for each task.

Assessment objectives (AOs)

The ESP is a formal assessment that accounts for 40% of the overall core component grade; therefore, it is important that the student produces work to the highest standard.

- Students will be assessed against the core knowledge and skills that they have learnt throughout their course of study, in response to a scenario set in a real-world situation and validated by employers within the specific specialism.
- The evidence generated for the ESP will be assessed holistically against five integrated AOs. These AOs and their weightings are shown in the table below.

Assessment objective (AO)		AO weighting
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills to meet developmental needs	53.33%
AO3	Select relevant techniques and resources to meet the brief	13.33%
AO4	Use English, mathematics and digital skills as appropriate	13.33%
AO5	Realise a project outcome and review how well the outcome meets the brief	10%

The marks allocated to each task by AO are shown in the table below:

Evidence	AO1	AO2	AO3	AO4	AO5	Total
Task 1						
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2 (a) is not marked						
Task 2 (b) is not marked						
Task 2 (c) (Reflection upon peer feedback)		6			3	9
Task 3						
Task 3 (a) is not marked						
Task 3 (b) (Presentation and tutor questions)	1	12	2		1	16

Digital skills				2		2
Task 4						
Task 4 (Reflective account)		7			5	12
Total marks	9	48	12	12	9	90

Administering the external assessment

The maximum overall time allowed for the external assessment is **15 hours and 45 minutes** under **supervised** conditions. A breakdown of the task-specific timings is given on page 11.

NCFE sets the start date and the submission date of the assessment window for the external assessment task. External assessment material **must not** be given to students until the first supervised assessment session unless otherwise stated, such as for the preliminary research activity. Any instances of non-compliance will be investigated as maladministration, and could result in sanctions on students and providers.

The assessment window will consist of provider-arranged supervised sessions of external assessment. Sessions can be undertaken in a normal classroom environment, so long as each student has access to a computer system. Providers can decide how to arrange supervised sessions and must submit students' completed assessment work by the published submission date.

When preparing to start a supervised session, time taken to print students' work is **not** included as part of the permitted hours for the external assessment tasks. In addition to this, time taken to collate and upload students' work is also **not** included as part of the permitted hours for the external assessment tasks.

At any time, NCFE may request the timetable that providers have set for the supervised sessions. The permitted time **must not** be altered unless a reasonable adjustment has been agreed for a student in accordance with the Access Arrangements and Reasonable Adjustments Policy and the Special Considerations Policy, which can be found on the NCFE website. The permitted time **must not** be decreased, and students must be given the opportunity to complete the full amount of time for the external assessment task; providers must take this into account when timetabling the session.

Marking the external assessment

The external assessment tasks are set and marked by NCFE. This means that providers **must not** assess, internally quality assure **or** provide any feedback to the student about their performance in the external assessment tasks. The only exception to this rule is the preliminary research activity (see page 13 for further details) and task 2 (a) (see page 24 for further details) where feedback to students is required. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

To achieve a grade for the core component, the student **must** attempt the external examination **and** the ESP. The combined grades from these assessments will be aggregated to form the overall core component grade (A* to E and U). If students do not attempt one of the assessments or fail to reach the minimum standard across all assessments, they will receive a U grade until the student resits the relevant components.

Instructions for tutors

Assessment conditions

Students **must** complete the employer set project (ESP) independently and under supervised conditions, as per the assessment and task-specific instructions (page 13 onwards).

Students are required to sign External Assessment Cover Sheet (EACS) – Declaration of Authenticity forms to confirm that the work is their own. The EACS form can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and / or maladministration. Students **must** be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence was found not to be the student's own work.

Tutors **must** retain students' research materials at the end of each supervised session, alongside all materials and / or evidence produced by students within the supervised assessment.

At the end of **each** supervised session, the tutor **must** collect **all** evidence and any other materials, including students' research materials, before students leave the room, to ensure that no student takes any external assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have **not** made materials available to themselves or anyone else electronically via the intranet, internet or any other method.

External assessment materials must be securely stored between supervised sessions. Students **must not** have access to this area between the supervised sessions, including electronic files.

Work such as formative assessment and / or work done with sample assessment materials **must not** be used again as part of the external assessment task submission to NCFE.

Appendices should not be included and will not be marked.

The preliminary research activity will require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses.

Plagiarism and use of artificial intelligence (AI)

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

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

Resources

Students **must** have access to the appropriate resources required to complete the ESP. These include the following:

- research notes created in response to the preliminary material
- computers and relevant software
- technical equipment as required, such as audio recording equipment.

This list is **not** exhaustive, and you need to refer to the Qualification Specification for subject-specific details.

Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of and meet the requirements of relevant NCFE policies and government legislation. You **must** ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services.

Spellcheck

Where work is completed digitally, spelling and grammar checks **must** be disabled.

Referencing

NCFE does not mandate a specific referencing style, but providers should ensure that students are able to reference their work correctly using whichever referencing style they have been taught.

Timings

The timings below have been devised to support student and provider planning.

Tutors should encourage students to read all tasks in their entirety to ensure they take note of the time they have for each task.

Preliminary research activity – provided to students no more than 1 week prior to the start of the assessment window = 3 hours

Task 1 = a **maximum** of 5 hours:

- task 1 (a) = 2 hours and 30 minutes
- task 1 (b) = 2 hours and 30 minutes.

Task 2 = a **maximum** of 3 hours and 55 minutes:

- task 2 (a) = 1 hour and 30 minutes
- task 2 (b) = up to 1 hour and 25 minutes dependent upon group size*
 - students will have 10 minutes to refamiliarise themselves with their activity plan, prior to the peer discussion and feedback
 - students will each have up to a maximum of 5 minutes to share their activity plan
 - all other students within the group will have a combined total of up to a maximum of 10 minutes to feed back to the student who discussed their activity plan (see page 25)
- task 2 (c) = a maximum of 1 hour.

*task 2 (b) – the timing for this task will vary depending on the number of students in each peer discussion group (3 students = 55 minutes / 4 students = 1 hour and 10 minutes / 5 students = 1 hour and 25 minutes).

Task 3 = a **maximum** of 2 hours and 5 minutes:

- task 3 (a) = a maximum of 1 hour and 45 minutes for preparation
- task 3 (b) = 20 minutes for each student:
 - up to 10 minutes for each student to present information
 - up to 10 minutes for tutors to ask questions and receive answers (see the task guidance on page 29 for more detail).

Task 4 = a **maximum** of 1 hour and 45 minutes

Total = 15 hours and 45 minutes

Assessment and task-specific instructions

Employer set project (ESP)

For each assessment window, there will be **two** versions of the employer set project (ESP) available for booking; each version is contextualised against the occupational specialisms (OSs) relevant to the pathway (see below). The ESP has been validated by employers in conjunction with NCFE. The ESP is designed to ensure a motivating starting point for students and will be based on a realistic vocationally relevant scenario.

Selection of pathway

Students are required to discuss and agree with their tutor which of the following occupational-based pathways they would like to take forward for their ESP:

- Early Years Educator (EYE)
- Assisting Teaching (AT).

The provider must book students onto the appropriate pathway of the ESP by the deadline for that specific assessment series as indicated on the Key Dates Schedule on the relevant qualification page on the NCFE website.

Bookings will be made on the NCFE Portal, and guidance can be found in the Portal Handbook, which can be accessed within the system.

The selection and registration of the student on the appropriate pathway **must** be agreed ahead of the deadline outlined on the Key Dates Schedule. Whilst it is recommended that a student selects the pathway that is relevant to their intended OS, it is not a requirement that the student makes a selection decision based on this, or any other criteria.

Distribution of documents

The project briefs (tasks 1 to 4) for the ESP are generic to both pathways (EYE / AT); therefore, all students will receive the same project brief for each task.

The preliminary research activity, scenario and control documents 1 and 2 along with the pro-formas are specific to the individual pathway (EYE / AT). Tutors **must** ensure that students have the correct documentation for the pathway they are registered on.

Employer set project (ESP): preliminary research activity

Time limit

3 hours

(this preliminary research activity is unmarked)

Task-specific student instructions

You **must**:

- read through the scenario overview
- undertake research to gather information that will support you as you complete the employer set project (ESP)
- use the bullet points in the scenario overview to direct your research
- create a maximum of four pages of research notes that you can use during the completion of the ESP tasks.

Your tutor will be available to guide and support you during this supervised preliminary research activity.

Your research notes **must**:

- be contained within four pages (sides), **excluding references**
- be in Arial font 12 pt, within standard border sizes
- clearly show where sources have been used to support your own ideas and opinions
- clearly reference all sources used
- reference any quotations from websites.

Additional information

For this task, you will have access to:

- a computer and relevant software
- the internet
- Department for Education (DfE) – statutory framework for the early years foundation stage (EYFS) (2024)
- Development Matters: non-statutory curriculum guidance for the early years foundation stage (EYFS) (2023)
- Birth to 5 Matters: non-statutory guidance for the early years foundation stage (EYFS) (2021)
- any class notes
- any resources including textbooks, articles and journals.

Evidence required for submission to tutor

The following evidence **must** be submitted:

- a maximum of four pages of research notes.

Scenario overview

You are an early years educator working for a childminder. A child who has recently joined the childminder has been identified as not making the expected levels of progress in some developmental areas. The child is aged 3 years and 1 month. The childminder is the child's key person and will observe and support the child. The child is also being supported by a speech and language therapist.

You will be working with the key person and the speech and language therapist to promote the child's communication and language skills. You will carry out research that will inform your practice to effectively support the child's development.

You must consider the following:

- developmental norms and strategies that would be appropriate to support development
- the early years framework (early years foundation stage) and selection of suitable resources
- the roles of observation, assessment, planning and reflection
- partnership-working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.

Employer set project (ESP) brief: Early Years Educator

The ESP has been designed as an opportunity for you to demonstrate how you would respond to a current need that has been identified in your sector and is validated by employers.

Student instructions

You must read the following scenario, control document 1 (child profile) and control document 2 (individual progress review table) before beginning task 1 (a): early support plan.

