T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 - Observation 1 - Pass

Guide standard exemplification materials

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - 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 Key Stage 2
Planned activity Observation 1: Support the class teacher to engage pupils in planned activities promoting literacy development.		**Structured observation number and criteria to be covered**	
Pupils in class are aged 7 and 8 years old. They are working on a project about Victorian Britain. The pupils will develop literacy through this focused planned topic work. I have spoken with the Class Teacher and she would like me to use technology to support this project as well as focus on literacy development. **What will I do:** I will be working with a small group of 4 pupils. The pupils are all struggling with their project and are not as motivated as the Teacher would like them to be so she has asked if I can use the IT programme to help them and to try and regain their interest. Next week, the class will have a Victorian day and parents/carers and Governors have been invited so the Teacher is keen that all pupils will have something to display. The pupils will be looking at living conditions for working families in Victorian Britain. **Resources:** I will be working in the corridor area where there are 2 computers. It is situated outside of the classroom area and with the door left open, the Teacher can also oversee any activity. I only need the programme and access to the school Moodle intranet. I will bring some paper and pens in case the pupils want to make any notes and also so that I can make some notes and track progress for the Teacher. **Links to the curriculum:** History at Key Stage 2		**Activity description:** This activity will assess the student's ability to engage pupils in the safe use of technology to enhance learning. The activity should allow the student to cover all of the relevant criteria listed below. **Mapping to criteria:** **S1.8** Work closely with teachers to ensure own contribution aligns with the teaching. **S1.9/S2.9** Contributing to the assessment process – ensure regular communication with teachers to provide clarity and consistency of role within lessons. **S1.10** Provide clear and accurate explanations of instructions, processes and concepts. **S1.11** Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding. **S1.12** Embed a range of strategies for effectively managing behaviour in line with the school's policy. **S2.8** Apply pedagogical understanding to deliver/lead small group teaching within clearly defined planned parameters. **S2.13** Use appropriate strategies to enable pupils to access and engage in learning. **S2.15** Support the development of literacy using	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources (national curriculum).

How I will meet criteria:
Contributing to the assessment process: I will make notes in line with the lesson plan from the Teacher and report on how the individual pupils engage with the task – ensure regular communication with Teachers to provide clarity and consistency of role within lessons.

Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding: There is an interactive glossary on the IT programme which pupils can click to find out more.

Deliver teaching and learning interventions to support individual pupil progress: this activity has been suggested by the Class Teacher to motivate interest for the pupils concerned. There is no learning need or individual intervention identified beyond this.

Implement current statutory guidance and legislation linked to safeguarding: the pupils will be working in the corridor area on 2 mobile PCs. The Class Teacher will be able to oversee the activity when the door is left open. I have also been asked to read through the online safety policy to ensure pupils are kept safe. This is mitigated by accessing through the school's intranet and no access to main internet is supported.

Ensure pupils use technology safely: I will supervise, support and guide the pupils throughout the session.

Support the development of perseverance, self-

appropriate strategies for the context.

S2.17 Identify and use unplanned opportunities to develop mathematical understanding as they arise.

S3.26 Participate in digital safety and cyber-bullying initiatives.

S3.28 Ensure pupils use technology safely.

S3.33/4.18 Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.

S3.36 Use appropriate strategies to support pupils in managing failure and disappointment.

S3.40 Model good behaviour.

S4.18 Support pupils' confidence and self-esteem in order to help them manage their own learning.

