



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 - Observation 2 - Pass

Guide standard exemplification materials

Observation Planning Form

The student will be given time to plan an activity/experience that meets criteria associated with this structured observation.

Student name		T Level Technical Qualification in Education and Early Years (603/5829/4)	
Assessor name		Provider	Employer Primary School KS2
Planned activity Observation 2: promote effective inclusive teaching, learning and assessment opportunities for pupils.		Structured observation number and criteria to be covered	
<p>The activity is planned to be part of the mathematics curriculum at key stage 1.</p> <p>What will I do:</p> <p>I will work closely with the class teacher to engage in one-to-one work with a child with learning difficulties. The focus for intervention will be maths through practical activities.</p> <p>I will liaise with the teacher and suggest appropriate activities. I am aware of the school's policies and procedures and will adhere to these at all times.</p> <p>I will make sure I have all of the resources that I need, that I feel confident and that I take note of any notes and advice from other professionals involved in the education of child A.</p> <p>Resources:</p> <p>Practical resources as listed on the lesson plan.</p> <p>Links to the curriculum: mathematics Focus: measuring</p>		<p>Mapping to criteria:</p> <p>S1.8 Work closely with teachers to ensure own contribution aligns with the teaching.</p> <p>S1.9/2.9 Contributing to the assessment process.</p> <p>S1.10 Provide clear and accurate explanations of instructions, processes and concepts.</p> <p>S1.11 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.</p> <p>S1.12 Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.</p> <p>S2.7 Deliver teaching and learning interventions to support individual pupil progress.</p> <p>S2.8 Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.</p> <p>S2.13 Use appropriate strategies to enable pupils to access and engage in learning.</p> <p>S2.14 Help pupils develop ownership of their learning and education, through student-led approach.</p> <p>S2.17 Identify and use unplanned opportunities to develop mathematical understanding as they arise.</p> <p>S2.18 Build professional relationships in order to</p>	

work collaboratively as part of their role.

S2.19 Work collaboratively with other professionals (for example, speech and language therapists) as required as part of a multi-agency approach.

S3.25 Implement current statutory guidance and legislation linked to safeguarding

S3.33/S4.18 Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in, and develop from, their individual achievements.

S3.36 Support pupils in managing failure and disappointment.

S3.37 Help pupils to choose realistic goals that are challenging but achievable.

S3.40 Model professional behaviours.

S4.13 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum.

S4.14 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.

S4.17 Support the development of positive self-concept.

S4.21 Promote equality of opportunity and anti-discriminatory practice.

Student name and signature		Date	
Assessor name and signature		Date	

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Early Years (603/5829/4)	Targeted intervention: maths work at KS2		
Assessor name			
Observation number	Observation 2: Promote effective inclusive teaching, learning and assessment opportunities for pupils		

Record of observation	Criteria
Narrative	S1.8
The student greets the assessor at reception and makes time to explain the planned session. The student explains that they are working with child A, who has ADHD.	S1.9/2.9
The session is a planned maths activity introducing measuring in a fun practical way.	S1.10
The student finishes checking through the plan with the class teacher who reminds him of the strategies shared earlier in the week by the educational psychologist.	S1.11
	S1.12
The student gathers the resources and the pupil's tray and sits next to the young boy on the table:	S2.7
Pupil: Who's that, your mum?	S2.8
Student: No that's my teacher, she is looking at how we are going to do the maths activity	S2.13
	S2.14
Pupil: Well OK, but I'm not doing it, you do it for your teacher and laughs	S2.17
Both laugh.	S2.18
The class teacher explains that the activity will involve measuring a series of objects indoors and outdoors using hand spans (own cut from paper) and string. They will then use the measuring line (one indoors and one outside) to record the measurements.	S2.19
	S3.25
Pupil: Boring!	S3.33/S4.18
Student: Well at least we can get to go outside, so what do we need to do first, can you remember?	S3.36
	S3.37
The pupil is shuffling around on his chair and watching the other children. He gets up and takes the paper and pencil I can't keep this paper still can you hold it?	S3.40

