T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 3 - Part 1A, Part 1B and Part 2

Mark scheme – Additional sample materials

v2.1: Additional sample materials
17 November 2023
603/5829/4

NCFE CACHE

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question, and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement that students must cover all of the indicative content to be awarded full marks.

SAMPLE

Performance outcomes

This assessment requires students to be able to:

PO1 Support and promote children's play, development and early education
PO2 Develop relationships with children to facilitate their development
PO3 Plan, provide and review care, play and educational opportunities to enable children to progress
PO4 Safeguard and promote the health, safety and wellbeing of children
PO5 Work in partnership with colleagues, parents, carers and other professionals to support children's development

Performance outcome grid

Task	Performance outcome					Total
	PO1	PO2	PO3	PO4	PO5	
Part 1A						
1	4	2	8	2		**16**
Part 1B						
2 (a)	3		12			**15**
2 (b)			10		2	**12**
Part 2						
1 (a)			6			**6**
1 (b)			9			**9**
2	8	2	8	2		**20**
3	8	4	8			**20**
Total marks	**23**	**8**	**61**	**4**	**2**	**98**
% Weighting	**24%**	**8%**	**62%**	**4%**	**2%**	**100%**

SAMPLE

Part 1 A **Total for this part: 16 marks**

1	**You must carry out** three **observations on a child in your industry placement.** **You** must **observe the child in activities that support the prime area of learning in the Early Years Foundation Stage (EYFS) –** physical development **You must carry out** three **separate observations:** • one **must use a** narrative **method** • one **must use a** post-it note **method** • one **must use a** sociogram **method.** **[16 marks]**

Band	Marking descriptors	Marks
	No creditworthy material.	**0**
1	The student demonstrates a **limited** ability to carry out and record the range of observations within physical development. The observations show a **minimal** level of detail and the approach is **likely** to be **inappropriate**. **Few** interests, individual needs and stages of development related to expected and atypical patterns within the area of learning have been identified. Those identified are **basic** and **likely** to be **lacking** in focus. The observations show a **limited** understanding of the early education curriculum and are **likely** to be subjective rather than objective, **reducing** the effectiveness in being able to draw conclusions from them.	**1–4**
2	The student demonstrates a **moderate** ability to carry out and record the range of observations within physical development. The observations show a **reasonable** level of detail and the approach is **somewhat appropriate**. **Some** interests, individual needs and stages of development related to expected and atypical patterns within the area of learning have been identified. Those identified are **reasonably** detailed and focused **in parts**. The observations show a **moderate** understanding of the early education curriculum and are **most likely** to be subjective rather than objective, **reducing** the effectiveness in being able to draw conclusions from them.	**5–8**
3	The student demonstrates a **good** ability to carry out and record the range of observations within physical development. The observations show a **proficient** level of detail and the approach is **generally appropriate**. **Most** interests, individual needs and stages of development related to expected and atypical patterns within the area of learning have been identified. Those identified are **proficiently** detailed and focus is **largely sustained**. The observations show a **good** understanding of the early education curriculum and are **most** likely to be objective rather than subjective, **maximising** the effectiveness in being able to draw conclusions from them.	**9–12**
4	The student demonstrates an **excellent** ability to carry out and record the range of observations within physical development. The observations show a **highly sophisticated** level of detail and the approach is **highly appropriate**.	**13–16**

SAMPLE

	All interests, individual needs and stages of development related to expected and atypical patterns within the area of learning have been identified. **All** of those identified are **highly sophisticated** and focus **is clear and sustained**. The observations show an **excellent** understanding of the early education curriculum and are objective rather than subjective, **maximising** the effectiveness in being able to draw conclusions from them.	

Indicative content

Observation 1: Narrative observation

- Written in chronological order, for example, refers to the sequencing of the physical development observation as it successively occurs from beginning to end.
- Written in a standard story form, for example, a standard narrative story form of writing.
- Everything seen and heard is recorded with the use of quotations, for example, all of the comments that the child makes within the physical development observation need to be recorded and referenced.
- Written in an objective manner, for example, no opinions or feelings, unbiased.
- Written in the present tense, for example, writing about things as they are happening to avoid subjectivity and bias.
- Interpretation kept to a minimum, for example, practitioners do not provide meanings or explanations from the observation date.
- Level of involvement of the child, for example, refers to whether the child is focused, engaged and interested during the physical development observation.
- Attention to detail, for example, the hand used when using tools and the type of grasp.

