



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

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 1 – Assessor Guidance

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SAMPLE

Guidance for assessors

Assignment 1 is a series of three separate structured observations designed to target discrete skills. If any of the skills are not observed during the observation, provider-appointed assessors must then hold a professional discussion with the student. This discussion is notated and scored using the Professional Discussion Form. The discussion must be about skills associated to the observation that has just been conducted only and not evidenced / observed. The provider-appointed assessor should ask prompt questions that are relevant to the skills that were not observed. Each discussion should take 15 to 20 minutes. The professional discussion is to be conducted after a short break but within an hour of completing the observation, on-site in the industry placement in a quiet, private space at the industry placement location.

These observations are designed to test to what extent a student can meet the key skills and underpinning knowledge required to successfully work as a teaching assistant.

The guidance below explains the nature and purpose of the observations.

The structured observation assignment consists of **three** separate observations, each targeting different discrete skills / content points.

All **three** observations, and any professional discussions that are required, **must** be completed.

Purpose

The observations assess important aspects of a student's achievement in a live industry placement. Each observation has been designed to fully engage the student while being closely linked to a real-world professional development observation that is commonplace within the industry.

Assignment 1 assesses the student's level of attainment against the skills in the performance outcomes (POs) of the technical qualification, and contribute, along with all the other assignments, to the student's overall grade.

Guidelines for using extended-response marking grids

Each of the structured observations is potentially comprised of two stages, a live observation and a possible professional discussion.

Prior to, and in preparation for the observation, you will have received the student's Observation Planning Form that you should review alongside the assessment marking criteria in this document for each skill.

You must use each level of response marking grid (Observation of Skills Recording Form) as the student progresses through each stage, making assessment judgements in real time. You are encouraged to make notes referring to the marking criteria throughout the observation to support your judgements. Your notes should be made directly onto the Observation of Skills Recording Form. It is expected that after the observation and possible professional discussion, you will review your assessment decisions and complete a summary of the observation (and professional discussion). The summary does not have to be overly extensive but must offer enough holistic support for your marking decisions.

Level of response marking grids have been designed to award a student's demonstration of specific skills across all four POs. The grids are broken down into levels: each level is associated to a descriptor indicating the performance at that level. Each level has been constructed to reflect a student's level of

competency. However, as a student's overall achieved grade will be determined by a combination of their observable practice, and where necessary, a professional discussion.

As provider-appointed assessors, you must use the following guidance when considering placement within a band / assigning a grade, using the marking criteria descriptions as guides for the types of actions that a student may demonstrate for each discrete skill.

The levels for each assessed skill should be broadly viewed as follows:

- level 3 (excellent): the student is fully competent in the assessed skill and demonstrates additional, relevant ability that exceeds minimum competency standards
- level 2 (reasonable): the student is fully at threshold competency in the main skill being assessed
- level 1 (emerging): the student is working towards threshold competency in the assessed skill, though may demonstrate some errors and / or inconsistencies
- level 0 (limited): the student is incompetent in the main area of the assessed skill.

When determining a level, you should use a bottom-up approach for the skill being assessed, together with the examples of actions typical for the observation, as detailed in the assessment justification tables and explained at the standardisation training.

You are reminded that the marking criteria tables are there as guides for both the live observation and for any professional discussion and your summary / grading justification. Be mindful of the real-world nature (for example, if something occurs during the observation that is beyond the control of the student, then you should use your professional judgement to assess how the student responded and what, if any, merit can be awarded against the marking criteria).

It is not a requirement either that students must cover all of the assessment justification points to be awarded full marks.

Moderation

Assignment 1 is assessed / marked by the provider-appointed assessor and moderated by NCFE.

Moderators will visit industry placements and will observe the assessment taking place, accompanying the provider-appointed assessor and observing the student carrying out their practical activity or structured observation. The moderator will make assessment judgements, including the allocation of marks, using the same methods and forms as the provider-appointed assessor, to ensure that the two sets of findings can be reliably compared.