Record of observation		Criteria	
<p>Student: Yes of course, but you will have to draw and cut the shape out. Pupil draws around his hand and does so in a very untidy and inaccurate way. He refuses to do it again.</p> <p>Class teacher has been observing and comes over to support. Student also makes a hand span to encourage, and whilst the end result of the child's handspan is rough, the student praises him and he is able to join his peers outside.</p> <p>Pupil enjoys measuring but has to be reminded to use the measuring rule and record his measurements. The student makes some notes on the accuracy of his work to share with the teacher afterwards.</p> <ul style="list-style-type: none"> • 		<p>S4.13</p> <p>S4.14</p> <p>S4.17</p> <p>S4.21</p>	
Student name and signature		Date	
Assessor name and signature		Date	

Professional Discussion Form

T Level Technical Qualification in Education and Early Years (603/5829/4)		Student name	
Date and time of discussion		Assessor name	
Observation number	Observation 2: Promote effective inclusive teaching, learning and assessment opportunities for pupils		

Record of the discussion. Please include:		Criteria	
<ul style="list-style-type: none"> • people present • what you discussed/questions/answers 			
<p>The assessor praises the student explaining it can be challenging working with pupils presenting with ADHD.</p> <p>There was an obvious rapport with child A, do you often work alongside him?</p> <p>Student: Oh yes all the time really, I think we have a good relationship, he has an older brother and the class teacher thinks this may be one of the reasons he has attached himself so well to me. He can be a handful though, he sometimes walks out or swears and gets really frustrated. He threw the paperclips all over the place last week and the class teacher gave him a magnet to pick them up but that was a battle. Sometimes he makes me laugh too, even when I shouldn't. He is so clever and I just think if he had 1:1 support all the time (he gets 3/5 days for now), then he would manage really well. He does the same curriculum activities but just needs to be continually supported.</p> <p>Assessor thanks the student and asks if he can take him back to reception to sign out, nodding at the class teacher as we go. Pupil is watching and raises his head to follow student out of the classroom before shuffling again in his seat.</p>		<p>S1.8</p> <p>S1.9/2.9</p> <p>S1.10</p> <p>S1.11</p> <p>S1.12</p> <p>S2.7</p> <p>S3.25</p> <p>S3.33/4.18</p> <p>S3.36</p> <p>S3.37</p> <p>S3.40</p> <p>S4.13</p> <p>S4.14</p> <p>S4.17</p> <p>S4.21</p>	
Student name and signature		Date	
Assessor name and signature		Date	

Structured observation 2: Marking criteria and assessor commentary

When completing the marking criteria, the assessor will score each discreet criterion. You will find the marking bands arranged per criteria in this document. A holistic approach has been used in this example.

Criteria: S1.8, S1.9/2.9, S1.10, S1.11, S1.12, S2.7, S2.8, S2.13, S2.14, S2.17, S2.18, S2.19, S3.25, S3.33/S4.18, S3.36, S3.37, S3.40, S4.13, S4.14, S4.17, S4.21

Assessor commentary

The student takes time to make sure she understands the lesson plan and what the aims of the lesson are, as well her own role in supporting the child during a 1:1 lesson. The student is aware of the focused target for intervention as ADHD and is confident to engage with the pupil 1:1. The student takes time to go through the lesson plan with the class teacher ahead of the session and also talk through any guidance/strategies shared by the ed psych who has left a report on the child's graduated approach EHC plan. The student is sensitive to the needs of the child and models expected behaviour of the teaching assistant at all times, checking in with the pupil often and also being guided by the pupil's body language too.

The student is able to apply strategies effectively and confidently to support the child, noting anything that felt significant for the class teacher.

The student demonstrates a consistent and effective approach when listening to the pupil and is patient throughout allowing the pupil the time they need to engage. The student managed to keep the pupil engaged and motivated throughout the activity, applied teaching and learning strategies effectively as part of a team.

Assessor Signature
Date

Student Signature
Date

Structured observation 2: Marking criteria

Specification reference	S1.8
Criteria	Work closely with teachers to ensure own contribution aligns with the teaching.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • working within boundaries of own role within lessons in line with teacher’s expectations • understanding of the lesson plan and the learning objectives.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Working within boundaries of own role in line with teacher’s expectations is limited. This is evident through the need for ongoing teacher prompt or direction throughout the delivery of the planned lesson.	Working appropriately and consistently within boundaries of own role in line with teacher’s expectations. This is evident through appropriate contribution throughout the delivery of the planned lesson with little need for teacher prompt or direction.	Working effectively and consistently within boundaries of own role in line with teacher’s expectations. This is evident through positively contributing to the delivery of the planned lesson without need for teacher prompt.	Working highly effectively within boundaries of own role in alignment with teacher’s expectations. This is evident through positive and highly effective contributions to the lesson in line with agreed objectives and lesson planning.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