Observation 2: Post-it note observation

- Captured on Post-it notes or sticky labels, which can be used to check development, for example using the sticky notes to put into a learning journal or a child's developmental folder.
- Records a snapshot of something significant that a child has done or said, for example, has the child said or done something they have never done before?
- Notes anything that is a 'first', for example, the first time a child puts on their coat and fastens the zip.
- Notes anything particular to that child, for example, shows a preference for a dominant hand or holds a pencil with a tripod grip.
- Notes anything unusual or exceptional about the child's play at that moment, if the child is well known for example, is a child acting differently or displaying behaviour that is unusual for that child?
- Should build a picture about children's interests and development from many pieces of information.
- Observations recorded in an objective manner, for example, no opinions or feelings, unbiased.
- Recording of observations in early years areas of learning against the child's age bracket.
- Can be used in all environments, for example, not constrained to one learning environment and can be used anywhere in the early years setting, such as outdoor and indoor play, trips or forest school.

Observation 3: Sociogram

- Can be used in the early years setting to observe and track the social development of an individual child or group of children.
- Sociograms can be used to:
  - assess social groupings or interactions to understand what is happening in the classroom

SAMPLE

- suggest why a child chooses to associate with certain children and can build a picture of the underlying relationship between children, indicating friendship groups and the most popular or least popular child
- flag up unbalanced friendship groups
- flag up children who are socially isolated and need help initiating interactions
- assess the provision of activities, to see what is used or could be used to enhance the child's needs and learning opportunities
- effective for looking at large groups or whole class of children.

- Can be recorded in a pre-planned chart, table or visual flow chart.
- This type of observation can be used in all the environments in any part of the early years setting such as during indoor and outdoor play or during school trips and visits.
- This type of observation cannot be used spontaneously and needs to be pre-planned to include a pre-determined criterion and a question about a specific type of social interaction that is to be observed. The question can be about a positive or negative observation.
- Relies on observations of a child at that particular time (snapshot)
- Observations can be open to misinterpretations.

Accept any other suitable responses.

SAMPLE

Part 1B **Total for this part: 27 marks**

2 (a) **Evaluate the strengths and weaknesses of** your own **practice and skills in carrying out** each **of the different observation methods in** Part 1(a)**.**

[15 marks]

Band	Marking descriptors	Marks
	No creditworthy material.	**0**
1	**Basic** evaluation of students' own strengths and weaknesses in carrying out the observations, which is **unbalanced**. The relationship to the student's ability to carry out the observations in Part 1(a) is **likely** to be **unclear**. There is a **minimal** level of detail in relation to own skills required when carrying out observations, with **limited** application of the reflective cycle.	**1–3**
2	**Moderately effective** evaluation of students' own strengths and weaknesses in carrying out the observations, which has **some balance**. The relationship to the student's ability to carry out the observations in Part 1(a) is **somewhat clear**. There is a **reasonable** level of detail in relation to own skills required when carrying out observations, with **moderate** application of the reflective cycle.	**4–6**
3	**Effective** evaluation of students' own strengths and weaknesses in carrying out the observations, which is **generally balanced**. The relationship to the student's ability to carry out the observations in Part 1(a) is **generally clear**. There is a **proficient** level of detail in relation to own skills required when carrying out observations, with **good** application of the reflective cycle.	**7–9**
4	**Highly effective** evaluation of students' own strengths and weaknesses in carrying out the observations which is **mostly balanced**. The relationship to the student's ability to carry out the observations in Part 1(a) is **largely clear**. There is a **refined** level of detail in relation to own skills required when carrying out observations, with **developed** application of the reflective cycle.	**10–12**
5	**Exceptional** evaluation of students' own strengths and weaknesses in carrying out the observations, which is **balanced**. The relationship to the student's ability to carry out the observations in Part 1(a) is **clear and sustained**. There is a **highly sophisticated** level of detail in relation to own skills required when carrying out observations, with **excellent** application of the reflective cycle.	**13–15**

Indicative content

Strengths

- Having good relationships with the child, for example, knowing the children well and knowing their stage of development can support the observational process and make it easier to identify any behavioural or additional needs.
- Using effective reflection on the physical development observation to check that the child is in line with the expected pattern of development in the early years curriculum and that any activities are age and stage appropriate; if there are any issues, strategies can be put in place to support the child.
- Understanding and using the reflective cycle, for example, using the reflective cycle can ensure that the practitioner reflects in detail on their own practice and develops their observation skills.
- Experience of already doing an observation, for example, experience of observations will strengthen practitioner observation skills, ensuring they are accurate, coherent and show no bias.

