



# T Level Technical Qualification in Education and Early Years

**Occupational specialism assessment (OSA)**

**Early Years Educator**

Assignment 2 - Structured observation 1 - Distinction

Guide standard exemplification materials

# Observation Planning Form 1

The student will be given time to plan an activity/experiences that meet criteria associated with this structured observation.

<b>Student name</b>		<b>T Level Technical Qualification in Education and Early Years</b>	
<b>Assessor name</b>		<b>Provider</b>	<b>Private Day Nursery</b>
<b>Planned activity:</b> Engaging with children during play, for example role play/outdoor		<b>Criteria expected to be covered:</b>	
<p><b>Activity:</b> role play outdoors: the garden centre shop.</p> <p><b>How will I meet the criteria:</b>                      S1.29, S1.25 S1.30: I will include the children in setting up the activity. We will work in small groups and also I will give them access to a range of resources such as:</p> <ul style="list-style-type: none"> <li>• plant pots</li> <li>• seeds and soil</li> <li>• labels</li> <li>• pretend money.</li> </ul> <p>The role play will support sustained shared thinking by open-ended questioning around garden centres, plants and growing. I will prepare the children by reading stories and looking at photos and images of different plants and flowers. The children will work in small groups and also in large groups at story time.</p> <p>EYE 1.1 and 1.4: I will need to differentiate the activities to meet the needs of all of the children I am working with and think about their individual needs and circumstances.</p> <p>S1.31 Observations will need to be considered so that I am able to plan next steps and I will also make notes and share these with the key person so that I can contribute to planning.</p> <p>S2.19 and S2.20 I will always be a positive role model and also support children to manage their own behaviour in relation to others. This involves listening and showing compassion. I will communicate with all children and be inclusive in my approach</p>		<p><b>S1.29</b> Implement a range of pedagogical strategies to support children’s early literacy skills.</p> <p><b>EYE 1.1</b> Understand the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7.</p> <p><b>EYE 1.4</b> Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.</p> <p><b>S1.30</b> Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children’s mathematical understanding.</p> <p><b>S1.31</b> Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities. (5.9-planning, observation and assessment records)</p> <p><b>S1.25</b> Support and promote children’s speech, language and communication development using a range of strategies.</p> <p><b>S1.23</b> Engage in effective strategies to develop and extend children’s learning and thinking.</p> <p><b>S2.19</b> Model and encourage positive behaviours expected of children.</p> <p><b>S2.20</b> Support children to manage their own behaviour in relation to others.</p>	

<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Observation of Skills Recording Form

<b>Student name</b>		<b>Date</b>	
<b>T Level Technical Qualification in Education and Early Years</b>	Engaging with children during play, for example role play/outdoor play.		
<b>Assessor name</b>			
<b>Observation number</b>	1		
<b>Example record of observation</b>	<b>Criteria</b>		
<p><b>Narrative</b></p> <p>The student shares with me the detailed plan and shows me the area outside. The student refers to previous observations of children to promote child-centred planning. The student follows a planned activity outdoors to promote mathematics, building on children’s developmental stage and interests; a ‘garden centre’ had been set up for the children to visit, including a snack bar. Throughout the observation, the student uses a range of pedagogical strategies to support children’s emergent literacy skills when communicating with the children. When reading with the children and when looking at the labels in ‘the garden centre’, the student was able to introduce sounds and letters and encouraged children’s contributions through engaging dialogue. Evidence of how the student implements a range of strategies include: use of intonation when reading stories, encouraging contribution from the children through a range of communication methods, asking open-ended questions stimulating/extending play through innovative role play outdoors and provocation. There is an obvious rapport between student and children demonstrated by relaxed contribution and interaction.</p> <p>The student uses mathematical language during planned activities to incorporate unplanned, incidental learning opportunities for mathematics. This is seen when the student counts out the ‘money’ as part of the role play in the outside garden centre. The student introduces simple concepts through appropriate mathematical language and concepts such as counting 1–5, adding 5 items to the basket and phrases such as ‘more than’ too many; half full and empty’. The student makes sure all individual children are contributing to the activity and that they can all able to participate at their level.</p> <p>The student models behaviour throughout the observation and is aware of the needs of the children around her, at one point kneeling to support children who were both determined to wear the same hat to come to the shop. The student responds consistently in a calm manner, distracting the children by asking if there are any woolly hats as she is feeling cold, (of which there were several), and these soon became the hat of choice. The student remains aware of the individual learning needs of the children, and sensitive to their needs, by encouraging a new member of the setting to come along to the snack bar with her for a drink.</p> <p>The student sustains interest and extends the play encouraging incidental maths, problem solving and thinking skills throughout.</p>	<p><b>S1.31</b> <b>1.1</b></p> <p><b>S1.23</b> <b>S1.25</b> <b>S1.29</b></p> <p><b>S1.30</b> <b>S2.19</b> <b>S2.20</b></p> <p><b>S1.31 (5.9)</b></p>		