The NCFE visiting moderator will attend a sample of structured observations carried out by the provider-appointed assessors during the delivery window (please refer to Key Dates Schedule). The observations they attend will be selected by NCFE, based on the provider's structured observations plan, and in line with an appropriate sampling strategy.

Record keeping will also be a factor when ensuring sufficient quality in approved provider-appointed assessor marking. It is critically important that you summarise what you have observed in relation to the criteria and guidance provided in the Observation / Professional Discussion Forms. If there is no summary present, or if the summary lacks sufficient detail, then there will effectively be no record of evidence. The provider would therefore be required to observe the student again. The training and guidance that providers receive will reflect this accordingly.

The NCFE visiting moderator will observe students alongside the provider-appointed assessor and will confirm whether they agree with the provider-appointed assessor's marking judgements.

Following moderation, the moderator will record their marks for the sample of students. There will be three potential outcomes from this activity:

- The moderator's marks and your marks are within a tolerance. In this case, all of your marks would be accepted with no further action required.
- The moderator's marks and your marks are out of tolerance, but they are out of tolerance in a consistent way (for example they are all too lenient, or they are all too strict). In this case, a calculation would be applied to compare moderator's marks and your marks in order to determine the required adjustment for each student. This adjustment will then be applied to all students in the cohort.
- The moderator's marks and your marks are out of tolerance, but not in a consistent way that can be safely adjusted. In this case, additional support will be made available to you, and the remaining students' evidence will need to be reassessed and moderated.

Planning for the structured observations

Each observation must be carried out once only, observed by the provider-appointed assessor and, where required, a professional discussion is held in the student's industry placement.

The observations are one-off end assessments; therefore, these should not be carried out until the provider / tutor is confident the student will demonstrate their skills to the very best of their ability.

All three observations (and possible discussions) must be completed, for all students, during the specified window between (please refer to the Key Dates Schedule) in the final year of that cohort's delivery. Students must **not** be observed more than once in a day.

Observations must be planned in advance and plans, including the date of the observation, the student's name, and the industry placement, must be shared with NCFE in advance of the structured observations taking place. This is important for NCFE as moderators will need to be scheduled for the observations. The number of moderation visits and instances of where desk-based moderation is implemented is contingent on the initial, mandatory moderation decisions and any subsequent moderation visits that are required as follow-up.

A Structured Observation Schedule Form is supplied for providers to capture this planning, and a date will be set by NCFE by which all plans must be submitted. This date will be far enough in advance of the structured observations window to allow NCFE to plan initial moderation visits.

The observations and any professional discussions are both notated and marked. Assessors must carry out the observations and professional discussions and award a mark against each content point, giving a final total for that observation that is evidenced through the Observation of Skills Recording Form and where necessary, the Professional Discussion Form. The total marks achieved by the student across all three observations and any professional discussions will be counted towards their final grade for the Assisting Teaching occupational specialism.

The structured observations have been written to reflect realistic and regularly occurring events or activities that will be very likely to take place live on the industry placement. As such, no specific timings have been given, but it is expected that the observations should last no more than an hour. The professional discussion should last no more than 15 to 20 minutes per discussion.

Provider-appointed assessors

As a provider-appointed assessor, you must be qualified to the level of the qualification you are assessing or above and must have been trained and standardised as per NCFE requirements. As well as this, staff assessing the qualification must hold or be working towards an assessor qualification such as the Level 3 Certificate in Assessing Vocational Achievement. Assessors who hold earlier qualifications (for example D32 or D33) should have continuing professional development (CPD) evidence showing compliance with the current standards.

Conditions

The observation activities are written to reflect naturally or regularly occurring activities in the setting, and providers should make use of regular provision to accommodate these observations. However, it should be acknowledged that the activity should allow the student to cover all the skills being assessed as far as is reasonably possible.

After each observation, the assessor and student may be required to have a professional discussion. The discussion should last no longer than 15 to 20 minutes.

- Students should lead the activities themselves, with no input from the provider-appointed assessor. Students can interact as required with other practitioners, based on requirements of the activity.
- All planned activities will need to be carried out in line with a setting's policies and procedures at all times.
- Students should be aware of when they will be observed for their structured observations, and what activities they will carry out.
- Students should only undergo structured observations once they are ready to do so, that is, once they have gained the appropriate knowledge and skills in the performance outcomes (POs).

