

T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 3 - Analysis and Evaluation of Case Studies

Question paper insert

This insert contains practitioner observation data collected for Charlie, the pupil in Case Study 2. It is for use with paper P002052

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Case study 2: learning and development

Practitioner observations

Area of learning: **Writing – spelling**

The class have been preparing for a spelling test. The focus has been on words containing 'ough'. The preparation has involved writing sentences with words including 'ough'. C has completed all homework.

The teacher asks the children to spell three words containing 'ough' (bought, enough, although). Each group begins to practise writing these words. C attempts to copy from others on his table. C is reluctant to attempt to write the words independently. Others in the group cover their work. C writes two words spelt incorrectly and refuses to write the third. C tears up his work and begins to distract others. C refuses to try to write the words again.

Area of learning: **Writing – vocabulary, grammar, and punctuation**

The teacher is explaining how to separate groups of words using commas. The teacher writes an example on the whiteboard. 'My family includes my father, mother, sister and baby brother.' The teacher asks the whole class for a volunteer to write another example on the whiteboard. C volunteers to write an example. C goes to the front of the class, looks at the whiteboard and then returns to his seat. C begins to chat to others at his table, disrupting their concentration on the lesson.

Area of learning: **Reading – comprehension**

The teacher sets a task called 'How am I feeling?' The purpose of the task is for the pupils to read a scenario, explore the feelings of the character and discuss their thoughts in groups. Each group is given a scenario and asked to consider how the character in the scenario might feel.

The scenario for C's group is 'Tom is aged 11 years and in his first year of secondary school'. C is very engaged in this activity and contributes lots of ideas. The teacher asks the group for their ideas. C responds quickly. His comments include 'Tom may be feeling scared about moving into a big class', 'Tom may not want to move to another school as he likes the one he is in', and 'Tom does not want to mix with the older boys as they will have more friends and will tell him what to do'. The teacher asks C what Tom might do about his worries. C is enthusiastic to continue writing down his responses and quickly completes his work.

Area of learning: **Mathematics – geometry**

The maths tables are set up with various sized 2D circles. The aim is to measure and record the radius, diameter, and circumference of the circles. The group have one recording sheet to record the results when they have agreed their findings.

C is grouped with three other pupils. The teacher gives instructions for the task. C picks up the circles and moves them around. The teacher asks the whole class not to touch the circles until she has finished giving instructions. C replaces the circles but does not place the circles back in their original place. The teacher places the circles back in their original place. C appears agitated and is impatient to start the task. C quickly measures the circles and accurately records the results without consulting with others in the group. C calls out to the teacher that they have finished.

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