<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Professional Discussion Form

<b>T Level Technical Qualification in Education and Early Years</b>		<b>Student name</b>	
<b>Date and time of discussion</b>		<b>Assessor name</b>	
<b>Observation number</b>	1		

<b>Record of the discussion. Please include: people present</b>		<b>Criteria</b>	
<p>The assessor leads a professional discussion around the observation and the interaction with the children asking the student to talk about links to the observation and next steps planning. The student was able to share the observation and planning with the assessor, which clearly identified aims to identify and foster mathematical skills through play and structured opportunities.</p> <p>The student responds to the assessor when asked about how the experience would benefit holistic development of children and how it could be differentiated to promote effective learning opportunities.</p> <p>This led to a discussion of developmental milestones typically expected from 0–5 years and how the early years settings prepares for children according to their age and individual need/circumstance. The student was also able to discuss the benefits of role play and play in general for children’s holistic development from 5–7 years of age. The response considers each area of development and was able to discuss how the significance of prime areas of the statutory framework for a child’s future disposition to learning as well as the implications of individual circumstances on development.</p> <p>The student was able to adapt a range of pedagogical styles to support learning and active participation including agile communication, positive relationships, and was able to discuss the significance of connections and interaction for children’s learning.</p>		1.1	
		S1.29	
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

## 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:** S1.29, 1.1, 1.4, S1.30, S1.31, S1.32, S1.25, S2.19 and S2.20

### **Assessor Commentary**

The student demonstrates highly effective use of the observation and assessment cycle to prepare purposeful child-centred learning experiences for the children, building on their interests and stages of development.

Throughout the observation, the student is able to make excellent use of spontaneous opportunities to support and extend children's understanding across a range of concepts including emerging mathematics and literacy. For example, a range of pedagogical strategies are applied effectively to support emergent literacy, including interactive and engaging dialogue with all of the children and the use of sounds and letters when looking at the labels in the 'garden centre'. Mathematical concepts are introduced through playful interactions with the children as appropriate to extend learning when 'counting money', as well as through the use of mathematical language, such as 'more than' too many; half full and empty'.

The student is able to demonstrate engaging communication with all children involved throughout the observation, and uses highly effective techniques and skills to extend conversation, maximising opportunity for sustained shared thinking and problem solving.

The student is aware of the needs of the children and shows sensitivity towards the young child who is settling in at the setting as well as modelling behaviour to support children to manage their own emotions and deal with their own behaviour in relation to others. For example, the use of distraction when considering their hats.

During the professional discussion, the student is able to explain key milestones in a child's holistic development, reflecting on opportunities from the learning experience planned as well as referring to the Early Years Statutory Framework.

**Assessor name and signature**

**Date**

**Student name and signature**

**Date**

<b>Specification reference</b>	S1.29
<b>Criteria</b>	Implement a range of pedagogical strategies to support children’s early literacy skills.
<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>• story telling</li> <li>• guided reading</li> <li>• role play</li> <li>• systematic synthetic phonics</li> <li>• songs and nursery rhymes.</li> </ul>
<b>Professional discussion allowed?</b>	Yes include professional discussion to complement observation. The professional discussion <b>must not</b> be used as an alternative but may be used to complement understanding, in particular of EYE criteria 1.7: Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy.

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Inconsistent or limited use of strategies to support literacy.  Lacks confidence in using strategies to support children’s early literacy skills.	Consistently implements appropriate strategies to support emergent literacy.  Confidence is demonstrated when using strategies to support children’s early literacy skills.	Consistently and effectively implements strategies to support emergent literacy.  Confidence is demonstrated when supporting children’s early literacy skills through purposeful interactions.	Highly effective implementation of strategies to support emergent literacy.  Strategies are differentiated to support and extend children’s early literacy skills.  Confidence is demonstrated when supporting children’s early literacy skills through purposeful interactions that are responsive to the children’s needs and support their learning interactions.