SAMPLE

- Prior knowledge of types of observations, for example, the practitioner should know all of the types of observation that they have been taught and the importance of each type.
- Observing a practitioner in practice carrying out observations, for example, practitioners may have already shadowed other practitioners in the observation process; this will have shown them the process and how to reflect on the observation for the child's future planning.
- Practitioners' confidence in their own ability, for example, if a practitioner has confidence in their own ability then they will be able to carry out detailed observations that are linked to the early years curriculum and can determine the patterns of development and any concerns.
- Observations informing future planning, for example, the observational data from the personal, social, and emotional development observation can be reflected on, then used to plan next steps for the child or support any additional or behavioural needs.

Weaknesses

- Observations are filtered through the interpretive lens of the observer and susceptible to observer bias, for example, although practitioners understand that they should remain unbiased, observations can often be interpreted incorrectly.
- Observations do not increase the understanding of why children behave the way they do, for example, observations can determine the stage of the child's development and behaviour of the child, but they do not explain why a child behaves a certain way or give solutions for further planning.
- Children realise they are being observed, for example, if children realise that they are being observed, they consciously or unconsciously change the way they behave.
- Observation techniques, for example, the observation types in this assignment are often not used anymore in settings, due to using iPads with development apps.
- Time consuming, for example, in a busy early year setting, it may be time consuming to attempt 3 different methods of observation.
- Lack of confidence, for example a practitioner's lack of confidence can affect their ability to understand children's development which affects future planning and next steps.
- Lack of in-depth knowledge of the current early year's curriculum, for example, if a practitioner does not fully understand the curriculum, they will not be able to determine if the child is reaching their milestones or needs additional support.

Reference to professional skills used in observations, such as:

- active listening – students may reflect on how well they were able to listen to the children whilst completing their observations, if they found it difficult to hear and record what was being said and done and the impact this had on the quality of their observations.
- time management and working in partnership with others in the setting to plan observations – students may reflect on how well they managed their time. Did they give enough time to effectively plan and to share their observations with their mentor or did they leave everything to the last minute and then felt rushed?
- multitasking – observations require the ability to multi-task. Observers need to be able to notice what's going on whilst listening and writing and, at the same time, trying not to miss anything. In addition, the observer needs to be aware of what else is happening around them. Students may reflect on how well they did this when carrying out their observations, which skills they found easy to manage and those they found difficult and the impact on the quality of their observations.
- handwriting and writing skills (legibility and SPaG) – it can be difficult to record observations neatly as the observer is watching and writing at the same time. Students might reflect on the legibility of their observations, how well they were written and if this would affect the accuracy of their observations.
- being objective – students might reflect on how objective their observations were and how this helped or hindered the assessment (analysis) process.

Use of a recognised reflective cycle may include:

SAMPLE

- Gibbs
- Kolb
- Boud
- Keogh
- Walker.

Accept any other suitable responses.

SAMPLE

2 (b)	**Suggest ways that you could engage with continuing professional development (CPD) to improve** your own **observational practice and skills.** **[12 marks]**

Band	Marking descriptors	Marks
	No creditworthy material.	**0**
1	**Fragmented** points, which suggest a **limited** range of ways to engage in continuing professional development. The suggestions are **very unlikely** to improve the quality of the student's observation skills. Relevance to the strengths and weaknesses of the student's own practice is **somewhat unclear** and **likely** to consist of **basic** statements. **Limited** opportunities to work in partnership with others are considered. These are **likely** to be **minimal** and **ineffective.**	**1–3**
2	**Partial** response, which suggests a **moderate** range of ways to engage in continuing professional development. The suggestions are **unlikely** to improve the quality of the student's observation skills. Relevance to the strengths and weaknesses of the student's own practice is **generally clear**, with a **generally effective** response. **Some** opportunities to work in partnership with others are considered. These are **somewhat relevant** and **moderately effective.**	**4–6**
3	**Sound** response, which suggests a **good** range of ways to engage in continuing professional development. The suggestions are **likely** to improve the quality of the student's observation skills. Relevance to the strengths and weaknesses of the student's own practice is **largely clear** and with a **well-developed** response. **Clear** opportunities to work in partnership with others are considered. These are **mostly relevant** and **effective**.	**7–9**
4	**Comprehensive** response, which suggests an **extensive** range of ways to engage in continuing professional development. The suggestions are **likely** to improve the quality of the student's observation skills **significantly**. Relevance to the strengths and weaknesses of the student's own practice is **clear and sustained**, with a **highly sophisticated** response. **Clear** and **varied** opportunities to work in partnership with others are considered. These are **relevant** and **highly effective**.	**10–12**