Scenario

The childminder you work for has 10 children who regularly attend during the week for different sessions / days. They also provide breakfast and after-school childcare for a small number of 4- to 11-year-olds each day. The childminder is based in a domestic home setting with a large garden and outdoor play space. The setting is based on the outskirts of a large town.

Nina, aged 3 years and 1 month, recently joined the childminding setting after moving into the local area with her family. She attends the setting for 4 full days a week. You have been asked to work with the childminder in their role as the key person to support Nina's specific developmental needs. Nina is benefiting from engagement with a speech and language therapist to support her communication and language needs

An on-entry diagnostic and formative assessment was carried out to identify Nina's progress in all areas of development. Control document 1 (child profile) includes background information gathered by Nina's key person. Control document 2 (individual progress review table) outlines Nina's current level of development.

You are required to analyse the information provided within the scenario and control documents in order to plan the support required to promote Nina's communication and language development. The approach, including an early support plan and activity plan, will be shared with, and approved by, the key person. The non-statutory guidance, Development Matters, has been used to indicate the expected level of development or benchmark typically reached by children of 3 years.

Routine informal reviews will take place to assess Nina's progress against the expected benchmark, and the key person will formally review her development after 6 weeks.

Control document 1: child profile

Setting:	Home-based childminder (Willowdown Childminders)
Name:	Nina
Age:	3 years and 1 month
Family background notes:	<p>Nina lives in a flat in the town centre with her two mothers and a 6-month-old baby brother. Her family have recently moved into the local area after relocating from a small rural village about 6 hours away. Nina's parents chose to use a childminding setting so that Nina would be with a small group of children in a homely setting.</p> <p>Before they moved, Nina attended a large nursery setting 3 days a week. Her parents were concerned that Nina struggled with the busy environment at the nursery.</p> <p>The family do not have any relatives or friends in the area at present.</p>
Health and wellbeing notes:	<p>At Nina's 2-year progress check she actively engaged with the toys available. Her parents reported that she slept and ate well, and they had no health concerns about Nina. Nina was walking confidently and showed curiosity about the toys. Nina's parents shared that they often visited the local park and Nina enjoys playing outside.</p> <p>Nina's parents shared concerns over Nina's speech and understanding of instructions. Nina consistently used less than 10 single words on the checklist and demonstrated very little verbal interaction during the appointment.</p>
Other professional involvement:	<p>Nina was referred for speech and language therapy at her 2-year progress check.</p> <p>Speech and language therapy sessions have been established at the childminding setting.</p>
Class teacher comments:	<p>An on-entry formative assessment was carried out in the first 2 weeks of Nina joining the childminding setting (see Control Document 2: Individual Progress Review Table).</p> <p>Nina settled into the setting well after several settling-in sessions which she attended with a parent.</p> <p>Nina engages well with the adults in the setting, playing with them and using them to seek comfort and help to meet her needs. She shows interest in playing alongside other children. She enjoys playing with the younger children in the setting and shows a caring nature towards the babies. She can find it difficult to engage in play with children of a similar age but will often watch them from a distance with interest.</p> <p>Nina is a very active child. She enjoys playing outside in the garden, running and using the play equipment including the scooters, balance bikes and swing. She has also enjoyed spending time helping the adults and the older children with the gardening and watering the small vegetable patch. Nina enjoys going outside of the setting with her key person and the other children for visits to local places of interest including the park, library and some local museums.</p>

When inside, Nina enjoys engaging with arts and crafts and sensory play but can get easily frustrated. Nina demonstrates limited speech when communicating her needs which can lead to her being physical with other children and becoming distressed. Nina uses pointing, gesturing and single words when communicating; her speech is not always clear. She can get upset when she needs to share resources with other children or when asked to sit and listen to a story or activity.

Formative assessment and observation carried out on Nina have shown she is not meeting the expected levels in some aspects of communication and language for her age.




SAMPLE

Control document 2: individual progress review table

Willowdown Childminders – On-entry assessment	
Name: Nina	Age on-entry: 3 years and 1 month
Date of entry to setting: 30 May 2025	Date of on-entry assessment: 10 June 2025

Comments towards Nina's on-entry assessment

Key:		
 Birth to 3 – babies, toddlers and young children will be learning to:	 3- and 4-year-olds will be learning to:	 Children in reception will be learning to:

				Observation checkpoint	Key person comments:
Physical development:		✓		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Nina confidently uses a range of movement for specific purposes and enjoys using the balance bikes and scooters.
Communication and language	✓			Make themselves understood and can become frustrated when they cannot.	Nina struggles to communicate her needs to others using words. For example, when Nina wants resources, she will often snatch toys and cry.
	✓			Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'.	Although Nina is beginning to use an increasing range of single words, her speech sounds are not always clear. She can say a range of multi-syllabic words such as bicycle.
	✓			Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Nina can understand simple instructions or sentences, particularly when she is fully focused or engaged in an activity. For example, when gardening, Nina is able to follow simple instructions to help with weeding and planting.
	✓			Use a wider range of vocabulary.	Nina is building her use of single words but generally uses simple vocabulary, for example, cup, food, slide, mine.
Personal, social, emotional development		✓		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Nina knows which resources to use and can access these independently. For example, she chooses the correct gardening tools for different tasks and knows where to find them.

	✓			Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	Nina uses gestures, pointing and single words to engage with others although she can become frustrated and cry if people don't understand.
Expressive arts and design		✓		Explore different materials freely, to develop their ideas about how to use them and what to make.	Nina enjoys accessing art materials and will independently create using her own ideas. For example, Nina enjoys colouring and sticking.

SOURCE: Development Matters: Non-statutory curriculum guidance for the early years foundation stage, revised September 2023

SAMPLE

Task 1 (a): early support plan (EYE) or intervention plan (AT)

Time limit

2 hours and 30 minutes.

Task 1 (a) must be completed within the time limit, to include reading the scenario and control documents 1 and 2.

[16 marks]

Plus 4 marks for English
Plus 2 marks for mathematics
Plus 4 marks for digital skills
[10 marks in total – across both tasks]

Task-specific student instructions

Using the information provided in the relevant (EYE / AT) scenario and control documents 1 and 2, you **must**:

- create either an early support plan (EYE) or intervention plan (AT) that you would use to meet the developmental needs of the child
- make reference to your research findings in your plan.

Your finalised plan should be completed and submitted using pro-forma A (early support plan (EYE) or intervention plan (AT)), which will be supplied to you by your tutor.

English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with an excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- pro-forma A (early support plan (EYE) or intervention plan (AT))
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed early support (EYE) or intervention plan (AT) using supplied pro-forma A.

The following filename conventions must be used for all materials produced:

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

SAMPLE

Task 1 (b): activity plan

Time limit

2 hours and 30 minutes.

All parts of task 1 (b) must be completed within the time limit.

[25 marks]

Plus 4 marks for English
Plus 2 marks for mathematics
Plus 4 marks for digital skills
[10 marks in total – across both tasks]

Task-specific student instructions

- You must create an activity plan that you would use to support the child.
- You should use the information provided in the scenario and the control documents 1 and 2 to complete your activity plan.

You should include an explanation of how the planned activity:

- links to the wider curriculum and the child's development
- is underpinned by benchmark outcomes, teaching and learning strategies and / or educational theory, concepts and pedagogy
- includes effective use of communication with the child and others
- supports opportunities for observation and assessment
- identifies any hazards, risks and controls.

English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- pro-forma B (activity plan)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed activity plan (using supplied pro-forma B).

The following filename conventions must be used for all materials produced:

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Task 2 (a): preparation for discussion

Time limit

Up to a maximum of 1 hour and 30 minutes is available to complete this task.

The time must be used as directed for the task – preparing for the group discussion.

[this task is unmarked]

Task-specific student instructions

- Your tutor will put you into your peer discussion groups of between three to five students.
- Your tutor will give you activity plans for the other students in your group.
- You **must** complete one pro-forma C (peer discussion and feedback form) for each student in your group.
- Your tutor will be available to guide and support you during this task.
- When finished you **must** submit these pro-formas to your tutor.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma B (activity plan) for each student in your peer discussion group
- pro-forma C (peer discussion and feedback form)
- a computer and relevant software if required.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required

The following evidence **must** be submitted to your tutor

- completed pro-forma C (one per student).

The following filename conventions must be used for each completed pro-forma C:

Student name and task number

Task 2 (b): peer discussion and feedback

Time limit

Up to a maximum of 1 hour and 25 minutes.

The time must be used as directed for the task – familiarisation (10 minutes) and peer discussion and feedback (15 minutes per student).

[this task is unmarked]

Task-specific student instructions

- Your tutor will put you into your peer discussion groups.
- You will have access to your own activity plan completed in task 1 (b) and you will be given 10 minutes to familiarise yourself with the activity plan before beginning the peer discussion.
- Each group member will take it in turn to share their activity plan (up to a maximum of 5 minutes) and receive feedback from the group (up to a maximum of 10 minutes).
- You may choose to take notes during the peer feedback to assist you in completing task 2 (c).

Additional information

For this task, you will have access to:

- completed pro-forma B (activity plan)
- completed pro-forma Cs (peer discussion and feedback form) for each student in your peer discussion group
- the scenario and control documents 1 and 2
- a computer and relevant software if required.

Please note:

- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required

The following evidence (if created) **must** be submitted to your tutor:

- any notes you have made during the peer discussion and feedback.

Task 2 (c): reflection upon peer feedback

Time limit

1 hour.

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

[9 marks]

Task-specific student instructions

- You **must** reflect on the feedback you have received in task 2 (b) and consider which feedback you will act upon and which you will not.
- You **must** update a copy of your original activity plan (pro-forma B) using blue text, **NOT** black, to identify any changes you are making.
- You **must** also complete the box at the end of the copy of your activity plan (pro-forma B), justifying the reasons for any changes you have made or not made.