Assessor Commentary	
<b>Final mark:</b>	

<b>Early Years Educator reference</b>	1.1
<b>Criteria</b>	Understand the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7
<b>Assessed skills</b>	Children’s development patterns to include: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited understanding of the expected patterns of children’s holistic development from 0–7 years. Some significant key milestones are identified in holistic development.	Significant milestones in a child’s holistic development from 0–7 years are described with examples and in the following areas: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul>	Significant milestones in a child’s holistic development from 0–7 years are explained with examples in each of the following areas: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul>	Significant milestones in a child’s holistic development from 0–7 years are explained with examples, and theoretical awareness is evidenced in relation to biological and environmental impact to development. The response makes reference to: individual rate and pace, and how the adult can support holistic development, as well as being able to refer to the patterns of typical

		<p>The response makes reference to: individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding.</p>	<p>The response makes reference to: individual rate and pace and how the adult can support holistic development. Examples of theory may enhance understanding.</p>	<p>development, to be able to identify when a child is in need of support. Areas included are:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul>
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**Assessor Commentary**

<b>Final mark:</b>		
<b>Early Years Educator reference</b>	1.4	
<b>Criteria</b>	Children’s learning and development in relation to their stage of development and individual circumstances.	

<b>Assessed skills</b>	Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	The response is limited, making reference to one or more factor/s that may impact on learning and development. There is no analysis and limited explanation.	The response explains one environmental and one biological factor impacting learning and development in children. Analysis is attempted through example to evidence how the stage of development and learning of children is affected by their stage of development and individual circumstances	The response uses relevant examples to analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances. Awareness of theoretical perspectives identified.	The response explains through example how children’s stage of development and individual circumstance may affect how they learn. Analysis considers biological and environmental factors including application of theory impacting learning and development. Theory or statutory guidance such as the Early Years Foundation Stage is used to consider approaches to diversity and inclusion.

<b>Assessor Commentary</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S1.30
<b>Criteria</b>	Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children’s mathematical understanding.

<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>• spontaneous opportunities to support mathematical understanding</li> <li>• building on children’s mathematical knowledge and understanding</li> <li>• providing opportunity to support children’s mathematical progression.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Shows inconsistent ability to recognise and use spontaneous opportunities to support children’s mathematical understanding.  Limited confidence to support children’s mathematical development.	Consistently recognises and uses spontaneous opportunities to support children’s mathematical understanding  Appropriate confidence is demonstrated when supporting children’s mathematical development.	Consistently recognises and uses spontaneous opportunities to support children’s understanding across a range of mathematical concepts.  High levels of confidence are demonstrated when supporting children’s understanding of a range of mathematical concepts.	Excellent recognition of spontaneous opportunities to support and extend children’s understanding across a range of mathematical concepts.  Skilfully consolidates and extends children’s mathematical understanding across a range of concepts.

<b>Assessor Commentary</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S1.31
<b>Criteria</b>	Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities. (5.9-planning, observation and assessment records)
<b>Assessed skills</b>	Student demonstrates:

	<ul style="list-style-type: none"> <li>uses observational assessments to identify children’s current mathematical understanding</li> <li>supports children’s mathematical understanding during play and structured opportunities</li> </ul>
<b>Professional discussion allowed?</b>	Yes include professional discussion to complement observation. Professional discussion <b>must not</b> be used as an alternative but may be used to compliment understanding

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Observations and assessments of children’s mathematical understanding have limited accuracy, or are inconsistently used in planning or providing play or structured activities that support their mathematical skills.	<p>Observations and assessments of children’s mathematical understanding are used to plan or provide appropriate play or structured activities that support their mathematical skills.</p> <p>This is evident through appropriate planning or provision of activities or play resources to support next steps in children’s mathematical development.</p> <p>Recording documentation for observations must be included.</p>	<p>Observations and assessments of children’s mathematical understanding are used effectively to plan or provide play or structured activities that support their mathematical skills.</p> <p>This is evident through effective planning or provision of activities or play resources to support next steps in children’s mathematical development.</p> <p>Recording documentation for observations must be included.</p>	<p>Highly effective use of observational assessment is evident through skilful, differentiated planning and interaction with children to enhance and extend their mathematical skills.</p> <p>Skilfully uses a range of opportunities to plan or provide support to extend children’s mathematical understanding through effective strategies or resources.</p> <p>Recording documentation for observations must be included</p>

