



T Level Technical Qualification in Education and Early Years (Level 3)

QN: 610/5748/4

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 – pass

Guide standard exemplification materials

Contents

Introduction3

Assignment 24

 Planning activity..... 4

Student evidence5

Examiner commentary.....10

Overall grade descriptors.....11

 Occupational specialism overall grade descriptors11

Document information.....13

 Change history record13

Introduction

The material within this document relates to the Assisting Teaching occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner / moderator commentary is provided to detail the judgements and rationale for grades awarded, in context of the grade descriptors. This should be used in conjunction with the Qualification Specification and the relevant external assessment materials, which detail the related qualification content and grade descriptors for assessment.

In assignment 2, the student is provided with a pro-forma lesson plan and must complete a differentiation of the lesson plan according to the specifications given.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Assignment 2

Planning activity

Scenario

You are a teaching assistant working in a primary school with a class of year 2 pupils aged 6 to 7 years. The class teacher has planned a mathematics lesson to support the pupils' understanding of multiples of 4.

You have been asked to work with Jack and Lily during the lesson to support their individual needs and learning targets.

Jack enjoys school and is sociable and confident. He is popular with his peers and the school practitioners. In class, Jack has difficulty recalling number facts and finds learning the times tables overwhelming. He does not learn well by memorising facts or rote learning and can become easily confused. Jack is good at shape sequences and enjoys problem solving. Jack enjoys technology lessons.

Lily's favourite subjects are physical education (PE) and art and design. She enjoys lessons that include practical activities and prefers to work independently in class rather than in group situations. Lily has a kinaesthetic approach to learning and learns best by actively doing tasks in a hands-on way. Lily does not enjoy mathematics lessons and says she is not good at mathematics. She becomes anxious when asked to complete worksheets at the end of a lesson and is aware that other pupils in her class score higher in tests than she does. Lily can count in 2s and understands the difference between odd and even numbers.

You will have access to the two sides of notes on one piece of A4 paper, based on the investigation task you carried out.

Brief

The teacher's mathematics lesson plan is provided.

Complete the lesson plan. Demonstrate, **in detail**:

- how you would adapt your lesson plan to align with the teacher's plan to meet the individual needs of Jack and Lily
- suitable extension activities and a plenary to support Jack and Lily's progress
- a range of pedagogical strategies and resources to enhance and support Jack and Lily's multiplication skills.

You must use the answer space after the lesson plan to **explain** how:

- the selected resources will be used to support Jack and Lily's individual learning needs, in line with the requirements of the curriculum
- information from formative and summative assessment will be used to identify Jack and Lily's individual needs and plan for their next steps
- differentiation to your lesson plan and strategies and / or interventions will support the inclusion of Jack and Lily.

Complete the answer below by giving reasons and an explanation about your choices.

Student evidence

Assignment 2: planning activity

Pro-forma lesson plan

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

Using the information below, complete the lesson plan.

Year group: year 2 (KS1) Date: 22 September Time: 9.30 am to 10.15 am	Class size: 28 Subject area / topic: mathematics
Learning objectives: - to write and calculate multiplication statements - to develop mental and formal written methods of multiplication.	Assessment opportunities: questioning by teacher / teaching assistant, marked work. Resources: pencils, exercise books, worksheets, coloured card, smartboard, number resources including Numicon, Dienes Base sets, number rods, plastic animals, blocks, counters, beads, plastic rings. Teaching assistant to work with: Jack and Lily.
This section has been completed by the teacher	You must complete each of the boxes. You must show, in detail: - how you would adapt your lesson plan to align with the teacher's plan to meet the individual needs of Jack and Lily - suitable extension activities and a plenary to support Jack and Lily's progress - a range of pedagogical strategies and resources to enhance and support Jack and Lily's multiplication skills. The teacher has asked me to adapt an activity to support two children in the class of year 2 pupils aged 6-7 years. I will support Jack and Lily to understand multiplication in the maths lesson using a range of resources and support methods. Jack is sociable and confident but struggles to recall numbers and can get overwhelmed so I will need to keep the lesson straightforward and use his learning preferences to encourage him to join in. Jack likes technology so where possible I will include the use of the iPad. Lily is creative and enjoys practical, hands-on experiences, so I will use resources to help her join in. She can often feel anxious and does not