All mandatory forms must be returned to the provider and final marks signed off on the relevant form.

This evidence must be kept in a secure folder for delivery to NCFE by the submission deadline in the final year of the T Level qualification.

Planning and recording forms

This pack includes the mandatory forms and marking criteria that must be used by provider-appointed assessors to gather evidence for all three structured observations and to make a final marking decision.

Observations for assessment should not take place until the provider is confident that the student will be able to show an appropriate level of achievement during the observation and must be scheduled into the appropriate window as set by NCFE.

The forms are listed below, with guidance on their use.

Structured Observation Schedule Form

This form must be completed by the provider with input from the provider, student and industry placement. The document is to be shared with you, the assessor, and NCFE by the provider. All the relevant information must be added.

Observation Planning Form

This form is used by the student to plan the structured observations in their industry placement. This form details the date of the observation, the intended activity to be observed and the skills expected to be covered, based on the mapping of criteria in this pack and in the Student Guide. A completed copy of this form must be shared with the provider-appointed assessor prior to the structured observations taking place.

Observation of Skills Recording Form

This form is used to make a narrative record with scoring for each structured observation and professional discussion conducted by the provider-appointed assessor. Each observation has a separate recording form.

The form is to be completed by assigning a grade / band to each skill observed and adding a notated justification for your decision. The box at the end of form is for your post-observation (and professional discussion) summary that outlines holistically the observation narrative that must be linked to the specific content points covered during the observation and discussion that can be found in the marking criteria tables for each observation.

These tables must be used as guides to support the capture of a marking judgement for each skill, in each of the structured observations. They should be referred to by the provider-appointed assessor before and after each observation to help them highlight exactly which skill they have observed or discussed.

Professional Discussion Form

A professional discussion may need to follow the observation. The Professional Discussion Form should be used to capture your grades, assessment justifications and map the skills criteria / content points covered by the discussion. It must be numbered with the same number as the Observation of Skills Recording Form.

Final Mark Form

This form must be completed by the provider-appointed assessor on return to the provider when the provider-appointed assessor hands over the observation forms to the provider. It is to be used to capture a final mark for each structured observation.

This form should be completed after each observation. There will be a deadline in the final year of each student's T Level qualification for these final marks to be submitted.

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

Assignment 1: recording forms

Occupational specialism: Assisting Teaching

Assessor instructions

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number

Provider number

Student signature _____

Assessor signature _____

Structured Observation Schedule Form

T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)			Student	[name and ID]
	Date	Time	Industry placement	[name and address]
Structured observation 1				
Structured observation 2				
Structured observation 3				

SAMPLE

Observation Planning Form

Student name		T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)	
Assessor name		Provider	Employer
Planned activity to include age of child / children		Skills expected to be covered	
<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>		<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>	
Assessor signature		Date	

Observation of Skills Recording Form

Student name				Date	
Observation 1: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)					
Assessor name					
Brief description of setting and age of child / children					
Band	0	1	2	3	
Mark	0	1	2	3	
Descriptor	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective and mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective and fully accurate	
Content points	Assessor judgement and notes				
S1.1 Work closely with teachers to ensure own contribution aligns with the teaching					
S1.3 Provide clear and accurate explanations of instructions, processes and concepts					
S1.5 Embed strategies for effectively managing behaviour in line with the school's policy					
S2.2 Apply pedagogical understanding to deliver / lead small-group teaching within clearly defined / planned parameters					

S2.6 Apply appropriate strategies to enable pupils to access and engage in learning				
S2.8 Apply appropriate strategies to support the development of literacy				
S3.5 Support pupils to use technology safely				
S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning				
S4.13 Promote equality of opportunity and anti-discriminatory practice				
Summary				