Specification reference	S1.9, S2.9, Contributing to the assessment process
Criteria	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • communication with the teacher that is appropriate to the circumstances • sharing ideas to plan next steps • providing feedback on pupil progress.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Communication with the teacher does not always meet expectations which is evident through lack of clarity of role in lessons.</p> <p>Limited contribution when sharing feedback on pupil progress to plan next steps.</p>	<p>Communication with the teacher consistently meets expectations which is evident through clarity of role within lessons.</p> <p>Contributes to discussion when sharing feedback on pupil progress to plan next steps.</p>	<p>Communication with the teacher consistently and effectively meets expectations with a proactive approach when clarification is needed.</p> <p>Considered contribution when giving feedback on pupil progress and sharing ideas to plan next steps.</p>	<p>Highly effective communication with the teacher, with reliability and flexibility demonstrated in line with teacher expectations and circumstances.</p> <p>Well considered contribution when giving feedback on pupil progress and sharing creative ideas to plan next steps.</p>
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

Specification reference	S1.10
Criteria	Provide clear and accurate explanations of instructions, processes and concepts.
Assessed skills	The student has provided: <ul style="list-style-type: none"> • clarification of purpose and expectations • a breakdown and rewording of complex ideas • demonstration of process and concepts in action.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited ability to provide clear and accurate explanations of instructions, processes and concepts to pupils.	Consistently provides clear and accurate explanations of instructions, processes and concepts to pupils.	Effective communication within explanations that supports pupils' accurate understanding related to instructions, processes and concepts.	Highly effective communication through use of differentiated explanation that supports each pupil's accurate understanding related to instructions, processes and concepts.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

Specification reference	S1.11
Criteria	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • introducing and using the appropriate terminology for the subject area or topic • using appropriate strategies to check understanding – either prompts or questioning techniques.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited use of terminology relevant to the subject area. Opportunities taken to use prompts and/or questioning techniques to support pupils' understanding are limited or inconsistent.	Appropriate use of terminology relevant to the subject area. Consistently takes opportunities to use prompts and/or questioning techniques to support pupils' understanding.	Effective use of terminology relevant to the subject area. Chooses prompting and questioning strategies effectively to develop and support pupils' understanding. Strategies are used that are appropriate and differentiated to meet the needs of pupils.	Highly effective and differentiated use of subject terminology to extend pupils' understanding. Highly effective use of prompts and targeted questioning techniques used to assess each pupil's understanding and adapt vocabulary and strategies to differentiate and extend individual pupils' understanding.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

Specification reference	S1.12
Criteria	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • consistency in following the setting's behaviour management policy strategies • clarification of classroom rules to pupils • fairness when reinforcing positive behaviour • timely response to challenging behaviour.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited or inconsistent ability to implement agreed behaviour management strategies in line with school policy.</p> <p>Lacks confidence in clarifying classroom rules and/or reinforcing pupils' positive behaviour.</p>	<p>Consistently able to implement agreed behaviour management strategies in line with school policy, with support from the teacher.</p> <p>Confidence is demonstrated when clarifying classroom rules and/or reinforcing pupils' positive behaviour, sometimes with support from the teacher.</p>	<p>Effectively implements agreed behaviour management strategies in line with school policy.</p> <p>Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. Uses positive behaviour strategies routinely and clarifies rules fairly and promptly.</p>	<p>High level of skill and empathy when implementing agreed behaviour management strategies in line with school policy.</p> <p>Highly confident when clarifying classroom rules and reinforcing pupils' positive behaviour. Able to apply a range of positive behaviour strategies that are responsive to pupils' needs and clarifies rules fairly and promptly. Pupils are facilitated to develop skills to problem solve and resolve peer to peer conflict.</p>

Assessment justification	
This criteria should be assessed through direct observation of the skill.	
Final mark	

Specification reference	S2.7
Criteria	Deliver teaching and learning interventions to support individual pupil progress.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • interventions that are appropriate to the individual(s) in line with teacher agreed strategy. <p>Examples of interventions may include:</p> <ul style="list-style-type: none"> • targeted support • catch up support • peer support through group work.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited or inconsistent skills in using interventions that are appropriate to support individual pupil progress, in line with teacher strategy.	Consistent appropriate use of interventions to support individual pupil progress, in line with teacher strategy.	Consistent use of a range of appropriate interventions, used effectively to support individual pupil progress in line with teacher strategy.	Highly effective use of a range of differentiated interventions to support individual pupil progress and effective contribution to teacher intervention strategy discussion.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