	like working in groups or completing workbooks or worksheets and lacks confidence in her own mathematical understanding. She can count in 2s and I will build on this to support her. I will talk to the teacher before the activity to make sure they are happy with my plan and that I can use the resources I feel will help the children engage such as the iPad and activity bags away from the other children. I will ask the teacher if Jack can help with activity 1 and do the writing on the interactive board when the class say the numbers out loud. I plan to use questions and answers to see if the children understand what they have done at the end of the lesson so that they are not overwhelmed by the thought of a test or worksheet. I will help the children to write in their workbooks and will use pair work with them both instead of group work to help them engage. I will use Numicon and counters to help them complete tasks set and they can draw their answers if they find this easier, the squared paper in their workbooks will be useful if they wanted to represent the numbers in coloured in squares for example. I will use simple language to help the children to understand and ask them questions about what we are doing and why as we complete activities to help extend learning. What do you think will come next? Can you see any patterns forming?
Teacher's lesson plan	Teaching assistant's differentiated plan
Main lesson The lesson will use practical and robust learning opportunities to support understanding of multiplication tables (times tables) and number groups. Activity 1 • whole class to count together in 2s as revision of the 2 times table • teacher to write the escalating numbers on the smartboard as the pupils say them, from 0 to 24 • teacher to explain that multiplication by 2 is the same as adding on two each time, for example $2 \times 2 = 4$ and $2 + 2 = 4$ • $2 + 2 + 2 = 2 \times 3$ (repeated addition).	Main lesson I will support both Jack and Lily in a quieter area in the classroom as both children can join in with the introduction to the lesson and can count with me when the teacher asks for the class to count in 2s. Jack will help write the numbers on the board when the children in the class say them out loud. I will use a small whiteboard to help both children understand the numbers more closely and so they can tell me what they are doing. I will take Jack and Lily out of the classroom or to a quiet area in it to work together. Both children enjoy and can use the counters independently and together to show they can count up to 24 in

Activity 2

- pupils to work in pairs
- pupils are asked to put two counters on the table next to one another and then two more counters directly underneath
- pupils are asked to repeat this until they have 12 rows with two counters in each row. 24 counters in total
- pupils then count in 2s (2, 4, 6, 8, 10 and so on).

Activity 3

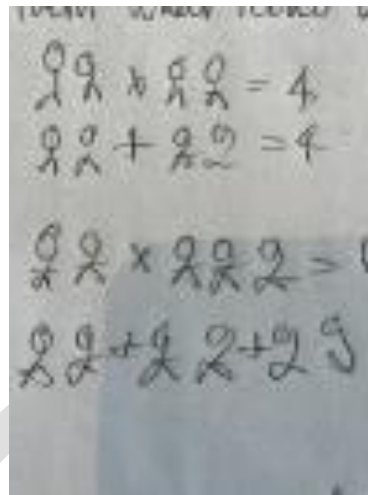
- teacher to introduce counting in 4s by using the smartboard to draw 12 circles
- teacher to draw four pencils in the first circle and ask the pupils how many pencils there are
- teacher to draw four pencils in the next circle and ask how many pencils there are, then how many pencils in total, for example $4 + 4 = 8$ and $2 \times 4 = 8$, then $4 + 4 + 4 = 12$ and $3 \times 4 = 12$
- teacher to continue up to 12×4 .

Activity 4

- pupils to work in groups
- teacher to give each group 12 plastic rings and 48 objects including animals, blocks, beads
- pupils to put four objects in the first plastic ring, four in the second and so on
- pupils to use the objects to explore adding on in 4s

2s. Jack can do this using interactive Numicons on the iPad if he needs to. This will help keep him involved in the activity.