<b>Assessor Commentary</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S1.23
<b>Criteria</b>	Engage in effective strategies to develop and extend children’s learning and thinking.
<b>Assessed skills</b>	<p>The student demonstrates</p> <ul style="list-style-type: none"> <li>• engagement in sustained shared thinking with children</li> <li>• scaffolding skills and knowledge</li> <li>• differentiation of support</li> <li>• using open-ended questioning</li> <li>• encouraging group discussion</li> <li>• creating opportunities for problem solving</li> <li>• facilitate opportunities for peer learning.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	<p>Limited effectiveness in using strategies to develop children’s learning and thinking.</p> <p>Lacks confidence in engaging with children in a way which extends their learning and thinking.</p>	<p>Uses appropriate strategies to develop and extend children’s learning and thinking.</p> <p>Confidence in engaging with children appropriately in ways that extend their learning and thinking.</p>	<p>Uses strategies appropriately to develop and extend children’s learning and thinking.</p> <p>Confidence in engaging with children effectively in a range of ways to extend their learning and thinking.</p>	<p>Uses strategies effectively which are carefully selected and differentiated to develop and extend children’s learning and thinking.</p> <p>Highly effective in confidently engaging with children in a range of ways and contexts, such as individual and group activities, to utilise all opportunities to extend children’s learning and thinking.</p>

Assessor Commentary	
<b>Final mark:</b>	



<b>Specification reference</b>	S1.25
<b>Criteria</b>	Support and promote children’s speech, language and communication development using a range of strategies.
<b>Professional discussion allowed?</b>	Yes
<b>Assessed skills</b>	<p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>• using visual aids and signs in the environment</li> <li>• using bilingual resources</li> <li>• modelling language</li> <li>• using appropriate questioning techniques for age and stage</li> <li>• instigating high-quality, adult-child verbal interactions</li> <li>• using songs, rhymes and story telling</li> <li>• following children’s leads and giving children time to respond</li> <li>• using an interpreter</li> <li>• 1:1 support.</li> </ul>

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	<p>Limited or inconsistent use of strategies to support and promote children’s speech, language and communication.</p> <p>Lacks confidence in implementing strategies to support and promote children’s speech, language and communication.</p>	The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.	<p>The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.</p> <p>The student demonstrates links to the current framework, as appropriate.</p>	<p>The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.</p> <p>The student demonstrates links to the current framework, as appropriate.</p> <p>The student is able to make accurate reference to theory and current research</p>

Assessor Commentary	
<b>Final mark:</b>	

<b>Specification reference</b>	S2.19
<b>Criteria</b>	Model and encourage positive behaviours expected of children
<b>Assessed skills</b>	The student demonstrates: <ul style="list-style-type: none"> <li>• role modelling positive behaviour (respect and courtesy)</li> <li>• appropriate encouragement of expected behaviour through positive reinforcement.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	Limited or inconsistent ability to role model positive behaviour to children.  Lacks confidence or is inconsistent in using positive reinforcement to support behaviours expected of children.	Appropriate and consistent ability to role model positive behaviour to children.  Appropriately uses positive reinforcement to support behaviours expected of children with minimal prompting.	Consistent ability to effectively role model positive behaviour to children.  Confident to independently use positive reinforcement to support behaviours expected of children.	High level of skill in explicitly role modelling positive behaviour to children in a range of contexts.  High level of confidence and sensitivity in using carefully selected positive reinforcement techniques to support behaviours expected of children.

Assessor Commentary	
<b>Final mark:</b>	

<b>Specification reference</b>	S2.20
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<b>Criteria</b>	Support children to manage their own behaviour in relation to others.
<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>• actively listening and asking questions to help the child verbalise feelings</li> <li>• helping children to find strategies to manage their emotions and behaviour</li> <li>• supporting children to deal with their own behaviour in relation to others.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited or inconsistent ability to actively listen to and question children to support verbalisation of feelings.  Lacks confidence or inconsistent when supporting children to manage own emotions and deal with their own behaviour in relation to others.	Appropriate and consistent ability to actively listen to and question children to support verbalisation of feelings.  Confidence to support children appropriately to manage own emotions and deal with their own behaviour in relation to others.	Consistent ability to actively listen to and effectively question children to support verbalisation of feelings.  Confidence to support children effectively to enable them to find strategies to manage own emotions and deal with their own behaviour in relation to others.	High level of skill to actively and sensitively listen to and skilfully question children to support verbalisation of feelings.  High level of confidence and sensitivity when supporting children to problem solve and use strategies effectively to manage own emotions and deal with their own behaviour in relation to others.

Assessor Commentary	
<b>Final mark:</b>	

# Final Mark Form

<b>Student name</b>		<b>T Level Technical Qualification in Education and Early Years</b>	
<b>Assessor name</b>		<b>Provider</b>	
<b>Total marks achieved</b>			
<b>Student signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Document information

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