Student name				Date	
Observation 2: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)					
Assessor name					
Brief description of setting and age of child / children					
Band	0	1	2	3	
Mark	0	1	2	3	
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective and mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective and fully accurate	
Content points	Assessor judgement and notes				
S2.1 Deliver appropriate interventions to support progress for identified pupils					
S2.7 Support pupils in developing ownership of their learning and education through student-led approaches					
S2.11 Build professional relationships with colleagues, stakeholders, parents and carers and pupils					
S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach					

S3.3 Implement the requirements of, and comply with legal obligations within scope of practice				
S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences				
S3.12 Assist pupils to create goals and targets to support their development				
S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum				
S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions				
S4.9 Support pupils with special educational needs or disabilities				
Summary				

Student name				Date	
Observation 3: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)					
Assessor name					
Brief description of setting and age of child / children					
Band	0	1	2	3	
Mark	0	1	2	3	
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective and mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective and fully accurate	
Content points	Assessor judgement and notes				
S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons					
S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding					
S1.5 Embed strategies for effectively managing behaviour in line with the school's policy					
S1.8 Facilitate learning outside of the classroom					
S2.3 Contribute to the assessment process and use information effectively					

S2.10 Identify and use unplanned opportunities to develop mathematical understanding				
S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved				
S3.13 Support the development of personal, social and emotional skills within the areas of learning and development				
S3.14 Encourage pupils to make decisions and informed choices				
S4.11 Support the development of pupils' positive self-concept				
Summary				

Professional Discussion Form

T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)		Student name	
Date and time of discussion		Assessor name	
Observation number			
Record of the discussion. Please include:		Criteria	Score
<ul style="list-style-type: none"> • which skills were discussed • notes of what was discussed / questions / answers • scores given. 			
<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg); position: absolute; top: 50%; left: 50%; pointer-events: none;">SAMPLE</p>			
Student signature		Date	
Assessor signature		Date	

Final Mark Form

Student name		T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)	
Assessor name		Provider	Employer
	Observation (and possible professional discussion) marks		
Structured observation 1			
Structured observation 2			
Structured observation 3			
Total marks achieved:			
Assessor signature		Date	
		Date	

Structured observation descriptions

Structured observation 1: support the class teacher to engage pupils in planned activities promoting literacy development

Activity description

In this activity, the student will be expected to support the development of pupils' literacy in a way that is appropriate to their age and stage. This could include:

- supporting the class teacher in the delivery of a whole-class literacy lesson, moving between pupils to check for understanding and encouraging them to maintain focus, monitoring their progress and liaising with the teacher as appropriate
- working with a group of pupils in a literacy activity
- working with a small group of pupils requiring additional literacy support (for example, those with English as a second language or those needing more targeted support).

Through structured observation 1, the student should:

- model behaviour to encourage positive behaviour and promote self-esteem in pupils
- liaise with the class teacher and follow the approach and role assigned in the lesson plan
- adhere to school policies, in particular those concerned with safeguarding (including Prevent, online safety and health and safety)
- work with children in small and large groups to encourage engagement, including those children with English as an additional language, if relevant
- use a range of strategies to support the development of literacy and to improve pupils' confidence in reading, writing and the accurate use of spelling, punctuation and grammar
- use techniques such as scaffolding and open questioning to support learning
- implement safe and nurturing teaching and learning opportunities, offering clear instruction and making use of pedagogical strategies that encourage independence in learning, and managing situations where children are disappointed as well as proud of their achievements
- use own subject content knowledge to support, extend and enhance learning opportunities.

Mapping to skills

The activity should allow the student to cover all of the relevant criteria listed below:

- S1.1 Work closely with teachers to ensure own contribution aligns with the teaching
- S1.3 Provide clear and accurate explanations of instructions, processes and concepts
- S1.5 Embed strategies for effectively managing behaviour in line with the school's policy
- S2.2 Apply pedagogical understanding to deliver / lead small-group teaching within clearly defined / planned parameters
- S2.6 Apply appropriate strategies to enable pupils to access and engage in learning
- S2.8 Apply appropriate strategies to support the development of literacy
- S3.5 Support pupils to use technology safely
- S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning
- S4.13 Promote equality of opportunity and anti-discriminatory practice