Specification reference	S2.8
Criteria	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • following the lesson plan/learning objectives agreed with the teacher • ensuring pupils' motivation and interest is maintained • supporting and challenging pupils appropriately • ensuring inclusion of all pupils.
Professional discussion allowed?	Yes, only as per guidance in assessment justification below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited effectiveness when delivering/leading planned teaching objectives when working with small groups. Lacks confidence when motivating and engaging pupils.	Consistently delivers/leads planned teaching objectives appropriately when working with small groups. Confidence to motivate and engage most pupils.	Consistently delivers/leads planned teaching objectives effectively when working with small groups so all pupils are included and motivated. Confidence shown when motivating, engaging and appropriately challenging pupils' learning.	Highly effective in delivering/leading planned teaching objectives to work skillfully with small groups to ensure high levels of engagement and inclusion. Confidence shown in differentiating to motivate, engage and skillfully challenge individual pupils' understanding.

Assessment justification	
It is possible that the student is working in a 1:1 or small or large group situation and in order to cover the breadth of the criteria within the Occupational Specialism, the student should be involved in a discussion around how this would be managed, as well as being invited to reflect on small and larger group situations. For the sake of this criteria, a small group implies 2–4 children.	
Final mark	

Specification reference	S2.13
Criteria	Use appropriate strategies to enable pupils to access and engage in learning.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • appropriate scaffolding to support and engage pupils in learning • explanation of instructions and questioning techniques to check understanding • modelling use of practical equipment or resources.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited effectiveness in using scaffolding to support and engage pupils in learning.</p> <p>Lacks confidence in supporting learning through use of modelling and questioning.</p>	<p>Uses scaffolding to appropriately support and engage pupils in learning.</p> <p>Confidence shown in supporting learning through appropriate use of modelling and questioning.</p>	<p>Uses scaffolding strategies effectively to support and engage pupils in learning.</p> <p>Confidently uses modelling and questioning techniques to explain instructions and check pupil understanding.</p>	<p>Scaffolding is highly effective with differentiated strategies to support and engage each pupil in learning.</p> <p>Confidently differentiates modelling and questioning techniques to explain instructions and check each pupil's understanding.</p>
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

Specification reference	S2.14
Criteria	Help pupils develop ownership of their learning and education, through student-led approach.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> facilitating pupil feedback on learning, by giving opportunities for pupils to reflect on learning. <p>Through follow-up discussion, the student has demonstrated understanding of:</p> <ul style="list-style-type: none"> supporting pupils to independently set targets and action plans.
Professional discussion allowed?	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Response shows limited understanding of appropriate actions to support pupils to help set own targets and/or actions.	Response identifies appropriate actions to support pupils to help set own targets and/or actions.	Detailed response, which shows clear understanding of a range of effective strategies to support pupils to set own targets and/or actions.	More detailed response, which discusses a range of effective strategies and their effectiveness in supporting pupils to set own targets and/or actions and encourage pupils' reflection on their own learning.
Assessment justification				
Professional discussion is allowed for assessment of this skill, where the skill cannot be naturally observed in the structured observation.				
Final mark				

Specification reference	S2.17
Criteria	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • recognition and use of unplanned opportunities to develop mathematical understanding • skills to develop and extend pupils' mathematical understanding.
Professional discussion allowed?	Yes, only as per assessment justification guidance below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Unable to or shows inconsistent ability to recognise and use spontaneous opportunities to support pupils' mathematical understanding.</p> <p>Limited ability to develop and extend pupils' mathematical understanding.</p>	<p>Able to consistently recognise and use spontaneous opportunities to support pupils' mathematical understanding.</p> <p>Shows ability to develop and extend pupils' mathematical understanding.</p>	<p>Consistently recognises and uses spontaneous opportunities to effectively support and develop pupils' mathematical understanding.</p> <p>Effectively develops and extends pupils' mathematical understanding.</p>	<p>Excellent recognition of a range of spontaneous opportunities to enhance pupils' mathematical understanding.</p> <p>Skilfully consolidates and extends pupils' mathematical understanding in different contexts and across a range of mathematical concepts.</p>
Assessment justification				
There may be opportunities to apply mathematical concepts in sessions planned for literacy. For example, stories offered for younger children may include counting, size and elements of time and therefore students should be prepared to discuss any mathematical learning opportunities that are relevant to the session observed in their professional discussion as appropriate.				
Final mark				

