



# T Level Technical Qualification in Education and Early Years

**Occupational specialism assessment (OSA)**

**Assisting Teaching**

Assignment 1 - Distinction

Guide standard exemplification materials

# Contents

|                                   |           |
|-----------------------------------|-----------|
| <b>Introduction</b> .....         | <b>3</b>  |
| <b>Assignment 1</b> .....         | <b>4</b>  |
| Student evidence .....            | 5         |
| Examiner commentary.....          | 12        |
| Overall grade descriptors .....   | 13        |
| <b>Document information</b> ..... | <b>15</b> |
| Change History Record .....       | 15        |

# 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 commentary is provided to detail the judgements Examiners will undertake when examining the student work. This is not intended to replace the information within the Qualification Specification and providers must refer to this for the content.

In Assignment 1, 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 1

## Planning activity

You are working in a primary school with a class of children aged 9 to 10 years.

The class Teacher has planned a literacy lesson for the class and you have been asked to work with a group of 4 pupils to support their individual needs and learning targets.

Usually, you would support the group in a separate classroom, but you have been informed that today you will work in the school corridor.

One of the pupils you will be supporting, Zi Chung, has recently moved to the UK and speaks English as an additional language.

Lily has diagnosed dyslexia and also requires specific support.

You will need to consider additional resources required to effectively support Zi Chung and Lily as part of the group.

## Instructions

The Teacher's literacy lesson plan is provided on page 5.

Complete the lesson plan. Demonstrate, in detail:

- how you would adapt the lesson plan to align with the Teacher's plan and meet the individual needs of Zi Chung and Lily
- suitable extension activities and a plenary to support Zi Chung's and Lily's progress
- a range of pedagogical strategies and resources to enhance and support Zi Chung's and Lily's literacy skills

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

- the selected resources will be used to support Zi Chung's and Lily's individual learning needs, in line with the requirements of the school curriculum
- information from formative and summative assessment will be used to identify Zi Chung's 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 Zi Chung's and Lily

**Performance outcome 1: 20 marks**

**Performance outcome 2: 20 marks**

**Performance outcome 4: 15 marks**

**[55 marks]**

## Student evidence

### Assignment 1: Planning activity

#### Pro forma lesson plan

|   |  |
|---|--|
| <p><b>Year group:</b> Year 5 (KS2)<br/> <b>Date:</b> Monday 11<sup>th</sup> October<br/>                 9.15-10:00 am</p>  | <p><b>Class size:</b> 33<br/> <b>Subject area/topic:</b> Literacy</p>  |
| <p><b>Learning objective:</b> To be able to identify and use modal verbs.</p> <p>Class Teacher to work with M's group.<br/>                 TA to work with J, L, T and ZC.</p> | <p><b>Assessment opportunities:</b> Self and peer assessment of work, questioning by Teacher/TA, marked work.</p> <p><b>Resources:</b> Whiteboards/pens, PowerPoint, exercise books.</p> |

| Main lesson - Teacher   | Role of the TA (to be completed by the student)   |
|---|---|
| <p><b>Before the lesson</b></p> <p>Check interactive whiteboard.</p> <p>Distribute whiteboards and pens and exercise books.</p> | <p>The Teacher is planning an activity from literacy at Key Stage 2 with a large group of children aged 9 to 10 years old. As the Teaching Assistant I have been asked to work with 2 children with specific needs that must be supported through differentiation to allow for inclusion using strategies to enable learning to take place. There will be 2 pupils in the group, both of them have specific needs, ZC has English as an additional language and L has diagnosed dyslexia.</p> <p>Before the lesson I need to meet with the class Teacher and go through the plan, share any thoughts I have and make sure that I fully understand the aims of the lesson and what I am doing during and after the lesson. I will also need to set up the area in the corridor and make sure that I am not blocking any exits, that I create a sense of inclusivity and that I have access to the resources needed. I need to think about policy and be confident with approaches, expectations and safeguarding/behaviour for example.</p> <p>The door to the classroom should be left open if safe to do so and I should arrange the environment so that I can see the class Teacher in case I need support, so perhaps near to a window to the classroom would also be a good idea. I will need to ask the class Teacher what sort of information she would like me to record/feedback so that I can support with feedback.</p> <p>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.</p> <p>Children should feel confident and valued (The Equality Act, 2010). The children should feel included and valued, they</p> |