SAMPLE

Indicative content

Ways to engage in CPD, including working in partnership, related to strengths and weaknesses of own practice may include:

- having a mentor, for example, having a mentor in the setting will ensure that the practitioner is supported whilst carrying out observations and next step planning
- setting targets related to identified weaknesses of practice and skills when observing children
- using a range of resources to improve practice and skills when observing children
- implementing strategies to improve the practitioner's own confidence to observe children
- training days, for example, attending training courses on observations can ensure that observation practices are up-to-date and valid
- peer observation, for example, by observing a peer, a practitioner can observe good practice and develop their own practice, in own or other early years settings
- research on the different observation methods, for example, practitioners can research new innovative methods of observation and share their knowledge with peers to keep practice current
- training on new technologies such as iPads and new observation apps, for example, practitioners need to be aware of how to use technology and the new apps that are involved in observing
- further training on the observation, assessment and planning cycle will develop a better understanding of the need for objectivity in recording observations in order to provide a valid and reliable base for assessment and planning of next steps, therefore enabling progression of the children's development
- CPD in relation to identified areas for development is directly related to the specific observation methods carried out
- training and development on reflective cycles to ensure the practitioner is reflecting on practice and becoming reflexive to improve outcomes for children
- shadowing key workers and supporting the completion of children's learning journeys to gain hands-on experience
- working collaboratively with colleagues such as class teacher or other teaching assistants
- working collaboratively with children's health and care services
- supporting key workers with parent/carer consultations to learn how observations from parents and carers inform the observation, assessment, and planning cycle.

Accept any other suitable responses.

SAMPLE

Part 2 **Total for this part: 55 marks**

1 (a)	**Identify** and **describe the** three **different methods of observation (provided in the insert) that were used to assess Emily's** personal, social and emotional development**.** **[6 marks]**

Award one mark for identification and one mark for a description :

- Narrative (1):
  - a narrative observation is a detailed account of what the child has said and done and includes interactions with others (1).
- Checklist (1):
  - a checklist is a pre-populated list in which the observer will indicate if a skill has been met, not met or is emerging (1).
- Post-its (or snapshot) (1):
  - a post-its observation is a short observation that records a 'wow' moment where the observer sees something significant happen (1).

Accept any other suitable responses.

1 (b)	**Explain the purpose of** each **of the** three **methods of observation identified in** 1(a) **in the assessment of children.** **[9 marks]**

- Narrative – the purpose of a narrative observation is to assess a child over a short period of time and record objectively what the child has done (1). For example, it may be to assess a child's skills of coordination during an activity OR to assess conceptual understanding during an activity (1). The observation supports the practitioner to support assessment of the child and to inform future planning (1).
- Checklist – the purpose of a checklist observation is to assess a child on a list of specific skills or knowledge (1) It is often used to assess skill level, for example the incremental development of fine and gross motor skills and the development of the child's strength and coordination (1) The checklist is matched against the EYFS levels and milestones to check if a skill has been achieved or is still emerging (1).
- Post-its – the purpose of post-it notes is to capture spontaneous assessment opportunities (1). For example, when a child of 20 months kicks a ball into the goal, throws his/her arms in the air and shouts 'goal' (1). They allow for the practitioner to quickly record a significant moment for the child and contribute to the overall assessment and planning process for the child's next steps (1).

Accept any other suitable responses.