I will talk to the children about how we are now going to double the multiplication.



I will ask questions to extend learning and make sure they both understand multiplication using simple language. I will ask Lily to draw the 4 pencils and then ask Jack to tell me how many there are as he struggles with recalling numbers. This will be in a calm environment so that they can both think about their answers without being worried they are going to get it wrong.

If they cannot do this, I will go back and help them with 2 x table and restart the steps.

Lily and Jack to continue to work in quiet area with me and work in pairs to avoid feeling overwhelmed in larger group work. This will be good for Lily as she likes kinaesthetic hands-on learning and interactive problem solving will help Jack stay focused. I would need to manage the physical learning environment, allowing the children easy access to the resources required and also perhaps in a position that allows the children opportunity to concentrate. This could be adapted and I could go outside with Jack and Lily to put objects in the rings which may help them join in if this is OK with the teacher.

I can use a whiteboard to write the sums for the children and then this can be photocopied and put in their workbook to show they have been able to

- pupils to use coloured card to write out the sum underneath each set – for example, $1 \times 4 = 4$, $2 \times 4 = 8$ – up to 12. Activity 5 - pupils to write in workbooks $1 \times 4 =$, $2 \times 4 =$, $3 \times 4 =$, up to $12 \times 4 =$ - pupils to recite the 4 times table together as a class.	complete the sums. I will then bring the children back to join the class so that they can join in and go over the times table together. After the lesson I will speak with the teacher about how the children got on and their progress. I will ensure that all resources are back with the teacher and that they are updated
Extension activity 4 times table search (find the multiples of 4) - pupils to complete a worksheet that requires them to circle all the multiples of four on the number line or fill in the missing number 4, 8, 16.	Extension activity 4 x table but if Jack and Lily cannot complete 2 x table then stay with multiplication up to 24 in activity 2.
Plenary - recap on learning - pupils to complete a short test on 4 x table.	Plenary Questions and answers Showing understanding through drawing of numbers Verbal test at the end as well as questions throughout as the assessment method.
Pedagogical strategies and resources - smartboard - working in pairs and small groups - mathematics equipment.	Pedagogical strategies and resources Whiteboard Pens and paper Numicon and counters for practical problem solving iPad Work in pairs max and no group work Clear communication and instruction Scaffolded guidance
Explanation The national curriculum outlines that there are 3 key areas and this lesson will show that the children can <i>'solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions'</i> <u>National curriculum in England: mathematics programmes of study – GOV.UK</u>. By adapting the lesson plan to use a quieter space to work and to only work in pairs, I plan to reduce anxiety in both children when answering questions and to be able to assess their ability to multiply numbers. Using an iPad can help children to answer questions and solve puzzles in a more interactive way and because they are using technology, they will not feel that formal learning is taking place. Lily does not feel confident in groups so working with Jack may help her to share her answers. I will ask questions throughout so that I can complete peer-on-peer assessments as well as summative assessments at the end of each activity. I will ask closed questions as well as open such as 'Can you tell me what 2×4 is? What happens when I put 2 counters down and then $\times 2$ to make 4' and then ask each child 'What do I need to put down to make 2×3?' Asking them to add counters on to multiply the numbers in 2s. Scaffold answers to questions such as 'If $2 \times 2 = 4$ what do you think 4×4 is? Can you tell me why you have come to your answer, or can you show me how you got to this answer?' This will help to see	

if the child understands what they are doing and how they got to their answer so that we can help them and see what they are doing wrong or right!

Scaffolding on what the children can do once, I can see they can do it which will ensure that I am not confusing them and that I am using their answers to develop their knowledge.

I will then ask questions to see if Jack and Lily can do any of 4 x table. I would ask open and closed questions to see if they are able to.

Using resources that meet the child's likes will help them to join in with the lesson and make them more likely to want to learn their times tables. I will use Numicon and counters as they are interactive as well as the resources from the activities 3 and 4. If the physical environment is too distracting then I can take the children outside to the playground where they can throw and explore with the rings, animals, blocks and beads.