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

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

reliance and curiosity: I will ask open ended questions, promote sustained shared thinking and aim to motivate the children in their studies. Encourage pupils to make informed choices: the pupils can work in pairs and are able to share the project aims so that they can work together to produce work for the open day.			
Student name and signature		**Date**	
Assessor name and signature		**Date**	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Early Years (603/5829/4)			
Assessor name			
Observation number	Observation 1: Support the class teacher to engage pupils in planned activities promoting literacy development		

Record of observation	Criteria
Narrative The student is setting up the learning area just outside of the classroom in the corridor. She is trying to create a learning environment conducive of the task in hand and has brought some photographs and posters from the library that show houses and the inside of houses during Victorian times. The student has some flash cards to aid discussion and as a way of introducing new vocabulary. **The student reflects on how she is feeling about the activity:** I know these pupils are not so interested in the project work and we only do it for an hour twice a week but this week is a bit of an important one as it's the open day next week. We are having a Victorian market in the hall and parents and Governors have been invited. **The Teacher shares her thoughts** **Teacher**: Oh yes, it will be quite something! I really want every pupil to have something to display so your work is truly appreciated here. The teacher asks the student if they can have a quick look at the lesson plan objectives and enquires: Is the programme set up on the computers or did you need some more time or help? The student was able to confirm that the IT was set up and ready to go and asks if it would be OK to just have 5 minutes to check through the lesson plan. The student returns with the pupils and introduces myself and the lesson objectives. The student reads through the different experiences that the pupils will do and this is shared on the whiteboard: We are going to consider what it was like to be a young boy or young girl in Victorian times. We can choose from a few different topics the Teacher has said so listen first of all (pupils want to access computer programme) to the different topics: • play • food • housing conditions • children at work	S1.8 S1.10 S1.11 S1.12 S2.8 S2.13 S2.15 S2.17 S3.26 S3.28 S3.33/S4.18 S3.36 S3.40 S4.18 S4.21

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

- illnesses and infections.

The student keeps pupils on task and encourages them to listen to the Teacher as appropriate. The student then engages with a small group of pupils and asks them to look at the pictures around the wall – do you think you would have enjoyed being a boy or girl (3 boys and 1 girl) in Victorian Britain? The student gives the pupils time to think and ponder their responses before listening to each pupil in turn.

The student engages the pupils in conversation about the faces of the children in the images provided:

Student: How do you think they are feeling?

Pupil: They look really sad and lonely

Pupil: Not lonely, look there are loads in that street! (pupils laugh)

Student: There are not many smiling faces though, you are right. OK, let's try and find out about the different topics – I will hand out the headphones and just find mine. OK, let's go.

The student checks everyone can hear and then the class go through the introduction aspect of each topic area.

Following this, the pupils decided on:
- illness and infection
- play.

The student makes sure pupils are able to access the glossary and narrative with slides and reminds them that they would need to identify key words and important features of the programme so that they can write and possibly illustrate a poster for the topic.

Teacher: How are we doing here? (Teacher had been trying to attract the student's attention for a few moments as one pupil from the student's group had wandered into the classroom)

The student continues to work with the pupils for another 15 minutes and then it is time for break. The pupils want to continue their project work after break and the Teacher agrees that they have made such progress and worked so well with the student that they can have another 30 minutes after break.

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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 1: Support the class teacher to engage pupils in planned activities promoting literacy development		

Record of the discussion. Please include: • **people present** • **what you discussed/questions/answers**	Criteria
The assessor praises the student for the way she interacted with the pupils. The student reflects on the benefits of technology for pupil literacy learning and development, and how it engages the pupils through interactive, educational activity. The student appreciates that learning may make more sense sometimes for the pupils when they can see and almost feel what is happening. The student was surprised that the pupils chose illness and infection, but then reflected that pictures are rather gruesome! The assessor steers the discussion to lesson objectives and the student believed that the objectives set by the teacher had been met and had taken some notes to feedback. The student was also able to explain about the Victorian market that the school were holding and that this activity was leading up to that. The student was looking forward to working with the pupils after break to print off the screenshots and create a collage of words from the glossary, (part of the IT programme), with their own explanation. **The assessor refers to the student's planning to discuss** policy for safeguarding and in particular online safety. The student appreciated that she can't work without sight of the Teacher and explained this in context. The student explained that if she should feel at risk or a pupil becomes a cause for concern she would need to tell the Teacher straight away. The student was reassured that the pupils can't access the internet from the school PCs. The discussion leads to a focused discussion to summarise the opportunities for literacy development and the further opportunities that this experience and project bring.	S1.9/S2.9 S2.8
Student name and signature		**Date**	
Assessor name and signature		**Date**	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Structured observation 1: 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/S2.9, S1.10, S1.11, S1.12, S2.8, S2.13, S2.15, S2.17, S3.26, S3.28, S3.33/S4.18, S3.36, S3.40, S4.21