Structured observation 1: marking criteria

Specification reference	S1.1
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 (LOs).
Professional discussion allowed?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

Specification reference	S1.3
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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

Specification reference	S1.5
Criteria	Embed strategies for effectively managing behaviour in line with the school's policy
Assessed skills	The student has demonstrated: <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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

1

Specification reference	S2.2
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 / LOs 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
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

2

Specification reference	S2.6
Criteria	Apply appropriate strategies to enable pupils to access and engage in learning
Assessed skills	The student has demonstrated:

	<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?	Yes

Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

Specification reference	S2.8
Criteria	Apply appropriate strategies to support the development of literacy
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • the use of systematic synthetic phonics: <ul style="list-style-type: none"> ○ teaching letter sounds before pupils are introduced to books • developing reading for meaning: <ul style="list-style-type: none"> ○ reviewing key vocabulary and previewing text before reading ○ asking pupils to make predictions about what they are reading ○ asking pupils to summarise the text in their own words ○ asking questions to check understanding • encouraging reading for enjoyment: <ul style="list-style-type: none"> ○ involving parents and carers in reading at home • providing specific feedback on the accurate use of spelling, punctuation and grammar: <ul style="list-style-type: none"> ○ helping pupils to select and use appropriate resources, such as dictionaries • widening pupils' vocabulary: <ul style="list-style-type: none"> ○ maintaining a language-rich environment • improving pupils' confidence in reading and writing: <ul style="list-style-type: none"> ○ using praise and feedback ○ encouraging pupils to rehearse talking about what they are going to write.
Professional discussion allowed?	Yes

Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

If the skill was not observed, the assessor must encourage discussion to cover the range of literacy development across the age / stage and levels identified here:

- the use of systematic synthetic phonics
- reading
- encouraging reading for enjoyment
- providing specific feedback on the accurate use of spelling, punctuation and grammar
- widening pupils' vocabulary
- improving pupils' confidence in reading and writing
- encouraging pupils to rehearse talking about what they are going to write.

1

Specification reference	S3.5
Criteria	Support pupils to use technology safely
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • compliance with legislation and school policy • keeping knowledge up to date to be able to identify potential online risks • contributing to the safeguarding of pupils.
Professional discussion allowed?	Yes

Assessment justification

The student must contribute to the safeguarding of pupils at all times and this should be observable.

If the criteria is not observed, a professional discussion can be used to allow opportunity for range coverage:

- ensure compliance with legislation and school policy

- keep knowledge up to date to be able to identify potential online risks
- contribute to the safeguarding of pupils.

1

Specification reference	S4.13
Criteria	Promote equality of opportunity and anti-discriminatory practice
Assessed skills	The student has demonstrated: <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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

2

Structured observation 2: promote effective, inclusive teaching, learning and assessment opportunities for pupils

Activity description

During this observation, the student may be working with an individual pupil or a small group of pupils and will follow guidance from the class teacher to deliver targeted interventions that support a specific need or to support progress.

Through structured observation 2, the student should:

- liaise with the class teacher to differentiate teaching and LOs and agree and apply pedagogical approaches and strategies that meet the individual needs of pupils
- make use of summative and formative assessment to inform their approach and inform the class teacher of progress towards objectives
- encourage pupils to take pride in achievement and manage their disappointments in a way that builds resilience and helps them develop learning strategies
- apply own subject knowledge and pedagogical understanding to enhance and extend learning, making use of unplanned opportunities for extending mathematical concepts and wider knowledge and understanding as appropriate
- use and adapt records including EHC plans to inspire active pupil participation, working in line with policy
- model behaviour to encourage positive behaviour and promote self-esteem in pupils.

