



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 -

Student guide

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Structured observations

Structured observations are a set of activities you will need to complete on your Industry Placement. You will be observed carrying out these activities to make an assessment of how well you have done.

The structured observations are therefore final assessments and should be treated as such. You should perform to the best of your ability, and you will be observed doing so, given a mark, and this mark will contribute towards the final grade you achieve on your Technical Qualification.

The following pages detail the structured observations and the criteria they are intended to cover.

Structured observations will be planned by your Assessor, in agreement with the Industry Placement and you, well in advance.

Activities are written to reflect naturally or regularly occurring activities in the industry, and Providers will make use of regular provision to accommodate these observations.

For each structured observation, it is expected that you will either support the Teacher's planning, or you will plan your own activity to compliment the Teacher's planning. Your plan may be for a specific curriculum area such as computing, or it may be that the observation requirements are met within another curriculum area such as using technology in an English or mathematics lesson. If you are supporting rather than leading an activity you will expected to take on an active role so that you can be assessed against the performance criteria.

You will have no input from the Assessor during the structured observations. You can interact as required with other practitioners, based on the requirements of the activity.

All planned activities will need to be carried out in line with setting's policies and procedures at all times.

Structured observation 1: Support the class Teacher to engage pupils in planned activities promoting literacy development.

Description of activity and intended coverage:

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

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

Through structured observation 1 you should:

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

The activity should allow you to cover all of the relevant criteria listed below.

Mapping to criteria

S1.8	S1.9/2.9	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

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

Description of activity and intended coverage:

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

Through structured observation 2 you should:

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

The activity should allow you to cover all of the relevant criteria listed below.

Mapping to criteria

S1.8	S1.9/2.9	S1.10	S1.11	S1.12	S2.7	S2.8	S2.13	S2.14	S2.17	S2.18
S2.19	S3.25	S3.33/4.18	S3.36	S3.37	S3.40	S4.13	S4.14	S4.17	S4.21	

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

Description of activity and intended coverage:

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

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

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

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

Through structured observation 3 you should:

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

The activity should allow you to cover all of the relevant criteria listed below.

Mapping to criteria

S1.8	S1.9/2.9	S1.11	S1.12	S1.15	S2.8	S2.13	S2.17	S3.33/4.18
S3.35	S3.36	S3.37	S3.38	S3.39	S3.40	S4.19	S4.21	

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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
v4.0	Annual review 2023: Name changed to Education and Early Years Clarity of criteria mapping	June 2023	19 June 2023