Assessor Commentary

There is communication to check the plan can go ahead but this is limited throughout the lesson and the Teacher makes an effort to check in with the student to make sure everything is OK.

The student contributes to discussion when sharing feedback on pupil progress to plan next steps and has given this some thought in advance.

Appropriate use of terminology relevant to the subject area evident as appropriate. The student understood the nature of the assessment in line with the national curriculum and this is evidenced in the planning. Consistent and appropriate use of interventions to support individual pupil progress, in line with Teacher strategy evidenced by meeting the needs of all pupils in an appropriate way and demonstrated a sensitive manner.

The student consistently takes opportunities to use prompts and/or questioning techniques to support pupils' understanding. There was an obvious willingness to contribute to the class activity, evidenced by the enthusiasm shown to continue working on the project after the school break. The student was able to follow the setting's safeguarding policies and procedures without prompting; maintains the safety and wellbeing of the pupils.

Consistently supports pupils' curiosity and perseverance appropriately, for example, the student was able to maintain interest and engaged with the pupils, demonstrating professional relationships.

Appropriate confidence in providing opportunities to encourage pupils' independence but could have extended learning in some circumstances.

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Assessor Signature Date		Student Signature Date	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Structured observation 1: 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: • 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				

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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: • communicating with the teacher appropriate to the circumstances • sharing ideas to plan next steps • providing feedback on pupil progress.
Professional discussion allowed?	No, as communication must be seen as part of this assessment.

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

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S1.10
Criteria	Provide clear and accurate explanations of instructions, processes and concepts.
Assessed skills	The student has provided: • 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				

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S1.11
Criteria	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
Assessed skills	The student has demonstrated: • 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 pupil's understanding.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S1.12
Criteria	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
Assessed skills	The student has demonstrated: • 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.	Limited or inconsistent ability to implement agreed behaviour management strategies in line with school policy. Lacks confidence in clarifying classroom rules and/or reinforcing pupils' positive behaviour.	Consistently able to implement agreed behaviour management strategies in line with school policy, with some support from the teacher. Confidence is demonstrated when clarifying classroom rules and/or reinforcing pupils' positive behaviour, sometimes with support from the teacher.	Effectively implements agreed behaviour management strategies in line with school policy. Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. Uses positive behaviour strategies routinely and clarifies rules fairly and promptly.	High level of skill and empathy when implementing agreed behaviour management strategies in line with school policy. 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 conflicts.

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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

Final mark	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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: • 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 skilfully with small groups to ensure high levels of engagement and inclusion. Confidence shown in differentiating to motivate, engage and skilfully challenge individual pupils' understanding.

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S2.13
Criteria	Use appropriate strategies to enable pupils to access and engage in learning.
Assessed skills	The student has demonstrated: • 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.	Limited effectiveness in using scaffolding to support and engage pupils in learning. Lacks confidence in supporting learning through use of modelling and questioning.	Uses scaffolding to appropriately support and engage pupils in learning. Confidence shown in supporting learning through appropriate use of modelling and questioning.	Uses scaffolding strategies effectively to support and engage pupils in learning. Confidently uses modelling and questioning techniques to explain instructions and check pupil understanding.	Scaffolding is highly effective with differentiated strategies to support and engage each pupil in learning. Confidently differentiates modelling and questioning techniques to explain instructions and check each pupil's understanding.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S2.15
Criteria	Support the development of literacy using appropriate strategies for the context.