Mapping to skills

The activity should allow the student to cover all of the relevant criteria listed below:

S2.1 Deliver appropriate interventions to support progress for identified pupils

S2.7 Support pupils in developing ownership of their learning and education through student-led approaches

S2.11 Build professional relationships with colleagues, stakeholders, parents and carers and pupils

S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach

S3.3 Implement the requirements of, and comply with legal obligations within scope of practice

S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences

S3.12 Assist pupils to create goals and targets to support their development

S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum

S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions

S4.9 Support pupils with special educational needs or disabilities

Structured observation 2: marking criteria

Specification reference	S2.1
Criteria	Deliver appropriate interventions to support progress for identified pupils
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> interventions that are appropriate to the individuals 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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

Specification reference	S2.7
Criteria	Support pupils in developing ownership of their learning and education through student-led approaches
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
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

Specification reference	S2.11
Criteria	Build professional relationships with colleagues, stakeholders, parents and carers, and pupils
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?	Yes

Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

The assessor should see or discuss:

- 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.

1

Specification reference	S2.12
Criteria	Work collaboratively with a variety of professionals as part of a multi-agency approach
Assessed skills	<p>The student has demonstrated evidence of:</p> <ul style="list-style-type: none"> • implementing strategies agreed through collaboration between agencies and teacher (for example, strategies on EHC plan).

Professional discussion allowed?	Yes
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Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

Professional discussion:

How is your planning informed by collaboration with other agencies?

How have you used strategies agreed by your teacher and other agencies in your planning?

1

Specification reference	S3.3
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Criteria	Implement the requirements of, and comply with, legal obligations within scope of practice
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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.
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Professional discussion allowed?	Yes
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Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

The student may reflect on policy and procedures followed in the school for safeguarding and wellbeing.

2

Specification reference	S3.9
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Criteria	Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences
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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.
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Professional discussion allowed?	Yes
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Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

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 two to four children.

1

Specification reference	S4.10
Criteria	Support pupils' development of confidence and self-esteem in order to help them manage their own learning
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

Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

2

Specification reference	S3.12
Criteria	Assist pupils to create goals and targets to support their development
Assessed skills	The student has demonstrated: <ul style="list-style-type: none">• supporting pupils to create realistic, challenging and achievable targets (for example, SMART).
Professional discussion allowed?	Yes

Assessment justification

The assessor may be able to see this through direct observation, but it is highly likely that the student may need to discuss instances when they have or would plan with pupils / students to create realistic, challenging and achievable targets (for example, SMART).

3

Specification reference	S4.5
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 ○ communication through pictures ○ 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
Assessment justification	
<p>The criteria can only be achieved in full through direct observation or professional 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 ○ communication through pictures ○ developing vocabulary ○ developing social skills to support communication • having a flexible approach in order to respond and adapt to pupils' needs and the situation. 	

Specification reference	S4.6
Criteria	Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions
Assessed skills	The student has demonstrated: <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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

1

Specification reference	S4.9
Criteria	support pupils with special educational needs or disabilities
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
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

2

Structured observation 3: facilitate educational experiences to support holistic learning and wellbeing

Activity description

During this observation, the student will undertake an activity that supports children's emotional wellbeing through developing their resilience and self-esteem, encouraging them to understand and manage their emotions, behaviour and interpersonal skills, and challenging and testing their abilities. The activity could be with an individual pupil or with a group of pupils.

They will encourage esteem and pride through an increased sense of achievement in inclusive, safe learning environments that value the individual contributions of pupils and place their wellbeing at the centre of educational outcomes.

Examples of activities at both primary and secondary levels may include, but are not limited to:

- assisting in the provision of outdoor activities intended to promote independence and personal development, such as Forest Schools
- supporting the facilitation of nurture groups or other forms of pastoral support
- supporting pupils to develop learning goals, activity plans or thinking about their next steps
- facilitating activities that encourage pupils' ability to discuss, reflect on and consider their own feelings, and those of others (for example, in relation to British values).