Additional information

For this task, you will have access to:

- a copy of your pro-forma B (completed activity plan) from task 1 (b)
- completed pro-forma Cs (peer discussion and feedback form) from task 2 (a)
- any additional notes taken during task 2 (b)
- a computer and relevant software.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- an updated activity plan (pro-forma B)
- all feedback received from peers using pro-forma C.

The following filename conventions must be used for all materials produced:

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Task 3 (a): digital presentation preparation

Time limit

1 hour and 45 minutes.

[this task is unmarked]

Task-specific student instructions

To complete this task you must prepare a digital presentation using relevant software (for example, Microsoft PowerPoint / Prezi) that gives an overview of both plans from task 1 (pro-forma A and pro-forma B).

- You may wish to make brief notes of no more than one side of A4 to support you in the delivery of your presentation. Your tutor will give you copies of your completed work from task 1 and task 2 to help you prepare for the presentation.

Your preparation should include:

- a summary of your early support plan (EYE) or intervention plan (AT)
- a summary of your activity plan to include details of any updates made following peer feedback
- how your activity will support the child, including communication techniques and strategies to support relevant areas of their development
- a justification of suitability of resources
- a summary of how the diagnostic formative assessment informed your activity plan
- how your activity plan builds upon the child's current needs and requirements
- how your activity plan enables the child's progress and achievement to be monitored
- identification of the theoretical concepts or pedagogies that have informed your approach.

Following your presentation, your tutor will ask you questions on the following areas:

- how your approach is informed by educational theories, concepts or pedagogies
- how your communication skills will support the child's progress
- how well you feel your planned approach and / or activity plan meets a specific element of the brief.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from task 2 (c)
- completed pro-forma C (feedback to peers)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- your completed digital presentation alongside any notes created.

The following filename conventions must be used for all materials produced:

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

SAMPLE

Task 3 (b): digital presentation and tutor questions

Time limit

20 minutes.

The time must be used as directed for the task – digital presentation (up to a maximum of 10 minutes) and tutor questions (up to a maximum of 10 minutes).

[16 marks]
Plus 2 marks for digital skills
[18 marks in total]

Task-specific student instructions

Your tutor will be assuming the role of the key person (EYE) or class tutor (AT) from the setting referenced in the scenario. This task will be recorded (audio only) by your tutor.

You must:

- present your digital presentation to your tutor (up to a maximum of 10 minutes)
- respond to questions from your tutor on your presentation (up to a maximum of 10 minutes).

Your tutor will ask you questions on the following areas:

- how your approach is informed by educational theories, concepts or pedagogies
- how your communication skills will support the child's progress
- how well you feel your planned approach and / or activity plan meets a specific element of the brief.

Digital skills

- Your work should demonstrate effective use of digital technology to present information clearly and concisely.

Additional information

For this task, you will have access to:

- your completed digital presentation with supporting notes as required
- a computer and relevant software to give your presentation.

Please note:

- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed
- you will **NOT** have access to the questions your tutor will ask before the task takes place.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- an audio recording of the digital presentation that includes the tutor questions and student responses.

The following filename conventions must be used for all materials produced:

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

SAMPLE

Task 4: reflective account

Time limit

1 hour and 45 minutes.

[12 marks]

Task-specific student instructions

You must now complete a reflective account using the following reflective model:

- Gibbs' Reflective Cycle.

Pro-forma D (reflective account) has been provided to support you to complete this task.

As part of this task, you may wish to refer to task 2 (c) (reflection upon peer feedback). Work from task 2 (c) must not be duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from task 2 (c)
- completed pro-forma C (feedback to peers)
- completed digital presentation
- pro-forma D (reflective account)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed pro-forma D (reflective account).

The following filename conventions must be used for all materials produced:

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Employer set project (ESP) mark scheme

Marking instructions

Bands of performance marking grids have been designed to award a student's response holistically, drawing on the evidence the student produces in the tasks, and should follow a best-fit approach.

Marking will take place once all tasks are complete, and the marker has access to all the student's evidence for each of the tasks.

Table 1 shows the tasks (pieces of evidence) that will be used as the basis of judgement for each of the assessment objectives (AOs). Table 2 shows the marking bands for each task.

Markers should review each of these pieces of evidence, using the guidance provided at the top of each marking grid to support an understanding of what they are expecting to make their judgement on, before placing the student in one of the bands.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. The marker should determine the band before determining the mark.

When determining a band, the marker should use a best-fit approach. A judgement should be made on the overall quality of the student's evidence, and should reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, the marker should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark within the band, the marker's decision should be based on the quality of the response in relation to the descriptors. The marker must also consider the relative weightings of the AOs, so as not to over / under credit a response. Standardisation materials, marked by the chief examiner, will help the marker with determining a mark. The marker will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse. As a general rule of thumb, allocation of the highest mark within a three-mark band should be evidence that may meet the criteria 'convincingly'. For two marks out of a total of three, evidence may meet the criteria 'adequately' and for the lowest mark, the evidence may 'just' be meeting the criteria. This is guidance and any approach will be confirmed in standardisation.

Note: students may refer to the following documentation (accept any appropriate version):

- Department for Education (DfE) – Statutory framework for the early years foundation stage (2017) (2021) (2023) (2024)
- Department for Education (DfE) – Development Matters: Non-statutory curriculum guidance for the early years foundation stage (2012) (2020) (2021) (2023)
- Birth to 5 Matters: Non-statutory guidance for the early years foundation stage (2021)
- the national curriculum.

Table 1

Evidence	AO1	AO2	AO3	AO4	AO5	Total
Task 1						
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2 (a) is not marked						
Task 2 (b) is not marked						
Task 2 (c) (Reflection upon peer feedback)		6			3	9
Task 3						
Task 3 (a) is not marked						
Task 3 (b) (Digital presentation and tutor questions)	1	12	2		1	16
Digital skills				2		2
Task 4						
Task 4 (Reflective account)		7			5	12
Total marks	9	48	12	12	9	90

Table 2

Mark bands	Band 1	Band 2	Band 3	Band 4	Band 5	AO4 (English / mathematics / digital)
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	1 to 4 marks	5 to 8 marks	9 to 12 marks	13 to 16 marks		10 marks
Task 1 (b) (Activity plan)	1 to 5 marks	6 to 10 marks	11 to 15 marks	16 to 20 marks	21 to 25 marks	
Task 2 (a) is not marked Task 2 (b) is not marked Task 2 (c) (Reflection upon peer feedback)	1 to 3 marks	4 to 6 marks	7 to 9 marks			
Task 3 (a) is not marked Task 3 (b) (Digital presentation and tutor questions)	1 to 4 marks	5 to 8 marks	9 to 12 marks	13 to 16 marks		2 marks
Task 4 (Reflective account)	1 to 3 marks	4 to 6 marks	7 to 9 marks	10 to 12 marks		

Task 1 (a) (early support plan (EYE) or intervention plan (AT))

Create an early support plan or intervention plan that you would use to meet the child / pupil's developmental needs.

The early support plan (EYE) or intervention plan (AT) should include:

- strategies to support the child's developmental needs building on diagnostic formative assessment information
- identification of suitable resources and / or techniques
- appropriate communication strategies to use with the child (age- / stage-appropriate language)
- ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs
- methods of tracking and monitoring the child's progress towards their 6-week review
- use of educational theories, concepts or pedagogies.

Band	Mark	Descriptor
4	13 to 16 marks	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • is clearly presented, coherently written and includes detailed technical terminology • is detailed, including reference to all strategies, resources and techniques to be used, and takes full account of all available information, referencing relevant educational theories, concepts or pedagogies • has comprehensive coverage of the requirements of an early support plan or intervention plan • fully addresses all of the child's development / support needs.
3	9 to 12 marks	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • is clearly presented and includes appropriate technical terminology • is appropriately detailed, including reference to most strategies, resources and techniques to be used and takes appropriate account of the information available, referencing some appropriate educational theories, concepts or pedagogies • has appropriate coverage of the requirements of an early support plan or intervention plan • addresses most of the child's development / support needs.
2	5 to 8 marks	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • has some clarity within presentation and includes limited technical terminology • is limited in detail with limited reference to strategies, resources and techniques to be used and takes limited account of the information available with limited referencing to educational theories, concepts or pedagogies • has limited coverage of the requirements of an early support plan or intervention plan • addresses some of the child's development / support needs.
1	1 to 4 marks	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • lacks clarity within presentation and includes minimal technical terminology • includes minimal detail, minimal reference to strategies, resources and techniques to be used and takes minimal account of available information with minimal referencing to educational theories, concepts or pedagogies • has minimal coverage of the requirements of an early support plan or intervention plan • does not appropriately address the child's development / support needs.
0	0 marks	No creditworthy material.

Task 1 (b) (activity plan)

Create an activity plan that you could use to support the child / pupil.

The activity plan should include:

- how the activity links to and supports the wider curriculum and the child's development
- teaching and learning strategies and / or educational theory, concepts and pedagogy that underpin the activity
- the instructions to be given to the child to ensure understanding and engagement in the activity (ensuring communication is age-/stage-appropriate)
- ways to work with parents, practitioners and specialists to prepare for the activity
- how observation will be used to track the child's progress through the activity, including reliability, validity, policy and procedure
- how the diagnostic formative assessment informs planning
- opportunities for formative and summative assessment to assess the child's needs and contribute to raising standards / benchmarks
- identification of hazards, risks and control measures to ensure own and others' safety throughout the activity.