Assessed skills	The student has demonstrated:
	• the use of systematic synthetic phonics:
	   – teaching letter sounds before pupils are introduced to books
	• developing reading for meaning:
	   – 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:
	   – involving parents and carers in reading at home
	• providing specific feedback on the accurate use of spelling, punctuation and grammar:
	   – helping pupils to select and use appropriate resources, eg dictionaries
	• widening pupils' vocabulary:
	   – maintaining a language-rich environment
	• improving pupils' confidence in reading and writing:
	   – using praise and feedback
	   – encouraging pupils to rehearse talking about what they are going to write.

Professional discussion allowed?	Yes

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Marking bands				
0 marks	**1 mark**	**2 marks**	**3 marks**	**4 marks**
No markable achievement.	Engages in educational learning experiences that are relevant to literacy development and in line with the class teacher's objectives. The professional discussion is limited to the age range observed and the student is unable to develop the range of literacy development and strategies that can be utilised outside of this age/stage.	Engages confidently with the class teacher's planned strategies to support literacy development in context, making use of naturally occurring opportunities to extend learning as appropriate. The professional discussion evidences the student's understanding of literacy development across the national curriculum but examples are limited to the age range of the industry placement.	Engages confidently with the class teacher's planned strategies to support literacy development in context, making use of naturally occurring opportunities to extend learning as appropriate. The student is able to adapt strategies to meet the needs of individual pupils. The professional discussion evidences the student's understanding of literacy development across the national curriculum and can offer relevant examples.	Engages confidently with the class teacher's planned strategies to support literacy development in context with a group of children, making use of naturally occurring opportunities to extend and motivate literacy as appropriate. The student is able to adapt strategies to meet the needs of individual pupils and encourages, values and inspires pupil contribution. The professional discussion evidences the student's understanding of literacy development across the national curriculum and can offer relevant examples. The student is able to discuss benefits of working in partnership, including with parents/carers and other colleagues.

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Assessment justification
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. 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.

Final mark	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S2.17
Criteria	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
Assessed skills	The student has demonstrated: • recognition and use of unplanned opportunities to develop mathematical understanding • skills to develop and extend pupils' mathematical understanding.
Professional discussion allowed?	Yes, but only as per assessment justification guidance below.

Marking bands				
0 marks	**1 mark**	**2 marks**	**3 marks**	**4 marks**
No markable achievement.	Unable to or shows inconsistent ability to recognise and use spontaneous opportunities to support pupils' mathematical understanding. Limited ability to develop and extend pupils' mathematical understanding.	Able to consistently recognise and use spontaneous opportunities to support pupils' mathematical understanding. Shows ability to develop and extend pupils' mathematical understanding.	Consistently recognises and uses spontaneous opportunities to effectively support and develop pupils' mathematical understanding. Effectively develops and extends pupils' mathematical understanding.	Excellent recognition of a range of spontaneous opportunities to enhance pupils' mathematical understanding. Skilfully consolidates and extends pupils' mathematical understanding in different contexts and across a range of mathematical concepts.
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				

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S3.26
Criteria	Participate in digital safety and cyber-bullying initiatives.
Assessed skills	The student has demonstrated: • 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

Marking bands				
0 marks	**1 mark**	**2 marks**	**3 marks**	**4 marks**
No markable achievement.	The student is able to contribute to digital safety. There is limited awareness of school policy, guidance and cyber-bullying initiatives.	The student is able to contribute to digital safety and can confidently discuss the school's policy to keep pupils safe online. There is limited knowledge around cyber-bullying initiatives.	The student is able to contribute to digital safety and can confidently discuss the school's policy to keep pupils safe online, offering examples of how this can be achieved during online activities. There is knowledge around cyber-bullying initiatives.	The student is able to contribute to digital safety in line with policy and procedure and can confidently discuss action taken to comply with the school's policy to keep pupils safe online. There is knowledge around cyber-bullying initiatives and the student can discuss ways that the school is supporting safety online to minimise the impact of cyber-bullying in education.