|  |   |
|--|---|
|  | <p>should have access to the resources they require and the support given. I may need the support of ZC's parents or a translator if this is what normally happens. If there are any specific resources required to support the children's particular needs I will have to make sure I have these to hand and feel confident with how they are to be used, any frustrations and challenges, and how these are overcome.</p> <p>I should spend some time making sure I am familiar with what the lesson is aiming to achieve:</p> <p>The lesson provided by the Teacher includes lesson objectives to promote the development of modal verbs for literacy within the national curriculum at key stage 2.</p> <p>The national curriculum at key stage 2 considers modal verbs within the context of punctuation and grammar as 'sentence relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)' (national curriculum, DfE, 2016).</p>   |
| <p><b>Main lesson</b></p> <p>Ask children if they can give examples of modal verbs – take notes on interactive whiteboard (can, could, would, will, shall, must, should, might, may).</p> <p>(Use PowerPoint for examples)</p> <p>Teacher to give examples and show when modal verbs might be needed.</p> <ol style="list-style-type: none"> <li>To show whether someone is able to do something (I <i>can</i> play the piano).</li> <li>How likely something is to happen (John <i>must</i> be coming soon).</li> <li>When giving advice (You <i>should</i> go if you have the time).</li> <li>When giving permission (You <i>may</i> not go online until you have finished your homework).</li> <li>To show what someone usually does (She <i>will</i> always go for a run at the weekend).</li> </ol> <p>Children to work in pairs to discuss further examples and write these down on the whiteboard.</p> <p>Teacher to show some sentences with modal</p> | <p>The plans for the lesson should be informed from the class Teacher to include any knowledge from formative and summative assessment, and also from advice derived from partnership working involving the SENDCo, the parents/carers and any other professionals as appropriate, including referring to any education and health care plans records and attainment.</p> <p>Following the discussion with the class Teacher before the lesson, I will have a better understanding of how to break down each aspect of the lesson. It will be essential to know about L's specific needs and any strategies that are being applied so that it is a consistent approach. For example, as already considered, L may need the use of additional resources and materials and these should be prepared and ready in advance of the lesson starting. I would engage the children in the following way for differentiation:</p> <p>To break down the lesson and support interest and participation, I would need to find a familiar, short poem, song or section from a story book the children know well. I would then read this to the children twice: once without pausing when the modal verbs are used and again but this time pausing to allow children to join in by saying the modal verb.</p> <p>It is very important that the material used is familiar for ZC so that the meaning is clear and understood. The intention is</p> |

|   |  |
|---|--|
| <p>verbs for children to spot/come up and underline on the board.</p> <p>When complete, can they make the modal verbs in each sentence negative?</p> <ol style="list-style-type: none"><li>1. Can I have some more please?</li><li>2. You must be very hungry.</li><li>3. I should probably eat less chocolate but I love it!</li><li>4. I may go to the theatre on Thursday with my Dad.</li><li>5. She can usually manage to get to the gym during the week.</li></ol> <p>Take opportunity to capture specific student achievements (photograph/photocopy).</p> <p>Children to move into groups and use the following sentences to record in their exercise books:</p> <ol style="list-style-type: none"><li>1. Josh is very good at athletics. He _____ practice a lot.</li><li>2. It was raining so much my mum said I _____ stay behind.</li><li>3. You _____ believe what just happened to me.</li><li>4. Maraide is not sure what to do. I wish she _____ just make a decision.</li><li>5. You _____ be really cold today without a coat on.</li><li>6. The Teacher always says he _____ go first.</li><li>7. I _____ not be able to go if I'm not better by tomorrow.</li><li>8. Aimee _____ do that. She will make it worse if she does.</li><li>9. Please _____ I sit next to you?</li><li>10. Damon said that I _____ be able to help him out with the football team.</li></ol> <p><b>Extension activity:</b><br/>Children to make up their own sentences using modal verbs. Can they get 2 into a sentence?</p> <p><b>Plenary:</b><br/>Children to read their sentences to class/group.</p> | <p>that the children will be able to appreciate the modal verb as a word that changes the sentence, or gives the sentence meaning.</p> <p>It is important to encourage and praise the children throughout the task as this will motivate and help to keep the children focused. It is also important to monitor how the children are engaging and ensure that both children are contributing and seem to understand. If the children are not participating or looking anxious, bored or disinterested, I would need to be ready to adapt the activity, perhaps, swapping between the different activities planned to maintain interest or using the children as part of the example, such as – 'It's raining so ZC XXXXX stay at home' (may, can, must, should).</p> <p>Once the children have been able to demonstrate some familiar modal verbs they can then move on to the next planned experience.</p> <p>I would have already prepared the resources I need:</p> <p>Enlarge the material (sentences from story book or poem) with gaps where the modal verbs should be. The children can read through following the written text as a large shared reading activity and then write in the word that is missing. Shared reading is a strategy that is used to encourage participation and confidence in reading and oracy.</p> <p>It would help both L and ZC. L will be able to practice strategies, techniques and methods associated with dyslexia. I would observe and monitor to make sure she is confident throughout. ZC will gain confidence of reading with others, discussing content and therefore building an understanding.</p> <p>Next, working in pairs the children have the sentences arranged in flash cards, with and without the modal verbs and together they arrange the sentences. This allows the children to show an understanding of their literacy skills development. They will be able to support, encourage and correct each other and problem solve in a safe and secure, enabling environment. This is called scaffolding learning and the children will be able to take these flashcards home with them to support home learning and involve parents/carers in their child's day too. The children will need to listen carefully, read through their sentences and work together using their flashcards. They will need to be able to listen attentively and this would have been difficult in a large class.</p> <p>Next, staying in their pairs, the children refer to their reading books to identify sentences with modal verbs. Together they</p> |
|---|--|