Through structured observation 3, the student should:

- encourage the active participation and contribution of pupils to develop independent learning, positive self-concept and holistic wellbeing, and to engage respectfully with their peers
- foster a nurturing and inclusive environment in which pupils are able to express their feelings safely
- provide safe, nurturing and inspiring individualised teaching and learning environments to promote independence, confidence, resilience and self-esteem through differentiated opportunities
- encourage efforts and acknowledge achievements made
- promote opportunities for self-reflection and evaluation through strategies that encourage meta-cognition
- monitor self-regulation, especially in younger pupils and those with SEND, being mindful of individual circumstances through sensitive co-regulation, and knowing which action to take if concerned
- encourage perseverance, self-reliance and curiosity
- know what action to take if concerned about a pupil's wellbeing
- know how to facilitate educational experiences outdoors such as group tasks outdoors, walks and trips, but also taking advantage of good weather and spontaneous occasions to take learning outdoors
- be able to conduct with regard to the health and safety of pupils, self and others
- use own subject knowledge to extend and enhance learning
- model behaviour to encourage positive behaviour and self-esteem in pupils.

1 Mapping to skills

2
3 The activity should allow the student to cover all of the relevant criteria listed below:

4 S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons

S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding

S1.5 Embed strategies for effectively managing behaviour in line with the school's policy

S1.8 Facilitate learning outside of the classroom

S2.3 Contribute to the assessment process and use information effectively

S2.10 Identify and use unplanned opportunities to develop mathematical understanding

S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved

S3.13 Support the development of personal, social and emotional skills within the areas of learning and development

S3.14 Encourage pupils to make decisions and informed choices

S4.11 Support the development of pupils' positive self-concept

5 6 Guidance specific to structured observation 3

7
8 **Examples of teaching and learning experiences that allow opportunity for these criteria to be covered:**

9 10 • **Key stage 1**

- 11 ○ Stories and / or poems that provoke open-ended questioning and reflection around feelings in context of the characters.
- 12 ○ Discussion following outdoor experiences about physical health and emotional wellbeing, what it feels like when the weather may restrict outdoor experiences, what happens to the body physically, decisions around the outdoor time individuals have, and how this impacts their holistic health and wellbeing through question and peer discussion as appropriate.
- 13 ○ Activities around emotions and how children are feeling, use of emoji images and activity cards as appropriate.

14 15 • **Key stage 2**

- 16 ○ Stories and poems such as the children's book Saddlebottom by Dick King Smith to discuss diversity and inclusion with young pupils.
- 17 ○ Reflecting on daily activities and opportunities for healthy lifestyle choices such as individualised sequencing cards or planners.
- 18 ○ Discussion around sustainability, nature and conservation, perhaps with a simple activity to look at nature / habitat to help to move discussions forward.
- 19 ○ Exploring cultures, traditions and festivals.
- 20 ○ Pastoral / tutorial activities taken from a relationship, sex and health education (RSHE) scheme of work.

21 22 • **Secondary**

- 23 ○ Encouraging self-reflection and informed decision making, supporting well-informed SMART goal setting including subject progression and career opportunities as appropriate, inspiring and motivating through engaging interaction.
- 24 ○ Promoting effective teamwork development, being observant in relation to mental health and emotional wellbeing and knowing what to do if concerned.

- 1 ○ Positive interactions with pupils while praising effort and achievement.
- 2 ○ Maximise learning outdoors, either planned or spontaneous.

3 **Examples of teaching and learning experiences that allow opportunity for these criteria to be**
4 **explored include:**

- 5
- 6 ● working with individuals to plan or reflect learning targets and goals
- 7 ● SMART action planning as part of career / next steps
- 8 ● extracts from classics such as To Kill a Mockingbird by Harper Lee to consider thoughts and feelings
- 9 from a range of perspectives (cultural capital)
- 10 ● discussion around Prevent / British values that may be initiated from case studies / social media
- 11 extracts
- 12 ● discussing basic needs, considering motivation and the role of outdoor experiences for wellbeing
- 13 and holistic health
- 14 ● class project work involving healthy lifestyles and choices
- 15 ● sustainability and conservation: a discussion / debate around the changing world
- 16 ● pastoral / tutorial activities taken from RSHE scheme of work.
- 17

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Structured observation 3: marking criteria

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Specification reference	S1.2
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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

3

Specification reference	S1.4
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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

4

Specification reference	S1.5
Criteria	Embed strategies for effectively managing behaviour in line with the school's policy
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • consistency in following the setting's behaviour management policy strategies