Band	Mark	Descriptor
5	21 to 25 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • comprehensive, coherent activity planning, linking to the wider curriculum and building on diagnostic formative assessment • comprehensive rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with comprehensive links to teaching and learning strategies that underpin the activity • comprehensive level of relevant detail shown including instructions to be given to the child and explanation of how observation will be used • justified selection of resources and support strategies • comprehensive assessment strategies including comprehensive explanation of formative and summative assessments including a comprehensive understanding of how the activity plan contributes to expected standards / benchmarking • comprehensive risk analysis with reference to all hazards, risks and controls.
4	16 to 20 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • detailed, coherent activity planning, linking to the wider curriculum and building on diagnostic formative assessment • detailed rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with detailed links to teaching and learning strategies that could underpin the activity • good level of detail shown including reference to instructions to be given to the child and explanation of how observation will be used • reasoned selection of resources and support strategies • detailed assessment strategies including detailed explanation of formative and summative assessments including a good understanding of how the activity plan contributes to expected standards / benchmarking • detailed risk assessment with reference to some hazards, risks and controls.
3	11 to 15 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • appropriate activity planning with some links to the wider curriculum and some reference to diagnostic formative assessment • appropriate rationale for the activity choice (taking account of information contained within early support plan or intervention plan and the brief) with

		<p>appropriate reference to teaching and learning strategies that may be linked to the activity</p> <ul style="list-style-type: none"> • appropriate level of relevant detail shown with some reference to instructions, which may be given to the child, and some consideration of how observation will be used • appropriate selection of resources and support strategies • appropriate assessment strategies including an understanding of the need to assess the learner and an appropriate understanding of how the activity plan contributes to expected standards / benchmarking • appropriate risk assessment including relevant hazards, risks and controls.
2	6 to 10 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • limited activity planning with few links to the wider curriculum and limited reference to diagnostic formative assessment • limited rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with limited reference to teaching and learning strategies that may not link to the activity • limited level of relevant detail shown and little reference to instructions, which may be given to the child, or of how the observation will be used • limited selection of resources and support strategies • limited assessment strategies with limited reference to how to assess the learner and a limited understanding of how the activity plan contributes to expected standards / benchmarking • limited risk assessment, with some relevant hazards, risks and controls.
1	1 to 5 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • minimal activity planning with no links to the wider curriculum or reference to the diagnostic formative assessment • minimal rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with minimal reference to teaching and learning strategies • minimal relevant detail shown with no reference to instructions that may be given to the child or of how the observation will be used • minimal selection of resources and support strategies • minimal assessment strategies with minimal reference to how to assess the learner and a minimal understanding of how the activity plan contributes to expected standards / benchmarking • minimal risk assessment, with minimal relevant hazards, risks and controls.
0	0 marks	No creditworthy material.

Task 1 (a) and 1 (b) AO4: English, mathematics and digital skills.	
English (4 marks)	<p>4 marks: plans include excellent use of Level 2 English throughout and convey meaning clearly, concisely and coherently, using formal and informal tone as appropriate to the context of an early years / children’s institution / setting. Use of terminology is excellent with no errors.</p> <p>3 marks: plans include a well-developed use of Level 2 English through most of the documents and convey meaning clearly and coherently, using formal and informal tone as appropriate to the context of the early years / children’s institution / setting. There is a good use of technical terminology with minimal errors.</p> <p>2 marks: plans include inconsistent use of Level 2 English throughout the documents, for example, they may lack conciseness although overall they convey meaning coherently. Use of formal and informal tone is mostly appropriate to the context of the early years / children’s institution / setting. Use of technical terminology is sound but contains some errors.</p> <p>1 mark: plans include simplistic use of English at Level 1 or below throughout the documents. There may be some errors that do not affect meaning or coherence. Use of formal and informal tone is sometimes incongruent with the context of the early years / children’s institution / setting. The use of technical terminology is minimal and includes some errors.</p> <p>0 marks: no creditworthy material.</p>
Mathematics (2 marks)	<p>2 marks: plans demonstrate that the student has accurately processed / analysed the assessment data presented in the brief in a highly effective way.</p> <p>1 mark: plans demonstrate that the student has processed / analysed the assessment data presented in the brief effectively.</p> <p>0 marks: no creditworthy material.</p>
Digital skills (4 marks)	<p>4 marks: plans produced demonstrate effective and efficient use of digital technology and media to present information and assessment evidence clearly and concisely so it can be accessed by the intended audience in the context of the early years / children’s institution / setting.</p> <p>3 marks: plans produced demonstrate a mostly effective use of digital technology and media, presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years / children’s institution / setting.</p> <p>2 marks: plans produced demonstrate use of digital technology and media that is limited, sometimes presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years / children’s institution / setting. It is clear to the audience that the use of digital skills could be strengthened to enhance accessibility and presentation.</p> <p>1 mark: plans produced demonstrate a use of digital technology and media but cause the intended audience in the context of the early years / children’s institution / setting to have difficulty in accessing the information and assessment evidence presented. It is clear to the audience that the use of digital skills is a weakness and should be strengthened to enhance accessibility and presentation.</p> <p>0 marks: no creditworthy material or did not include any digital skills.</p>

Task 2 (c) (reflection upon peer feedback)

Updates to activity plan with justifications following peer feedback.

The evidence should demonstrate:

- skills of reflection and evaluation in the student's updated activity plan
- justification of amendments made to the activity plan following peer discussion and feedback.

Task 2 (a) / 2 (b) (reflect on and evaluate the plans of other students, providing feedback through peer group discussion) are **not** marked. Marking must be solely based on the student's updated activity plan with justifications following peer discussion.

Band	Mark	Descriptor
3	7 to 9 marks	The student demonstrates: <ul style="list-style-type: none">• a comprehensive evaluative approach with a clear focus on the objective of the activity plan• a comprehensive level of reflection shown through updated activity plan and corresponding justifications• comprehensive justification for each suggested amendment to the activity plan• comprehensive evidence of well-reasoned / justified amendments to plan following peer discussion.
2	4 to 6 marks	The student demonstrates: <ul style="list-style-type: none">• an appropriate evaluative approach with a focus on the objective of the activity plan• an appropriate level of reflection shown through updated activity plan and corresponding justifications• appropriate justification for each suggested amendment to the activity plan• appropriate evidence of reasoned / justified amendments to plan following peer discussion.
1	1 to 3 marks	The student demonstrates: <ul style="list-style-type: none">• limited evaluation with limited focus on the objective of the activity plan• a limited level of reflection shown through updated activity plan and corresponding justifications• limited suggestions for amendments to activity plan• limited evidence of amendments to plan following peer discussion.
0	0 marks	No creditworthy material.

Task 3 (b) (digital presentation and tutor questions)

A digital presentation, giving an overview of the early support plan (EYE) or intervention plan (AT) and activity plan, followed by tutor questions (marked evidence to include the presentation slides and an audio recording of the presentation and tutor questions).

Preparation to include:

- summary of key points within early support plan or intervention plan and activity plan, including detail of any updates made following peer feedback
- how the plans are informed by educational theories, concepts or pedagogies
- communication techniques required to support the child's progress
- strategies to support the relevant areas of the child's development
- justification of suitability of resources.

Band	Mark	Descriptor
4	13 to 16 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • comprehensive level of preparation evident in relation to the task • highly confident contribution to the tutor's questions • detailed summary of the key points within the early support plan or intervention plan and activity plan, including thorough detail of any updates made following peer feedback • clearly articulated justification of selected resources and techniques within early support plan or intervention plan and activity plan • comprehensive responses to tutor's questions that include detailed explanation of all educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.
3	9 to 12 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • appropriate level of preparation evident in relation to the task • confident contribution to the tutor's questions • appropriate summary of the key points within the early support plan or intervention plan and activity plan, including appropriate detail of any updates made following peer feedback • appropriate justification of selected resources and techniques within early support plan or intervention plan and activity plan • appropriate responses to tutor's questions that include reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.
2	5 to 8 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • limited level of preparation evident in relation to the task • limited contribution to the tutor's questions showing limited confidence • limited summary of the key points within early support plan or intervention plan and activity plan, with limited detail of any updates made following peer feedback • limited understanding shown for choice of resources and techniques within early support plan or intervention plan and activity plan • limited responses to tutor's questions with limited reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.

1	1 to 4 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • minimal preparation evident in relation to the task • minimal contribution to the tutor's questions showing minimal confidence • minimal summary of the key points within the early support plan or intervention plan and activity plan, with minimal detail of any updates made following peer feedback • minimal understanding of choice of resources and techniques within early support plan or intervention plan and activity plan • minimal responses to tutor's questions with minimal reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.
0	0 marks	No creditworthy material.

Task 3	
AO4: English, mathematics and digital skills.	
Digital skills (2 marks)	<p>2 marks: summary and key points of plans produced in task 3 (a) demonstrate overall an effective and efficient use of digital skills to present information clearly and concisely so it can be accessed for task 3 (b).</p> <p>1 mark: summary and key points of plans produced in task 3 (a) demonstrate a mostly effective use of digital skills to present information clearly so it can be accessed for task 3 (b).</p> <p>0 marks: no creditable material or did not include any digital skills.</p>

Task 4 (reflective account)

Complete a reflective account using the identified model to reflect on:

- effectiveness of own communication skills and quality of own contribution within peer discussion, digital presentation and tutor questions
- quality of planned activity / early support or intervention plan to support intended outcomes
- extent to which feedback informed changes to own planned activity
- identified improvements to own knowledge, planning skills and collaborative working for future practice.

Note to examiners – students have been informed that they can refer to reflections made following peer feedback in task 2 (c), but do not award marks where this has been simply duplicated. There must be evidence of students building upon reflections from task 2 (c).

Band	Mark	Descriptor
4	10 to 12 marks	Reflective account demonstrates: <ul style="list-style-type: none">• reference to all four points above, including clear, well-reasoned reflection with comprehensive evaluation and justified actions.
3	7 to 9 marks	Reflective account demonstrates: <ul style="list-style-type: none">• reference to all four points above, including reasoned reflection with appropriate evaluation and some justified actions.
2	4 to 6 marks	Reflective account demonstrates: <ul style="list-style-type: none">• reference to some points above, including appropriate reflection with limited evaluation and limited justified actions.
1	1 to 3 marks	Reflective account demonstrates: <ul style="list-style-type: none">• reference to some points above, including limited, relevant reflection and no evidence of evaluation or justified actions.
0	0 marks	No creditworthy material.

Student evidence

Task 1 (a) – early support plan

Use this template to complete your early support plan.