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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

Final mark	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S3.28
Criteria	Ensure pupils use technology safely.
Assessed skills	The student has demonstrated the following: • follows setting's policies and procedures for use of technology • supervises students to use equipment correctly • only uses school devices as they will have appropriate filters applied • raises pupils' awareness to risks if they arise.
Professional discussion allowed?	No

Marking bands			
0 marks	**1 mark**	**2 marks**	**3 marks**
No markable achievement.	Inconsistent adherence with the setting's 'use of technology' policies, and requires prompting.	Adheres to the setting's 'use of technology' policies and procedures consistently with minimal prompting.	Consistently adheres to the setting's 'use of technology' policies and procedures without prompting and is confident talking to pupils to raise an awareness of E-safety as appropriate.
Assessment justification			
This criteria should be assessed through direct observation of the skill.			
Final mark			

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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: • 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, but 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 or inconsistency in role modelling positive relationships, empathy and care for others. Limited or inconsistent opportunities are used to praise and encourage pupils to recognise own achievement. Lacks confidence in giving pupils opportunities to be independent and take ownership of their learning.	Consistently role models positive relationships, empathy and care for others. Uses opportunities consistently to praise and encourage pupils to recognise own achievement. Demonstrates some confidence in giving pupils opportunities to be independent and take ownership of their learning; this may be with teacher support.	Consistently is an effective role model who uses all available opportunities in encouraging pupils to develop positive relationships, empathy and care for others. Confidently, consistently and appropriately praises and encourages pupils to recognise own achievement. Confidence in giving pupils opportunities to be independent and take ownership of their learning.	Highly skilled at role modelling in a range of contexts/situations to encourage pupils to develop positive relationships, empathy and care for others. Confidently and consistently offers specific praise and encouragement and sensitively encourages pupils to recognise own achievement. High level of confidence when supporting pupils to take opportunities to be independent and take ownership of their learning.

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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

Final mark	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S3.36
Criteria	Support pupils in managing failure and disappointment.
Assessed skills	The student has demonstrated: • developing an environment where pupils' best efforts are recognised • promoting pupils' resilience by supporting pupils 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.	Limited or inconsistent ability to recognise and praise pupils' efforts. Limited or inconsistent ability to use opportunities to show empathy for pupils' disappointment, and encourage pupils to persevere.	Consistently recognises and acknowledges pupils' effort and contribution. Appropriate opportunities are taken to show empathy for pupils' disappointment, and encourage pupils to persevere.	Consistent in recognising and acknowledging effort and contribution rather than focusing all praise on the end result. Takes every opportunity to show empathy for pupils' disappointment, and encourages pupils to persevere and learn from their experiences.	Highly skilled in recognising and acknowledging effort and contribution rather than focusing all praise on the end result. Takes every opportunity to develop pupils' resilience, to support them to effectively manage own failure and disappointment and to learn from experiences.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S3.40
Criteria	Model professional behaviours.
Assessed skills	The student has demonstrated: • 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			
This criteria should be assessed through direct observation of the skill.			

Final mark	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Specification reference	S4.21
Criteria	Promote equality of opportunity and anti-discriminatory practice.
Assessed skills	The student has demonstrated: • 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.	Awareness of setting's equality and anti-discrimination policies and procedures is shown, although inconsistent in incorporating into own practice. Lacks confidence in recognising and addressing discriminatory behaviour.	Complies with setting's equality and anti-discrimination policies and procedures and is consistent in incorporating into own practice. Confident in recognising and responding to discriminatory behaviour.	Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice. Confident in recognising, responding to and challenging discriminatory behaviour.	Highly proactive when effectively differentiating resources and activities to promote inclusive practice. Excellent awareness of equality of opportunity, with confidence to sensitively challenge and address discriminatory behaviour in an effective manner.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
Final mark				

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

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**	

T Level Technical Qualification in Education and Early Years (603/5829/4), OSA
Assisting Teaching, Assignment 2, Observation 1 - Pass
Guide standard exemplification materials

Document information

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