SAMPLE

2	**Analyse** each **of the** three **observations to draw conclusions about whether Emily is meeting the expected milestones in** personal, social and emotional development **in relation to the current requirements of the early education curriculum.** **[20 marks]**

Band	Marking descriptors	Marks
	No creditworthy material.	**0**
1	There is a **basic** analysis of Emily's interests, individual needs and stages of development related to expected and atypical patterns within personal, social and emotional development **Simplistic** conclusions from the observations have been drawn and are **likely not** to be supported by any judgements, showing a **limited** understanding of how the early education curriculum is used to assess children's development holistically.	**1–4**
2	There is a **moderately effective** analysis of Emily's interests, individual needs and stages of development related to expected and atypical patterns within personal, social and emotional development Where conclusions from the observations have been drawn, it is **not always clear** how they are supported by judgements, showing a **moderate** understanding of how the early education curriculum is used to assess children's development holistically.	**5–8**
3	There is an **effective** analysis of Emily's interests, individual needs and stages of development related to expected and atypical patterns within personal, social and emotional development Conclusions from the observations have been drawn but are **likely** to **lack substantiation** and are **generally** supported by **relevant** judgements, showing a **good** understanding of how the early education curriculum is used to assess children's development holistically.	**9–12**
4	There is a **highly effective** analysis of Emily's interests, individual needs and stages of development related to expected and atypical patterns within personal, social and emotional development **Some substantiated** conclusions from the observations have been drawn and are supported by judgements which are **mostly coherent** and **relevant**, showing a **developed** understanding of how the early education curriculum is used to assess children's development holistically.	**13–16**
5	There is an **exceptional** analysis of Emily's interests, individual needs and stages of development related to expected and atypical patterns within personal, social and emotional development **Substantiated** conclusions from the observations have been drawn and are **fully** supported by judgements, showing an **excellent** understanding of how the early education curriculum is used to assess children's development holistically.	**17–20**

SAMPLE

Indicative content

Conclusions from the observations may include:

- Emily does see herself as a valuable individual
- Emily needs to develop her ability to express her feelings and to consider the feelings of others
- Emily is beginning to show resilience and perseverance but needs to develop this further
- Emily needs to develop her ability to moderate her own feelings socially and emotionally
- Emily is not good at sharing or taking turns
- Emily needs to develop her ability to think about the perspectives of others
- Emily is working within the 3−4-year-old level.

Analytical points may include:

Narrative
- Emily enjoys creative activities such as making dragon wings and a kite
- Emily has a good imagination
- Emily is unable to share resources
- Emily needs support to find solutions for conflicts and rivalries
- Emily expresses her feelings through crying rather than using descriptive vocabulary
- Emily always has to win
- Emily can become physical when she does not get her own way
- Emily often needs EYP attention to focus on a task and to help to resolve conflicts.

Checklist
- Emily is developing the ability to see herself as a valuable individual whilst sharing her certificate.
- At times, Emily is able to think of the feelings and needs of others for example, when she helps her friend in the yard.
- Emily needs to develop her ability to share and cooperate with peers.
- Emily needs to follow adult instructions.
- Emily needs to use vocabulary to describe why she is upset rather than just crying.
- Emily visits the book corner, water tray and home corner voluntarily.
- Emily needs to practise her cutting skills.
- Emily is beginning to show resilience and perseverance when completing tasks.
- Emily must learn not to be physical when things do not go her way and must use words to express her feelings or needs.

Post-it notes
- Emily wants to control the game.
- Emily is unable to share resources or to consider the needs of others.
- Emily needs an adult to model how to use vocabulary to express feelings or to ask for something.
- Adults need to provide strategies to help Emily to stay calm.
- Adults need to praise positive behaviour and build constructive and respectful relationships.
- Adults need to support Emily to recognise that her behaviour was not acceptable.
- Emily needs reminding to respect the class rules and to behave correctly towards others.
- Emily shows kindness to others when she helps her friend to wash her hands.
- Emily demonstrates a short concentration span when she floats from area to area.

SAMPLE

Developmental stages met related to the EYFS may include:

Personal, Social and Emotional Development (PSED)
3 and 4–year olds will be learning to:

- play with one or more other children, extending and elaborating play ideas
- increasingly follow rules, understanding why they are important
- talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.

Children in reception will be learning to:

- see themselves as a valuable individual
- show resilience and perseverance in the face of challenge.

Communication and language
3 and 4–year olds will be learning to:

- use a wider range of vocabulary
- understand ‘why’ questions.