Child / pupil's name	Nina	Child / pupil's strengths and interests	Physical development, planting seeds, making up own ideas, being outside and deciding what she wants to play with.
Child / pupil's age	3 years 1 month	Child / pupil's developmental needs	Communication and language development
Setting	Childminders		

Area of development	Support strategies	Appropriate resources and / or techniques	Links to educational theory / concepts / pedagogy	Intended outcomes
Communication and language	<ul style="list-style-type: none"> your role partnerships – ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs building upon diagnostic and formative assessment information communication – appropriate communication strategies to use with the child. <p>This activity is planting plants. My role is to say some instructions and saying the new words for the tools and plants. This activity can help Nina with speech saying new words and using sentences and saying how she is feeling and to not smack her friends and to take turns and share. My role and the childminder's role is to encourage Nina to talk in sentences. Working with the childminder as her key person is important as the key person needs to know how Nina is</p>	<p>The resources that will be needed are a garden, plants and gardening tools.</p> <p>Say instructions in a clear way.</p> <p>Explain sharing.</p>	<p>These theories link in with the activity because:</p> <p>Cognitive development is about thinking and to share you need to think. This is what Piaget says. It will help children to learn properly and think about what they are doing using words and pictures.</p>	<p>The intended outcomes for this activity would be to have Nina copying words, using any new words and sharing the garden tools with her peers.</p>

	<p>progressing and can let the parents know how she is doing too, so can work as part of a team. The childminder could have a meeting weekly with parents and any other professional involved allowing everyone to know how she is doing and anything that may have changed since the last meeting. Then everyone is working for Nina's development.</p> <p>Because Nina struggles to say really simple sentences, and is being helped by a speech and language therapist (SALT) she will need to be supported with her communication and language and her progress will need to be observed to make sure any further specific special educational need is not missed.</p> <p>Working in partnership with her key person allowing us to talk in turns to say the new vocabulary to Nina and give her time to try and say sentences. We have to talk in turns so Nina sees us doing it.</p> <p>Nina also has a SALT and any ways that the SALT works with Nina should be used at the childminders and at home too.</p>	<p>Stop Nina from hitting anyone</p> <p>Speak really simple words.</p>	<p>Vygotsky said about scaffolding, and this is what the key person should be doing to help Nina in her learning, making sure that the adult gives Nina activities that she can manage but gradually building up her knowledge with the support of the adult close by and then repeating this.</p> <p>I could be a good role model for Nina too with what I say (I will use really simple sentences).</p>	
Physical development	<p>It says that Nina is really good at moving. She has good motor skills. To make the skills even better, the childminder can make sure they have equipment for Nina to play on like a climbing frame</p>	<p>The resource that I would need is climbing frame outside.</p> <p>Set up assault course using stuff</p>	<p>These theories link in with the activity because: It's the same theories really, scaffolding to build confidence and also to make sure that the childminder is having conversations with Nina to</p>	<p>The intended outcomes for this activity would be to encourage large motor skills and co-ordination.</p>

	<p>Working with the rest of the staff is just as important as letting Nina's key person know so to keep the rest of the staff/team in the loop as how she is doing there could be a meeting once or twice a week allowing everyone to know how she is doing and anything that may have changed since the last meeting. Then everyone is working together for Nina's development.</p> <p>I could do a physical activity for Nina to help her get stronger and better muscles. I would set up an assault course. I would show her how to do the assault course and she could copy and therefore have better muscles and skills. I would always try to remember that I am trying to improve language though and keep communication going.</p>	<p>already in the garden.</p>	<p>try to keep her language getting better.</p>	
<p>Personal, social, emotional</p>	<p>In the information it says that Nina gets upset when she has to share. I could help Nina by telling her that she needs to share and why. This is in her development stage and she is behind on this. I would show her sharing and tell her that she needs to do it because it's the right thing to do. But first I need to let Nina calm down and talk to her when she is in the right mood to listen. I would play a ball game with her where she has to keep sharing the ball with me because it's the game and you have to share to play the game. I would make observations on this.</p> <p>We could have meetings with Nina's parents to let them know how Nina is doing with everything, and this could</p>	<p>The resources that are needed for this one is a ball and a space to play the game.</p> <p>Talk to Nina about sharing.</p> <p>Time for meetings.</p>	<p>These theories link in with the actively because:</p> <p>Albert Bandura says that children learn through watching others and copying and emotions. He did an experiment about it with a doll. This will help the children to learn when others are about and playing with them. I will always try to be a positive role model for Nina.</p>	<p>The intended outcomes for this activity would be to encourage Nina to play alongside her peers and hopefully grow in confidence to join in with others and express her feelings in a way that doesn't show anger or frustration.</p>

	be every time they pick her up to let them know how she is doing or once a week so we can share how she is doing.			
Expressive arts and design	<p>I would set up an actively that is glueing and sticking. Nina likes to do this. I would put out the craft bits and she could make her own picture. Nina likes being creative so she might like to talk about her picture with me and even in a small group of other children at the Childminders</p> <p>To work with Nina's parents, we can say do craft at home so Nina is using her ideas and they can tell us about it and we can tell them about the craft she does here and this is a partnership.</p>	<p>The resources I would need for glueing and sticking is glue, paper, craft stuff and scissors.</p> <p>Have any observations done to give to Nina's parents so they can do the same sorts of things at home.</p>	<p>These theories link in with the activity because:</p> <p>Piaget and using words and pictures to share thoughts</p>	<p>The intended outcomes for this activity would be to encourage Nina to use a range of resources in a creative way, for example, she will use her hands during the glueing and sticking activity to explore a range of different properties. Nina will also be able to express her feelings and use her imagination in this craft activity.</p>

How progress will be tracked and monitored towards their 6-week summative review	<p>To keep track of Nina's progress the childminder and the SALT can do observations on her. The best observations for this would be tracking and time sample observations as this will allow us to see how Nina picked up new words and said them. Another way they can keep a quick eye on Nina speaking is to write on a sticky note exactly what Nina says then at the end of the day put it into a folder. They will be able to see what she has done in the day as well as how long for, this then can be checked as often as they like. To find out how well she had become at sharing, at first to praise her whenever she follows an instruction to take turns and not get too angry like hitting her friends - to every few times till she is being praised with the whole of the group at the childminders.</p>
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	<p>To see how her progress has improved everyone can look between each observation and see if she has said more words or talked in sentences and shared and when did she do this, like it may be when she is outside more.</p>
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SAMPLE

Task 1 (b) – activity plan

Use this template to complete your activity plan.

Child / pupil's name	Nina
Aims of activity	The aim of the activity is to try and get Nina to copy words and share. This activity will introduce new vocabulary and encourage turn-taking in conversation in order to develop confidence in communication and language.
Links to wider curriculum and the child / pupil's development	<p>This activity is linked to the wider curriculum in communication and language would be “use a wider range of vocabulary.” They will copy the new words and try to say really simple sentence. In personal, social and emotional development, the wider curriculum asks, “can the child manage to share or take turns with others?”. Me and the key person will help Nina with this.</p> <p>This activity links to the wider curriculum in maths as we could count the plants or tools. She will be able to “use all of their senses in hands-on natural materials” for understanding the world. This can be from the soil she is digging and the plants she is planting. It also links because this actively can be adapted for any weather and Nina likes being outside.</p> <p>This activity is linked into physical development as this shows that Nina will “continue to develop their movement, balancing, riding”.</p> <p>Learning and development should be in-line with the requirements of the early years foundation stage.</p>
Links to teaching and learning strategies and / or educational theory / concepts / pedagogy	<p>The theories that link in with this activity are:</p> <p>Bandura's theory links in with the activity as the theory is showing role modelling, this can be shown, by any other child or adult at the childminders that Nina attends. I could be a good role model for Nina too with what I say (I will us really simple sentences) and smile to encourage her.</p> <p>Vygotsky's theory about scaffolding (zones) links to this activity because this is what a key person should be doing to help Nina in her learning and development. They can do this by helping Nina achieve a goal like saying really simple sentences.</p> <p>Piaget's cognitive development theory links to this activity to help Nina to share because you need to think to share. It will help children to learn and think about what they are doing.</p> <p>You could also look at Bruner's theory of scaffolding too because their theory is showing that play equals learning, this show that children learn best when they are playing and learn important skills for later in life, this can be social skills to learning how to share, these will be some of the most important skills for when they are older.</p>

<p>Appropriate resources</p>	<p>The resources that will be needed for the activity are:</p> <ul style="list-style-type: none"> - a large area (like the garden). - plants for planting - tools to plant the plants
<p>Support strategies:</p> <ul style="list-style-type: none"> • your role • partnerships – ways to work with parents, practitioners and specialists to prepare for the activity • communication – the instructions to be given to the child / pupil to ensure understanding and engagement in the activity. 	<p>My role is to say some instructions and saying the new words for the tools and plants. My role and the childminder’s role is to encourage Nina to talk in sentences. I could help Nina by telling her that she needs to share and why. This is in her development stage and she is behind on this. I would show her sharing and tell her that she needs to do it because it’s the right thing to do.</p> <p>Working with the rest of the team - parents and SALT is important to let the rest of the team know how she is doing. Working in partnership with her key person (childminder) and listening to others will help the planning to be right for Nina.</p> <p>The instructions for Nina need to be simple and very easy to understand, we could (me and Nina) talk in turns to say the new vocabulary and give her time to try and say sentences. We have to talk in turns so Nina sees us doing it. She needs to be able to hear sentences so she can copy them, and we can support her language and communication if we speak clearly.</p> <p>We could have meetings with Nina’s parents to let them know how Nina is doing with everything, and this could be every time they pick her up to let them know how she is doing or once a week so we can share how she is doing.</p> <p>To work with Nina’s parents, we can share observations and plans to help them do the same sort of things at home.</p>
<p>Use of formative assessment (such as observation opportunities) during the activity. You must consider:</p> <ul style="list-style-type: none"> • how the diagnostic assessments (child / pupil profile) and(individual progress review) has contributed to your planning • how this formative assessment may inform summative assessment (at the 6-week review) • why it is important to follow policy and procedure when 	<p>I have used the individual progress review to see what Nina likes and doesn’t like. It told me what Nina could do in her physical development, communication and language, personal social and emotional development, expressive arts and design. By reading this I knew that Nina was behind in PSED, but that might be because of her communication and language, and this is why I created the support plan the way I did and planned loads of activities that would make her do better in her communication and language.</p> <p>The observation that would be used during the beginning would be a checklist observation, to keep track for how many new words she says. They can then go on to snapshot observation as this will allow them to write a small bit about how Nina's progress is going. Parents can read these whenever they want. Also, the SALT.</p> <p>All places have policies and procedures. And I would follow the childminders because that is the way they want their assessments done (observations). A procedure would tell me what to do and how to do it.</p> <p>Observations support development because you can use them to see how a child is developing. You can plan next steps from them by seeing what the child can do now and what they need to do next and how you can help them get there because the observation will give information that</p>