Specification reference	S2.18
Criteria	Build professional relationships in order to work collaboratively as part of their role.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • using appropriate language • maintaining appropriate professional boundaries • adhering to rules around confidentiality • communicating in a positive way • monitoring impact of own behaviour on others • being consistent and fair • keeping promises and commitments.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement	<p>Collaboration is limited. The student does not take time to check understanding of the teaching plan either before or during the lesson and no feedback is offered.</p> <p>Communication with the children is positive and language is</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson and feeds back how the children managed the task.</p> <p>Communication with the children is positive and language is appropriate. Positive behaviour is modelled</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson, asking questions to clarify own role and responsibilities in line with objectives and curriculum outcomes. During the lesson, the student encourages individual participation and collaboration and at the end of the lesson, feedback is offered to the class teacher regarding how the children managed the</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson, asking questions to clarify own role and responsibilities in line with objectives and curriculum outcomes, as well as checking individual needs and differentiation strategies, making sure all children have the resources needed. During the lesson, the student encourages individual participation and collaboration and at the end of the lesson, feedback is offered to the class teacher regarding how the children managed the task.</p> <p>Communication with the children is respectful of professional boundaries and language is positive</p>

	appropriate. Positive behaviour is modelled.	throughout and individual pupils are encouraged to share their views.	task. Communication with the children is positive and language is appropriate. Positive behaviour is modelled throughout.	and appropriate, checking the pupils' understanding and contribution/engagement with the task. Positive behaviour is modelled throughout, encouraging pupils to respect the needs of others as appropriate to their age/stage.
Assessment justification				
<p>The Assessor must be able to observe the following positive characteristics of teaching and learning:</p> <ul style="list-style-type: none"> • using appropriate language • maintaining appropriate professional boundaries • adhering to rules around confidentiality • communicating in a positive way • monitoring impact of own behaviour on others • being consistent and fair • keeping promises and commitments. 				
Final mark				

Specification reference	S2.19
Criteria	Work collaboratively with other professionals, for example speech and language therapists, as required as part of a multi-agency approach.
Assessed skills	The student has demonstrated evidence of: <ul style="list-style-type: none"> implementing strategies agreed through collaboration between agencies and teacher, for example strategies on EHCP plan.
Professional discussion allowed?	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited understanding is shown of appropriate collaborative working practices with other professionals as part of a multi-agency approach. Limited or partly accurate examples are given of agencies/professionals schools may need to work with and why/when.	Clear understanding is shown of appropriate collaborative working practices with other professionals as part of a multi-agency approach. Clear and accurate examples are given of agencies/professionals schools may need to work with and why/when.	Detailed understanding is shown of a range of appropriate collaborative working practices with other professionals as part of a multi-agency approach. Detailed and accurate examples are given of agencies/professionals schools may need to work with and why/when.
Assessment justification			
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.			
Final mark			

Specification reference	S3.25
Criteria	Implement current statutory guidance and legislation linked to safeguarding.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • adherence to current statutory guidance through following the setting's safeguarding policies and procedures.
Professional discussion allowed?	No

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited ability to consistently follow setting's safeguarding policies and procedures without prompting.	Follows setting's safeguarding policies and procedures consistently with minimal prompting	Consistently follows setting's safeguarding policies and procedures without prompting
Assessment justification			
<p>A professional discussion may be used to supplement the structured observation. For example, where technology has not been applied in the literacy session, students should be questioned on policy and safeguarding as well as considering how technology may enhance the educational experience for pupils. It may be that the session is planned for younger children such as phonics at Key Stage 1, with more grammatical construction implied at Key Stage 2 and so on. In order that the student embraces literacy development across the age range, they must be prepared to discuss opportunities for literacy development across the national curriculum by offering relevant learning experiences.</p> <p>The student may reflect on policy and procedures followed in the school for safeguarding and wellbeing.</p>			
Final mark			