	<ul style="list-style-type: none"> • clarification of classroom rules to pupils • fairness when reinforcing positive behaviour • timely response to challenging behaviour.
Professional discussion allowed?	Yes

Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

1

Specification reference	S1.8
Criteria	Facilitate learning outside the classroom
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • providing the right opportunities and the right environment • providing appropriate challenge • checking for and making pupils aware of health and safety • looking at practical considerations • considering the needs of all pupils.
Professional discussion allowed?	Yes

Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

If the criteria was not observed, the assessor must encourage discussion around outdoor experiences and the requirements of the national curriculum. The discussion should show student awareness of educational experiences outdoors (such as group tasks outdoors, walks and trips) but also awareness of the advantage of good weather and spontaneous occasions to take learning outdoors. The student should be able to reflect on outdoor experiences in the context of their industry placement.

Professional discussion should also capture the student's appreciation of the benefits to holistic health and wellbeing of outdoor activities and the significance of health and safety management in line with school policy and procedures as appropriate.

2

Specification reference	S2.3
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Criteria	Contribute to the assessment process and use information effectively
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?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

1

Specification reference	S2.10
Criteria	Identify and use unplanned opportunities to develop mathematical understanding
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
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion. 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.	

2

Specification reference	S3.11
Criteria	Use appropriate strategies to support pupils' disappointment when expectations have not been achieved
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • developing an environment where pupils' best efforts are recognised

	<ul style="list-style-type: none"> promoting pupils' resilience by supporting them to manage own failure and disappointment and to learn from experiences.
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Professional discussion allowed?	Yes
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Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

1

Specification reference	S3.13
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Criteria	Support the development of personal, social and emotional skills within the areas of learning and development
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Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> supporting pupils' curiosity and perseverance providing opportunities to encourage independence.
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Professional discussion allowed?	Yes
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Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.

2

Specification reference	S3.14
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Criteria	Encourage pupils to make decisions and informed choices
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Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> supporting pupils to consider all available information to make informed choices and decisions.
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Professional discussion allowed?	Yes
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Assessment justification

The criteria can only be achieved in full through direct observation or professional discussion.
 If required, the student must be able to discuss the importance of planning with pupils to ensure they are involved in next steps and are able to make well-informed choices.

Specification reference	S4.11
Criteria	Support the development of pupils' positive self-concept
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • use of positive language to reframe how the pupil sees themselves • reaffirming positive attitudes and behaviours • acknowledging diversity in the setting.
Professional discussion allowed?	Yes
Assessment justification	
The criteria can only be achieved in full through direct observation or professional discussion.	

1

1 Professional discussion

2
3 The purpose of the professional discussion is to ensure that any skills that were not evidenced during
4 the observation can be assessed and will only be conducted when skills that were expected to be seen
5 within the structured observation have not been observed at all. It will act as evidence that the student is
6 aware and is able to reflect on a planned activity that did not entirely go to plan, as well as allow them
7 the opportunity to demonstrate their understanding of how they could have performed a skill that they
8 missed the opportunity to perform or evidence during the observation. As such, it is not a mandatory part
9 of the observation. The professional discussion for each observation should only be used where there
10 was no evidence for a particular skill, not to bolster a poor performance of a skill.

11
12 When asking questions during the professional discussion, it is important that the questions are
13 accurately phrased and on topic. They must be formulated in a manner that will allow you to make a
14 judgement as to whether the student has enough knowledge to explain the process, reason and
15 outcome of applying the criteria / skill in a real-life situation.

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Performance outcome (PO) mapping (observations)

Observation	PO1	PO2	PO3	PO4	Marks
1	9	9	3	6	27 marks
2	0	12	9	9	30 marks
3	12	6	9	3	30 marks
Total:	21 marks	27 marks	21 marks	18 marks	87 marks

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	16 June 2025
v2.0	Inclusive change development: branding, headers and footers and copyright updated / moved. Table of contents corrected. Assessment justification box added to S2.6. Skills put in numerical order (S2.3). Formatting error fixed as S2.3 was hidden during PDFing.	26 March 2026	30 April 2026

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