<p>recording information during observation</p> <ul style="list-style-type: none"> • how to ensure observations are valid and reliable • how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with colleagues, the family and other professionals. 	<p>is needed to show you what they can do and the things they can do will help you with what they can do next.</p> <p>Parents can help by doing the same sort of things you are doing at the childminders at home too.</p>
<p>Benchmarking and expectations of standards in children / pupil's learning and development:</p> <ul style="list-style-type: none"> • how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking). 	<p>The aim of the activity is to try and get Nina to copy words and share. If she improves then her progress and targets will also be better overall in the EYFS.</p>
<p>Hazards, risks and controls</p>	<p>Make sure that Nina doesn't eat the soil, throw the tools because someone could get hurt and Nina could get ill because there are lots of infections in soil that could make her ill. An outside risk assessment and one for the garden area should be in place.</p> <p>Getting hit - to make sure the children don't hit each other make sure they are nicely spaced apart for each other making sure they have plenty room to move their arms around themselves, this is a low risk, but adult supervision needs to be there.</p> <p>Weather - when the activity is outside make sure the children joining in are correctly dressed for the weather, this is a low risk as the children should be dropped off in the correct clothing for the weather. The risk assessment should cover this too.</p>
<p>Intended outcomes</p>	<p>The aim of the activity is to try and get Nina to copy words and share.</p>

The following two boxes are to be completed as part of task 2 (c): reflection upon peer feedback. Do NOT complete as part of task 1 (b).

Identify and justify the changes you have made to your activity plan in light of the feedback received

Identify and justify the feedback that you have not acted upon and why

SAMPLE

Task 2 (a) / 2 (b)

These tasks are unmarked.

Task 2 (c) – reflection upon peer feedback

Use this template to complete your activity plan.

Child / pupil's name	Nina
Aims of activity	The aim of the activity is to try and get Nina to copy words and share. This activity will introduce new vocabulary and encourage turn-taking in conversation in order to develop confidence in communication and language.
Links to wider curriculum and the child / pupil's development	<p>This activity is linked to the wider curriculum in communication and language would be “use a wider range of vocabulary.” They will copy the new words and try to say really simple sentence. In personal, social and emotional development, the wider curriculum asks, “can the child manage to share or take turns with others?”. Me and the key person will help Nina with this.</p> <p>This activity links to the wider curriculum in maths as we could count the plants or tools. She will be able to “use all of their senses in hands-on natural materials” for understanding the world. This can be from the soil she is digging and the plants she is planting. It also links because this actively can be adapted for any weather and Nina likes being outside.</p> <p>This activity is linked into physical development as this shows that Nina will “continue to develop their movement, balancing, riding”.</p> <p>Learning and development should be in-line with the requirements of the early years foundation stage.</p>
Links to teaching and learning strategies and / or educational theory / concepts / pedagogy	<p>The theories that link in with this activity are:</p> <p>Bandura's theory links in with the activity as the theory is showing role modelling, this can be shown, by any other child or adult at the childminders that Nina attends, this can be by watching and copying emotions. I could be a good role model for Nina too with what I say (I will use really simple sentences) and smile to encourage her. An adult helps because they can and they should and they help a lot then a little. This is called scaffolding.</p> <p>Vygotsky's theory about scaffolding (zones) links to this activity because this is what a key person should be doing to help Nina in her learning and development. They can do this by helping Nina achieve a goal like saying really simple sentences.</p> <p>Piaget's cognitive development theory links to this activity to help Nina to share because you need to think to share. It will help children to learn and think about what they are doing.</p>

	<p>You could also look at Bruner’s theory of scaffolding too because their theory is showing that play equals learning, this shows that children learn best when they are playing and learn important skills for later in life, this can be social skills to learning how to share, these will be some of the most important skills for when they are older.</p>
<p>Appropriate resources</p>	<p>The resources that will be needed for the activity are:</p> <ul style="list-style-type: none"> - a large area (like the garden). - plants for planting - tools to plant the plants <p>I have decided to use a garden because that’s where plants are planted at the childminders and there is a small garden area where Nina can plant some seeds, and Nina likes to be outside. It will teach her about plants growing outside in the soil and how they do that with the sun and rain. Nina will need the tools to plant and dig.</p>
<p>Support strategies:</p> <ul style="list-style-type: none"> • your role • partnerships – ways to work with parents, practitioners and specialists to prepare for the activity • communication – the instructions to be given to the child / pupil to ensure understanding and engagement in the activity. 	<p>My role is to say some instructions and saying the new words for the tools and plants. My role and the childminder’s role is to encourage Nina to talk in sentences. I could help Nina by telling her that she needs to share and why. This is in her development stage and she is behind on this. I would show her sharing and tell her that she needs to do it because it’s the right thing to do.</p> <p>Working with the rest of the team - parents and SALT is important to let the rest of the team know how she is doing. Working in partnership with her key person (childminder) and listening to others will help the planning to be right for Nina.</p> <p>The instructions for Nina need to be simple and very easy to understand, we could (me and Nina) talk in turns to say the new vocabulary and give her time to try and say sentences. We have to talk in turns so Nina sees us doing it. She needs to be able to hear sentences so she can copy them, and we can support her language and communication if we speak clearly.</p> <p>We could have meetings with Nina’s parents to let them know how Nina is doing with everything, and this could be every time they pick her up to let them know how she is doing or once a week so we can share how she is doing.</p> <p>To work with Nina’s parents, we can share observations and plans to help them do the same sort of things at home.</p>
<p>Use of formative assessment (such as observation opportunities) during the activity. You must consider:</p> <ul style="list-style-type: none"> • how the diagnostic assessments (child / pupil profile) and (individual 	<p>I have used the individual progress review to see what Nina likes and doesn’t like. It told me what Nina could do in her physical development, communication and language, personal social and emotional development, expressive arts and design. By reading this I knew that Nina was behind in PSED, but that might be because of her communication and language, and this is why I created the support plan the way I did and planned loads of activities that would make her do better in her communication and language.</p> <p>The observation that would be used during the beginning would be a checklist observation, to keep track for how many new words she says.</p>

<p>progress review) has contributed to your planning</p> <ul style="list-style-type: none"> • how this formative assessment may inform summative assessment (at the 6-week review) • why it is important to follow policy and procedure when recording information during observation • how to ensure observations are valid and reliable • how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with colleagues, the family and other professionals. 	<p>They can then go on to snapshot observation as this will allow them to write a small bit about how Nina's progress is going. Parents can read these whenever they want. Also, the SALT.</p> <p>All places have policies and procedures. And I would follow the childminder's because that is the way they want their assessments done (observations). A procedure would tell me what to do and how to do it.</p> <p>Observations support development because you can use them to see how a child is developing. You can plan next steps from them by seeing what the child can do now and what they need to do next and how you can help them get there because the observation will give information that is needed to show you what they can do and the things they can do will help you with what they can do next.</p> <p>Parents can help by doing the same sort of things you are doing at the childminders at home too.</p>
<p>Benchmarking and expectations of standards in children / pupil's learning and development:</p> <ul style="list-style-type: none"> • how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking). 	<p>The aim of the activity is to try and get Nina to copy words and share. If she improves then her progress and targets will also be better overall in the EYFS.</p>
<p>Hazards, risks and controls</p>	<p>Make sure that Nina doesn't eat the soil, or throw the tools because someone could get hurt and Nina could get ill because there are lots of infections in soil that could make her ill. An outside risk assessment and one for the garden area should be in place.</p> <p>Getting hit - to make sure the children don't hit each other make sure they are nicely spaced apart for each other making sure they have plenty room to move their arms around themselves, this is a low risk, but adult supervision needs to be there.</p>

	<p>Following feedback I thought about safeguarding a bit more. If I was concerned at all I would need to make sure I was working in ratio and then let the childminder know as she would need to know and might write this down.</p> <p>Weather - when the activity is outside make sure the children joining in are correctly dressed for the weather, this is a low risk as the children should be dropped off in the correct clothing for the weather. The risk assessment should cover this too.</p>
Intended outcomes	The aim of the activity is to try and get Nina to copy words and share.
<p>The following two boxes are to be completed as part of task 2 (c): reflection upon peer feedback. Do NOT complete as part of task 1 (b).</p>	
Identify and justify the changes you have made to your activity plan in light of the feedback received	<p>For my feedback H had suggested that I could explain why I used the resources I have and why this will support the child during my activity, so I have added this in with the appropriate resources.</p> <p>M's feedback suggested that I could write a bit more about each theory and a bit about the curriculum before I say how it links to my activity, so I have added a bit about each on in these sections.</p> <p>During our discussion M had asked me 'if there was a safeguarding incident during the activity, how would you deal with it appropriately and quickly?'. To this I answered I would try to be over ratio if possible so if there was an incident of any sort I would be able to deal with it as quickly as possible. I would go and deal with it straight away, then go to the childminder who needs to know and may record things down.</p> <p>H had asked me 'why have you chosen to do your activity outside?'. This is because this is one of the spaces she likes spending time when she is at the childminders.</p> <p>During the feedback H had said they like how I have put in controls for hazards. And M had said they liked how I have said how they would go from one observation to another as Nina says more words and shares.</p>
Identify and justify the feedback that you have not acted upon and why	The one bit of feedback I did not listen to is adding more information to the benchmarking section because I think I have been clear in what Nina will learn and how it might help her.