Specification reference	S3.33, S4.18
Criteria	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • role modelling positive relationships, empathy and care for others • praise and encouragement to recognise achievement • giving pupils opportunities to be independent and take ownership of their learning.
Professional discussion allowed?	Yes, only as per guidance in assessment justification below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Inconsistent role modelling in relation to positive relationships, empathy and care for others.</p> <p>Limited or inconsistent opportunities are used to praise and encourage pupils to recognise their own achievement.</p> <p>Lacks confidence in recognising opportunities for pupils to be independent and take ownership of their learning.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p> <p>Empowers pupils to reflect and review their own learning and achievement through</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p> <p>Empowers pupils to reflect and review their own learning and achievement through strategies involving metacognition.</p> <p>Recognises opportunities to promote</p>

			strategies involving metacognition.	autonomy and peer to peer learning.
Assessment justification				
<p>Direct observation should be used to assess this criteria.</p> <p>Students should plan for a discussion around group situations if they are not engaged in the full range during the structured observation. For the sake of this criteria, a small group implies 2–4 children.</p>				
Final mark				

Specification reference	S3.36
Criteria	Support pupils in managing failure and disappointment.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • developing an environment where pupils' best efforts are recognised • promoting pupils' resilience by supporting them to manage own failure and disappointment and to learn from experiences.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited or inconsistent ability to recognise and praise pupils' efforts.</p> <p>Limited or inconsistent ability to use opportunities to show empathy for pupils' disappointment, and encourage pupils to persevere.</p>	<p>Consistently recognises and acknowledges pupils' effort and contribution.</p> <p>Appropriate opportunities are taken to show empathy for pupils' disappointment, and encourage pupils to persevere.</p>	<p>Consistent in recognising and acknowledging effort and contribution rather than focusing all praise on the end result.</p> <p>Takes every opportunity to show empathy for pupils' disappointment, and encourages pupils to persevere and learn from their experiences.</p>	<p>Highly skilled in recognising and acknowledging effort and contribution rather than focusing all praise on the end result.</p> <p>Takes every opportunity to develop pupils' resilience, to support them to effectively manage own failure and disappointment and to learn from experiences.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S3.37
Criteria	Help pupils to choose realistic goals that are challenging but achievable.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • supporting pupils to create realistic, challenging and achievable targets (eg SMART).
Professional discussion allowed?	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited ability to support pupils to create realistic, challenging and achievable targets in line with setting's approach. Limited responses are given showing no clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting's approach.	Appropriately supports pupils to create realistic, challenging and achievable targets in line with setting's approach. Appropriate responses are given that show clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting's approach.	Effectively supports pupils to be highly engaged in creating their own realistic, challenging and achievable targets in line with setting's approach. Clear, detailed responses are given that show effective understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting's approach.

Assessment justification

The Assessor may be able to see this through direct observation but it is highly likely that the student will want to discuss opportunities when they have planned or when they would plan with pupils/students to create realistic, challenging and achievable targets (eg SMART).

The student must be aware of policies around safeguarding, including online procedures to keep pupils safe, confidentiality and how to maintain records showing an appreciation of collaborative multi-disciplinary working for next steps planning, including individualised SMART action planning/goal setting. In circumstances where no EHC plans are followed by the class teacher, the student must be able to discuss situations when and how such plans are applied.

Final mark

Specification reference	S3.40
Criteria	Model professional behaviours.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • punctuality and appropriate personal presentation • courtesy and respect for others.
Professional discussion allowed?	No

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Inconsistent or limited ability to model expected professional behaviours.	Consistently and appropriately models expected professional behaviours.	Consistently models high levels of professional behaviours.
Assessment justification			
Direct observation should be used to assess this criteria.			
Final mark			