Using questions will help the children show what they know and both children struggle with tests as Jack cannot recall numbers easily so I could help him to show how he shapes sentences and problem solve. I can write the answers down so they show his ability to understand multiplication. This will allow me to assess throughout the lesson the child's ability and how I can plan for next lesson. Lily likes doing things so removing her from groups and using the activities in pairs should reduce anxiety as she is not being asked to complete the test formally on her own or in front of the class. Lily can count in 2s and working in a pair will help me see areas of weakness and areas of strength. I will be able to make an assessment on how I can then extend the lesson next time. I will be able to see what the children know and by continually asking questions as we complete tasks I can measure this against the curriculum.

I will help the children to come to class for the introduction so that they can hear the teacher's input and join in with the class to feel included. I will differentiate by taking them to a quiet space, outside the class or into the playground to meet their needs and offer them the chance to answer questions and learn without distractions. Numicon and counters are a simple way of getting the children to show me how they can duplicate numbers and multiply.

As Lily is a kinaesthetic learner and Jack likes to use technology I could use an interactive game on the iPad if they find this easier [DoodleLearning – Maths and English Apps – For Families iPad Maths KS1 Maths – BBC Bitesize](#) and I can also suggest this as follow up extension experiences.

I will be able to assess their ability and if they are finding the tasks hard or complicated, I will stay on the activity they are finding hard and extend it to embed learning. I can differentiate if one of the children finds it easier than the other by giving a set of 4 x table questions on a whiteboard and a set of 2 x table questions, I can also use peer-led support to encourage confidence.

Examiner commentary

The student has provided a logical response demonstrating sufficient depth of understanding and knowledge of the role of the teaching assistant when working alongside the class teacher. This was done through the development of an adapted plan that was differentiated to take account of the children's identified learning preferences and stages in mathematical understanding.

The response demonstrates skills and knowledge of relevant strategies to support the pupils' engagement, such as practical hands-on learning, problem solving, paired work rather than larger group activity and the use of interactive games. The student noted the importance of checking the plan with the class teacher to ensure that it was appropriate to meet the needs of pupils, from initial discussion, preparation and implementation, through to next steps planning.

The response demonstrates an awareness of mathematics in the national curriculum at key stage 1. There is evidence of baseline / threshold knowledge and understanding of pedagogical strategies, such as practical resources, use of positive, encouraging praise and clear communication. There is also evidence of scaffolding support that has been applied in practice so as to support effective differentiation and motivation.

The work could be improved through deeper engagement with the pedagogical approaches identified. For example, explaining the concept of scaffolding and the use of practical resources and how these will support the children in their understanding of mathematics.

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for pass and distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications; the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grade descriptors

Pass
The evidence is logical but displays baseline knowledge in response to the demands of the brief. The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches. The student makes acceptable use of facts / theories / approaches / concepts and attempts to demonstrate breadth and depth of knowledge and understanding. The student is able to identify information from appropriate sources and makes use of appropriate information / appraises relevancy of information and can combine information to make decisions. The student makes judgements / takes appropriate action / seeks clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations. The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies these across different contexts. The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning. EYE only – demonstrates achievement of all EYE criteria.
Distinction
The evidence is precise, logical and provides a detailed and informative response to the demands of the brief. The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives / approaches. The student makes decisive use of facts / theories / approaches / concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills / techniques / methods. The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information / appraises relevancy of information and can combine information to make coherent decisions. The student makes well-founded judgements / takes appropriate action / seeks clarification and guidance and is able to use that to reflect on real-life situations in the sector.

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

SAMPLE

Document information

Copyright in this document belongs to, and is used under licence from the Department for Education, © 2025.

'T-LEVELS' and 'T Level' are registered trade marks of the Department for Education.

NCFE is authorised by the Department for Education to develop and deliver this T Level Technical Qualification.

'CACHE' is a registered trade mark of NCFE.

Owner: Head of Assessment Solutions

Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	03 November 2025	04 November 2025