Task 3 (b) – digital presentation

To note:

- In this Guide Exemplar Response (GER) document, the digital presentation slides cover the first half of task 3 (b) (digital presentation – up to a maximum of 10 minutes). The transcript (on page 62) covers the second half of the task (tutor questions – up to a maximum of 10 minutes).
- On submission of a live assessment, a single audio recording of the presentation and tutor questions would be made and uploaded alongside a copy of the digital presentation. A transcription is **not** required and has been included here for clarity only.
- The student should identify themselves by name at the start of the audio recording.

Support plan

In the support plan I have come up with 4 activities.

- Planting seeds and plants with the childminder – covers communication and language
- Assault course – covers physical development
- Ball game – covers personal, social and emotional development
- Glueing and sticking – covers expressive arts and design

Theory for the support plan

The theories for the support plan are:

- Piaget (thinking using words and pictures)
- Vygotsky (scaffolding)
- Bandura (copying others)



Activity plan 1

- The activity that was chosen was planting plants.
- The aim of this activity is to try and get Nina to copy words and share.
- The intended outcome is to have Nina saying more words in simple sentences and taking turns.

Strategies

- One strategy will be to introduce simple sentences using straight forward words that Nina is able to understand and respond to.
- Another strategy would be to introduce new vocabulary when talking about the activity.
- The last strategy I could use would be to listen to Nina and help her express her feelings in a calm way, so she doesn't get too angry with her peers.



Links to the curriculum for Nina

- Communication and language. Links to the activity as Nina will be learning new words and really simple sentences.
- Personal social emotional. Links to the activity because Nina will share.
- Maths. Links to the activity by counting. Nina will learn to count the plants and tools.
- Understanding the world. Links to the activity because children will be using their senses and natural materials and working outside in the garden.
- Physical. Nina will be developing balancing and movement.
- Learning and development that is planned for Nina should be in-line with her stage, needs and interests (EYFS).

Theory for the activity plan

- Piaget - links to this activity to help Nina to think about the activity and what she is doing. She will use words to help her do this and will hopefully enjoy being outside with the childminder and any other children.
- Vygotsky - scaffolding links to this activity because this is what the key person should be doing to help Nina in her learning. They can do this by helping Nina achieve a goal like saying really simple sentences.
- Bandura - their theory is showing role modelling, this can be shown by any other child or adult at the childminders that Nina attends and this can be by watching and copying emotions. I could be a good role model for Nina with what I say (I will use really simple sentences).
- Bruner - their theory is showing that play equals learning. This shows that children learn best when they are playing and they learn important skills for later in life, this can be social skills such as learning how to share, these will be some of the most important skills for when they are older.



Resources needed

The resources that will be needed for the activity are:

- a large area (like the garden).
- plants for planting
- tools to plant the seeds and flowers

I have decided to use a garden because that's where plants are planted at the childminder's and Nina likes to be outside. It will teach the children about plants growing outside in the soil and how they do that with the sun and rain. Nina will need the tools to plant and dig.

Hazards, risks and controls

Make sure the Nina doesn't eat the soil, throw the tools because someone could get hurt and Nina could get ill because there are lots of infections in soil that could make her ill.

Getting hit - to make sure the children don't hit each other make sure they are nicely spaced apart from each other, making sure they have plenty of room to move their arms around themselves. This is a low risk.

Weather- When the activity is outside make sure the children joining in are correctly dressed for the weather. This is a low risk as the children should be dropped off in the correct clothing for the weather.

Out of ratio - when there are children working with the childminder ratios or numbers of children and their ages is important. This is a medium risk because if there are too many children for one person to look after they may not be able to watch them all properly.



Hazards, risks and controls

A risk assessment for working outside when gardening should be already done at the childminders.

What to do if any of these happened during the activity:

- Eating the soil - take Nina away from the activity, get her to spit it out and give a drink to wash it away .
- If a child does get hit - stop the activity and make sure the child is ok and move the children apart a little more.
- If the weather is bad move the activity inside if possible.
- If you do become out of ratio - check with the childminder and ask if they can come outside too.

Actively plan 2 when I made changes

For my feedback H had suggested that I could explain why I used the resources I have and why this supports the children during my activity, so I have added this to in with the appropriate resources. M feedback suggested that I could write a bit more about each theory and a bit about the curriculum before I say how it links to my activity, so I have added a bit about each one in these sections.

During our discussion M had asked me 'if there was a safeguarding incident during the activity, how would you deal with it appropriately and quickly?'. I answered I would try to be over ratio if possible so if there was an incident of any sort I would be able to deal with it as quickly as possible. If there were extra adults around it would allow me to go straight to the childminder who will want to write this down (the childminder will also be the DSL).

H had asked me 'why have you chosen to do your activity outside?' this is because Nina likes spending time in the garden when she is at the childminders.

During the feedback H had said they like how I had put in controls for hazards. And M had said they liked how I have said how they would go from one observation too another as Nina says more words and shares.



How to work with Nina's parents

- Give them activities to do at home so Nina is learning the same thing.
- Have a meeting to tell them about Nina's progress and the areas of development so they understand what is happening when Nina is at the childminders and how she is learning.
- Have a meeting with the speech and language therapist to make sure we are all helping Nina in the same way

Observations

The observations that would be used during the beginning would be tracking or time sample observations, to keep track of how many new words Nina can say. They can then go onto snapshot observations. This will allow them to write a small bit about how Nina's progress is going. Parents can read these whenever they want.

Observations support development because you can use them to see how a child is developing. You can plan next steps from them by seeing what the child can do now and what they need to do next. The observation will give you the information that is needed to show what the child can do now and how to plan their next steps.

SAMMY

Task 3 (b) – tutor questions

To note:

- In this GER document, the PowerPoint slides cover the first half of task 3 (b) (digital presentation – up to a maximum of 10 minutes). The following transcript covers the second half of the task (tutor questions – up to a maximum of 10 minutes).
- On submission of a live assessment, a single audio recording of the presentation and tutor questions would be made and uploaded alongside a copy of the digital presentation. A transcription is **not** required and has been included here for clarity only.
- The tutor questions can be found in the Provider Guide and are identified in italic and bold in the below transcription for clarity.

Transcript of discussion between tutor and student

Tutor: Thank you for presenting your plan and strategies to me. I am, as per the brief, the childminder (key person) of Nina who hasn't been meeting her expected milestones across different areas of development. I'm now going to ask you a series of 4 questions.

Okay?

Student: Yes.

Tutor: We will spend the next 5-10 minutes running through a few questions, there will be 4 in total.

So, my first question to you is ***can you describe how your planned activity plan could support others working with the child?***

Student: My activity could give someone else an example of what to do with Nina and how it will help her development. The key person could use it and share it with Nina's parents. Everything we do at the setting is shared with parents, the childminder is always making notes and passing on information about Nina's day and anything that she has really enjoyed for example. This will help them to stay up to date with what Nina has been doing at the childminders and also the SALT will be interested to see how their ideas are being used in activities, it will also be good for the SALT to see what Nina likes to do when she is at the childminder's too as it lets them know about interests. This sharing of information will help plan better for Nina.

Tutor: Okay, thank you (student name). Anything else you would like to add?

Student: No.

Tutor: No, okay. The second question is ***can you explain any additional resources that you could introduce to improve the child's experience?***

Student: I would introduce different tools so Nina can learn new words and we could put them into simple sentences for her to copy. This will help Nina learn more about what she is interested in, gardening. During the discussion with my group I was told that I should explain why I used the resources and why I went outside, so I wouldn't bring any more resources but I would talk to Nina about the different garden tools and about anything we can see outside as Nina loves playing in the garden at the childminder's house.

Tutor: Anything else to add?

Student: No.

Tutor: Okay, third question (student name). ***Describe the communication techniques you have identified in your activity plan to engage Nina in small peer group activities.***

Student: Could you repeat the question please?

Tutor: Of course. 'Describe the communication techniques you have identified in your activity plan to engage Nina in small peer group activities.'

Student: The techniques I have used are giving Nina a good role model, scaffolding, giving her simple instructions that are clear, telling her new words so she can repeat them, and working with parents to support Nina at home too. I will always speak at Nina's level, use a calm tone but be clear with my speech. I will always speak in sentences and make sure that Nina has understood what I am saying and encourage her to join in conversation with me. This activity should encourage Nina to repeat words, learn new words and follow simple instructions. If Nina can co-operate with the instructions, she is probably going to find it easier to be part of a small friendship group so will be welcomed more into group activities at the childminders.

Tutor: Thank you. Are you happy with your answer?

Student: Yes.

Tutor: Now, finally, will you please ***explain how well you feel your approach could impact upon Nina's communication and language skills.***

Student: I think that Nina will copy the new words we say because they are related to gardening, which she likes. I think that by modelling really simple sentences and encouraging her to say them will help her to say simple sentences to communicate. I also think that Nina will eventually learn to share and make friends because other children will want to play, because they know Nina has stopped hitting them in frustration and can share with them.

Tutor: Do you have anything else to add?

Student: Yeah, I also think that Nina will need to do activities like this lots of times before her communication and language gets better. I will scaffold the learning and make sure my own communication is clear. I think by talking clearly to Nina and being a good role model for language, as well as encouraging her interaction with her friends will help her as she will start to copy them too. Overall, my activity will have a positive impact

Tutor: Are you happy with your answer?

Student: Yes, thanks.

Tutor: Thank you very much for responding to my questions. I'm going to stop the recording now. Thanks (student name).

Task 4 – reflective account

Note: the space provided below is **not** indicative of length of response required. Consideration should be given to the time limit stated in the Project Brief.

The six stages of **Gibbs’ reflective cycle** have been identified in the chart below. Use the six stages of Gibbs’ reflective cycle and the prompts below to complete your overall reflection on the tasks completed in this ESP.