Expressive Arts and Design
3 and 4–year olds will be learning to:

- take part in simple pretend play, using an object to represent something else even though they are not similar
- explore different materials freely, to develop their ideas about how to use them and what to make
- join different materials.

Accept any other suitable responses.

SAMPLE

3	**Use your analysis of the observations to discuss the next steps for Emily's** personal, social and emotional development**.** **Give examples of suitable educational activities or opportunities to support your answer.** **[20 marks]**

Band	Marking descriptors	Marks
	No creditworthy material.	**0**
1	**Basic** application of the analysis of the observations to inform next steps. There are **few** next steps discussed, **most** of which are **likely** to be merely **stated** and have **little** relevance to Emily. The next steps are **most likely** to be **ineffective in** enabling Emily to progress and have **minimal** consideration for Emily's individual needs and interests.	**1–4**
2	**Moderately effective** application of the analysis of the observations to inform next steps. **Some** next steps are discussed, with a **reasonable** level of detail although **a few** are **likely** to be merely **stated**. Relevance to Emily is **sometimes** confused. The next steps are **moderately effective** in enabling Emily to progress and have **reasonable** consideration for Emily's individual needs and interests.	**5–8**
3	**Effective** application of the analysis of the observations to inform next steps. **Most** next steps are discussed, with a **proficient** level of detail. Relevance to Emily is **generally clear**. The next steps are **effective** in enabling Emily to progress and have **proficient** consideration for Emily's individual needs and interests.	**9–12**
4	**Highly effective** application of the analysis of the observations to inform next steps. **Nearly all** next steps are discussed, with a **refined** level of detail. Relevance to Emily is **largely clear**. The next steps are **highly effective** in enabling Emily to progress and have **refined** consideration for Emily's individual needs and interests.	**13–16**
5	**Exceptional** application of the analysis of the observations to inform next steps. **All** next steps discussed, with a **highly sophisticated** level of detail. Relevance to Emily's is **clear and sustained**. The next steps are **exceptional** in enabling Emily to progress and have **highly sophisticated** consideration for Emily's individual needs and interests.	**17–20**

SAMPLE

Indicative content

Discussion regarding next steps in relation to the EYFS may include:

Practice and consolidation of skills previously observed.

Personal, social and emotional development
3- and 4-year-olds will be learning to:

- play with one or more children, extending and elaborating play ideas
- find solutions for conflicts and rivalries
- increasingly follow rules, understanding why they are important
- remember the rules without needing an adult to remind them
- develop appropriate ways of being assertive
- talk about their feelings using words like happy, sad, angry or worried
- understand gradually how others might be feeling.

Children in reception will be learning to:

- build constructive and respectful relationships
- identify and moderate their own feelings socially and emotionally.

Communication and language
3- and 4-year-olds will be learning to:

- be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Expressive arts and design
3- and 4-year-olds will be learning to:

- show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Children in reception will be learning to:

- develop storylines in their pretend play
- create collaboratively, sharing ideas, resources and skills.

Discussion regarding individual needs/interests and progress may include:

- Emily enjoys role play using the large blocks. EYP to play with a group of children to model how to take turns, how to use their vocabulary to ask for things and demonstrating how to build constructive and respectful relationships by saying please and thank you
- Emily enjoys working outdoors. Try to plan some activities using the outdoor environment in which Emily needs to take turns and does not always win games
- in the home corner, plan activities that support Emily to carry out decisions, respecting the wishes of the rest of the group
- set up play opportunities in quiet spaces for Emily with just one or two children. Model positive play and co-operation
- explain why we have rules and provide picture cues − for example, a child sitting smartly with their hand up
- provide clear boundaries and routines when planning activities for Emily. EYP must always be calm and sensitive to her needs.

SAMPLE

- use picture cards showing feelings and emotions and model how to talk about how you are feeling
- plan activities that allow Emily and her peers to talk about how they are feeling. EYP to model strategies for when you are feeling angry or frustrated like taking a few deep breaths, counting to ten or moving away
- provide role play opportunities for Emily to explore situations from a different point of view
- bring these ideas into the children's role play and act out certain scenarios
- provide opportunities to work as a group to build objects such as a train or bus with large bricks, taking other people's ideas into account.

Accept any other suitable responses.

SAMPLE

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
1.0	First version		September 2022
v2.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v2.1	Sample added as watermark	November 2023	17 November 2023

SAMPLE