Specification reference	S4.13
Criteria	Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • using different communication methods when working with pupils with SEND, including but not limited to: <ul style="list-style-type: none"> – visual supports – sign language or British Sign Language – technologies such as augmentative and alternative communication (AAC) • using a range of strategies to communicate when working with pupils with different needs, including but not limited to: <ul style="list-style-type: none"> – visual prompts and cues including non-verbal communication – picture exchange communication systems (PECS) – developing vocabulary – developing social skills to support communication • having a flexible approach in order to respond and adapt to pupils' needs and the situation.
Professional discussion allowed?	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Uses communication appropriate to age/stage of children.	Uses communication and strategies in teaching and learning appropriate to age/stage of children	Uses communication and differentiates strategies in teaching and learning to reflect the age/stage and needs of children to support vocabulary development and social skills.	Uses communication effectively and differentiates strategies 'in action' to support teaching and learning for the age/stage and needs of children. Supports vocabulary development and social skills through inclusive approaches and effective utilisation of resources, materials and equipment.
Assessment justification				
<p>The Assessor must meet criteria through discussion to ensure the student's knowledge and skills to cover the range:</p> <ul style="list-style-type: none"> • using different communication methods when working with pupils with SEND, including but not limited to: <ul style="list-style-type: none"> – visual supports – sign language or British Sign Language – technologies such as augmentative and alternative communication (AAC) • using a range of strategies to communicate when working with pupils with different needs, including but not limited to: <ul style="list-style-type: none"> – visual prompts and cues including non-verbal communication – picture exchange communication systems (PECS) – developing vocabulary – developing social skills to support communication • having a flexible approach in order to respond and adapt to pupils' needs and the situation. 				
Final mark				

Specification reference	S4.14
Criteria	Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • understanding pupils' strengths and areas for development • differentiation of activities to meet pupils' needs and abilities • provision of additional support for identified pupils as required during lessons.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Inconsistent or limited understanding of pupils' strengths and areas for development.</p> <p>Inconsistent or limited ability to differentiate activities to meet all pupils' needs and abilities.</p> <p>Limited confidence when providing additional support for identified pupils as required during lessons.</p>	<p>Consistently and appropriately recognises pupils' strengths and areas for development.</p> <p>Consistent and appropriately differentiates activities to meet most pupils' needs and abilities.</p> <p>Appropriate level of confidence when providing additional support for identified pupils as required during lessons.</p>	<p>Consistently recognises and considers pupils' strengths and areas for development within tasks/activities.</p> <p>Consistently and effectively differentiates activities to meet all pupils' needs and abilities.</p> <p>Confidently provides appropriate additional support for identified pupils as required during lessons.</p>	<p>Effectively considers and incorporates pupils' strengths and areas for development into tasks/activities.</p> <p>Highly effective differentiation within activities to meet pupils' individual needs and abilities.</p> <p>Confidently provides high quality additional support for identified pupils as required during lessons.</p>

Assessment justification	
Direct observation should be used to assess this criteria.	
Final mark	

Specification reference	S4.17
Criteria	Support pupils with disabilities or special educational needs by providing care and encouragement.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • appropriate personal care for pupils with disabilities or special educational needs • medical care for pupils with disabilities or special educational needs if appropriate • actively listening to pupils and providing encouragement.
Professional discussion allowed?	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Inconsistent or limited understanding of appropriate personal and medical care for pupils with disabilities or SEN.</p> <p>Inconsistent or limited understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN with a range of examples.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN with examples.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN with a range of examples.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN with examples.</p> <p>Discussion demonstrates the student understands the importance of providing high quality and appropriate care and encouragement for pupils with disabilities or SEN.</p>

Assessment justification	
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.	
Final mark	

Specification reference	S4.21
Criteria	Promote equality of opportunity and anti-discriminatory practice.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> ensuring pupils' individual needs and interests are considered in planning and provision of resources celebrating diversity of culture and family backgrounds within the setting modelling appropriate behaviour and where appropriate is confident to challenge discrimination.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Awareness of setting's equality and anti-discrimination policies and procedures is shown, although inconsistent in incorporating into own practice.</p> <p>Lacks confidence in recognising and addressing discriminatory behaviour.</p>	<p>Complies with setting's equality and anti-discrimination policies and procedures and is consistent in incorporating into own practice.</p> <p>Confident in recognising and responding to discriminatory behaviour.</p>	<p>Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice.</p> <p>Confident in recognising, responding to and challenging discriminatory behaviour.</p>	<p>Highly proactive when effectively differentiating resources and activities to promote inclusive practice.</p> <p>Excellent awareness of equality of opportunity, with confidence to sensitively challenge and address discriminatory behaviour in an effective manner evidenced through role modelling.</p>

Assessment justification	
Direct observation should be used to assess this criteria.	
Final mark	

Final Mark Form

Student name		T Level Technical Qualification in Education and Early Years (603/5829/4)	
Assessor name		Provider	Employer
Total marks achieved			
Structured observation 1			
Structured observation 2			
Structured observation 3			
Student signature		Date	
Assessor signature		Date	

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	Changes to align with sample materials	January 2022	February 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023