As part of this task you may wish to refer back to the work you completed in task 2 (c) (reflection upon peer feedback). You must ensure that this work is not simply duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

Description: briefly describe the tasks you completed.

Consider:

- your early support plan
- your planned activity
- your contributions to the peer discussion, digital presentation and tutor questions.

I completed a support plan and I used the 2 records of information to find out about Nina and where her development is up to. I used my research to put in the support about theories that link and stages of development.

I completed an activity plan about planting plants, seeds and flowers. I decided that Nina needed to learn more words and say really simple sentences and share and take turns. I wrote about theories and linked my activity to communication and language as well as wider areas of the EYFS. I also wrote about the resources I needed as well as health and safety to cover risks and hazards.

In the peer discussion, digital presentation and tutor questions I thought I did ok. I gave feedback to my group and they gave me their feedback on my activity plan. I went through my presentation for my tutor and then answered some questions that were recorded. I was a bit nervous presenting but I had practiced a lot so this helped.

Feelings: briefly describe your thoughts and feelings about the tasks completed.

Consider:

- your approach to planning
- your contributions to the peer discussion
- the feedback you received in peer discussion
- your communication in the digital presentation and tutor questions.

Support plan: I felt it went OK because I had done the research and I was able to use development matters and the EYFS to support me when I did my research.

Activity plan: It took me a while to decide on the activity but when I did I was able to complete all the criteria to give Nina a good and fun way to work on her language and communication. When I finished I was proud of what I had done.

Doing feedback: Reading everyone else’s activity plans made me feel that mine was maybe not as good. I gave everyone feedback on the form which I think was clear and helpful.

Peer discussion: I was not looking forward to this task but it went ok. I got feedback that was ok and it made me think about how I could change my plan and I did. It also made me think about what I could do better in the future.

Presentation: I was a bit nervous but when I started talking it wasn't too bad. I did stutter a bit and I think my words came out a bit unclear. I managed to calm myself down and it was ok after that.
Tutor questions: These were hard. I'm not too good at thinking so quickly but I gave an answer to each question and I was happy with that.

Evaluation: include both positive and negative experiences of the tasks completed.

Consider:

- the effectiveness of your communication
- the quality of your contributions to peer and tutor questions
- the quality of your plans in supporting the intended outcomes.

Support plan: One thing I thought went well during this part of the activity is that I have added more details to the activity and the theories. But I could have done more on explaining why I needed the resources and how the activity linked to opportunities across the EYFS.

Activity plan: One thing I did well in this activity was I went into depth for each section. I think I could improve on making sure that I explain the theories before I explain why it links in with my activity.

Peer discussion: I think this went well and the feedback was useful as it gave me areas I need to work on. One thing I think could have been better was that we could have had more people to have more feedback. I gave feedback that was clear and I could explain it to make my group understand a bit better.

Presentation: I had made a PowerPoint to show how I have gone from early support plan to an activity plan to help Nina showing how we could help her. I think it went well putting the important information on the slide and any extra in the notes. One thing I think could have gone better was how I was wording the information.

Tutor discussion and questions: I was nervous when I started but as I got going I felt more comfortable.

One thing that I think I could have done better was when I was talking I was stuttering a bit so I would try to calm down a little to get my words out more clearly. The plans and feedback help me to make sure Nina is working towards the correct areas of development so my intended outcomes were well supported by my work.

Analysis: justify what went well and what did not go to plan and make recommendations for improvement.

Consider:

- your communication skills
- your contribution to discussion and to tutor questions
- the quality of your plans
- the extent to which feedback informed changes to your plans.

My communication skills were ok. I did stutter a bit but that was in the tutor task and not with my group.

If I was to do a support plan again, I would make sure I know what activities I would want to do before in my notes and make my notes a bit clearer. If I was to do the discussion again, I would make sure that the feedback was clear. Next time I do a presentation I would like to make sure that everything is spelt right. Next time I do a tutor discussion I would make sure that I was 100% ready to do this activity before doing it. Overall I am pleased with how things went. I communicated well but as explained I could have been clearer, I did listen and respond and my written communication was OK, I did answer all the questions. My plans did cover what they needed to and I enjoyed thinking about the activity. Feedback was useful and I was able to improve my activity from the feedback, especially adding to the links to theory and the EYFS.

Conclusion: summarise your own learning.

Consider:

- identifying improvements to your own knowledge, planning skills and collaborative working.

I think I have learned so much by doing the ESP. It has helped me to see how planning is made by starting with what the child knows and likes and then going from there. It has shown me that planning is really important and takes time to do properly.

Doing the research helped me to learn about how theory can be seen in practice and has helped me to learn about child development. I have also learned about the importance of working with others, for example the childminder, the SALT and the parents need to work together to support Nina in the best way.

Action plan: summarise how you could use your reflections to improve your future practice.

Your response must address the following points:

- How, and why, you will use your reflections to develop your knowledge, planning skills and collaborative working in your future practice.
- How undertaking continuing professional development (CPD) contributes to keeping your own knowledge and skills current.
- How developmental feedback could improve your own professional performance.
- Identify one example of self-directed learning you could undertake to improve your future practice.

CPD is important because it helps you to improve. You have to keep up to date with everything that is going on in early years because it changes all of the time. CPD could be on anything that you need to learn. Examples: how to plan, how to deal with behaviour, how to be good at safeguarding. You learn lots in college, but you learn more when you are in placement and even more when you get a job. You just keep learning and CPD helps this.

Developmental feedback: When someone tells you something about your practice, it can be good or bad. When it is good it will help you improve but when it is bad you might not want to improve because you don't agree, or you feel they are wrong. But if it is something you can change that makes you better, do it and it means that the bad thing will turn to something good because it will help me to reflect and to learn more that will build on my knowledge and also help me to put my learning into practice at placement. To improve my future practice I could do some CPD or I could talk to my supervisor in placement about how they plan and do the observations on the children. I do already know about the planning but I have questions because of doing this work.

Any other notes:

Examiner commentary

Task 1

There is clarity within the planning, and the plans address some of the child's needs. Planning includes some technical terminology and there are links made to the wider curriculum. This could be further developed by ensuring the links are relevant to the planned activity, for example physical development includes spatial awareness, co-ordination, and agility, all of which could link to the activity but are not explained to offer sufficient justification.

Planning takes account of some of the information available with reference to educational theories. The planning could be further developed by considering more of the information contained within the control documents, such as the wellbeing notes, and the key person comments, thus considering the child's likes and interests to plan appropriate activities. Further technical terminology could be developed throughout using formal and informal tone as appropriate to the context of the early years setting, although this is hinted at during 3b and multiple references to being a positive role model to promote language are made, there is a limited explanation offered.

The student has considered some of the potential hazards when carrying out the activity. This could have been developed by making links to associated policies and procedures, for example staffing ratio requirements and safeguarding, or links made to a behaviour policy. The hazards and risks were appropriate but needed a little more detail to make them more specific to the activity and to also demonstrate understanding of the hazard, the associated risks and the control measures that could be used.

The student outlines the relevant resources to be used. The planning could be developed by giving some justification for selection of resources, linking this clearly to the aim of the activity. The peer discussion supported an expansion of points here so there is some effort but with a limited application of knowledge evident.

To meet the assessment objectives and the brief, students are required to demonstrate the 4 core skills: The plan includes ways of working with parents, other staff, and the key person. This could be expanded by making clear links to how working with others might support learning opportunities and meet the child's holistic needs. The student does make some effort here in the discussion and throughout, however there is opportunity to explain and show a greater understanding.

The student could have included how they would plan to communicate information clearly to engage the child. For example, ensuring they had the child's attention and explaining why this was important. The instructions to be given to the child – ensuring communication is age/stage appropriate. This could be further developed by giving further clear examples related to practice, for example, giving clear instructions, use of body language, tone of voice to ensure understanding and engagement throughout the activity.

Progress and assessment strategies are recognised. These could be developed by being specific about what strategies are used and why, rather than generic comments about the type of observation. The evidence is set out in a way which shows understanding of the information set out in the assignment brief and some of this has been used effectively in the planning. However, this could have been developed further with a more detailed explanation for the activities chosen, with clear learning objectives for the planned activity. Overall, to achieve higher marks, the planning requires further detail with regards to strategies, resources, and techniques to be used. It would be advantageous to consider whether the plan could be used in practice by an early years practitioner. The plan produced should be fit for purpose in terms of its depth, and that it is functional in terms of the subject, purpose, and audience; in this case, to be used by practitioners in a setting.

Task 2

The student has updated their plan following peer feedback and has referenced this at the bottom of the plan. There is some focus on the objective of the activity plan. To develop this task, the student should use skills of reflection and evaluation. Higher marks can be achieved by clearly referring to each piece of peer feedback they had used and why.

Task 3 (b)

There was sufficient level of preparation evident in relation to the task. The student demonstrated a confident contribution to the task overall. There was an appropriate summary of the key points within the early support and activity plan, including sufficient detail of review undertaken, including reference to educational theories, concepts, and strategies to support the child's development. There was some justification of selected resources and techniques used within the early support plan and activity plan. There was some hesitancy and uncertainty during the discussion. The student was hesitant when responding to some of the tutor questions; the responses were brief. The student could have given considered and reasoned responses to tutor's questions, expanding on the overall response with more depth.

Task 4

The student refers to relevant points, for example the effectiveness of their own communication skills and quality of own contribution within peer discussion and tutor discussion. The student reflected appropriately on the quality of planned activity/early support plan. To develop this task, the student could reflect on the extent to which feedback informed changes to their planned activity, and identify improvements to their own knowledge, planning skills and collaborative working for their future practice.

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	06 October 2025	31 October 2025
v2.0	File naming conventions for submissions updated Erroneous sentence removed for task 1 (b) Task 3 (a) – additional clarification regarding notes to support presentation Mark scheme task 1 (a) / 1 (b) updated to child / pupil Pro-forma 1 (a) / 1 (b) updated to include child / pupil 'Key person' removed from control document 2 header 'Class teacher' added to control document 1 in place of 'key person' Copyright information updated	26 March 2026	30 April 2026

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