|  |   |
|--|---|
|  | <p>read through the sentences before writing them down, L should be able to apply any strategies already in place such as use of overlay to support her.</p> <p>The modal verbs within the written sentences are then underlined. The children should be encouraged to participate in the plenary, sharing their sentences as part of the larger group.</p> <p>It is important that the experiences enjoyed by ZC and L are shared with their parents/carers, so that they can talk about the learning aims at home. Home-school learning links are crucial to consistent and effective teaching and learning strategies. Following the plenary where the sentences are shared, the children can stick their sentences onto paper. They should be praised and valued for their contributions to the group activity to enhance inclusive practice.</p> <p>Further short extracts can be copied onto the paper so that the children can circle the modal verbs working with their parent/carer. A clear guide helping parents/carers to understand the aim of the lesson making reference to the National Curriculum, grammar and punctuation. ZC's parents/carers may need the use of an interpreter to support their understanding.</p> <p><b>References</b></p> <p>The National Curriculum, (2016), Coventry: DfE.</p> |
|  |   |



|  |  |
|--|--|
| <p><b>After the lesson</b></p> <p>Collect whiteboards, pens and books.</p>   | <p>Clear away as appropriate and revise the physical environment as appropriate. I will need to feedback to the Class Teacher and discuss learning that has taken place, what I did and why and how the children responded. It will be the Class Teacher who would usually share progress with other professionals as required, but I need to be ready and confident to contribute. Also I will need to consider next steps for ZC and L, including reviewing lesson plans and asking ZC and L how they felt the lesson went and if they thought their needs had been met. The next steps I would include are:</p> <p>Ask the children to take their flashcards home and write 3 sentences using modal verbs. They should underline the modal verb. I would then join their sentences together so that we have multiple modal verbs in one paragraph and see if the children can still identify them. This would bring them in line with what the Class Teacher wanted in line with the National Curriculum and teaching undertaken for the whole class.</p> |
| <p><b>Explain how the selected resources will be used to support the children in line with the requirements of the school curriculum:</b></p> <p>The resources will support the introduction of modal verbs in line with the National Curriculum requirements at Key Stage 2. By using familiar poems, phrases and stories as well as allowing the children to explore with their own sentence building this will scaffold their understanding. The children will be confident with the resources and this will help them as they won't feel overwhelmed by trying to do too much that is new learning, instead modal verbs will be introduced gradually and in a fun way, allowing each child the time that they need to try out their understanding without distraction.</p> <p>The children will enjoy listening, thinking, interacting and repeating of the modal verbs. They will have the opportunity to check their learning and challenge themselves and each other, reflecting and being able to ask questions as they do so. It will also be essential to apply any consistent strategies/adaptations that are currently being used with the children and to make sure that that I have had a catch up with the Class Teacher beforehand to make sure that there is nothing new that I need to be aware of.</p> <p>Both children should be able to understand the concept of modal verbs but will benefit from this adaptation to give them the time and the space with TA involvement. The requirements of the national curriculum at key stage 2 state that modal verbs should be understood within the context of punctuation and grammar as 'sentence relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)' (national curriculum, DfE, 2016). The resources will allow opportunity for both children to work towards the class Teacher's objectives with the National Curriculum outcomes in mind.</p> <p>The following has also been included in the lesson plan above but helps to explain how the resources will be used:</p> <ol style="list-style-type: none"><li>1. Enlarge the material (sentences from story book or poem) with gaps where the modal verbs should be. The children can read through following the written text as a large shared reading activity and then write in the word that is missing. Shared reading is a strategy that is used to encourage participation and confidence in reading and oracy.</li></ol> |  |

2. Working in pairs the children have the sentences arranged in flash cards, with and without the modal verbs and together they arrange the sentences. This allows the children to show an understanding of their literacy skills development. They will be able to support, encourage and correct each other and problem solve in a safe and secure, enabling environment. This is called scaffolding learning and the children will be able to take these flashcards home with them to support home learning and involve parents/carers in their child's day too. The children will need to listen carefully, read through their sentences and work together using their flashcards. They will need to be able to listen attentively and this would have been difficult in a large class.
3. Staying in their pairs, the children refer to their reading books to identify sentences with modal verbs. Together they read through the sentences before writing them down, L should be able to apply any strategies already in place such as use of overlay to support her.
4. The modal verbs within the written sentences are then underlined. The children should be encouraged to participate in the plenary, sharing their sentences as part of the larger group.
5. It is important that the experiences enjoyed by ZC and L are shared with their parents/carers, so that they can talk about the learning aims at home.
6. Further short extracts can be copied onto the paper so that the children can circle the modal verbs working with their parent/carer. A clear guide helping parents/carers to understand the aim of the lesson making reference to the National Curriculum, grammar and punctuation. ZC's parents/carers may need the use of an interpreter to support their understanding.
7. Following the plenary where the sentences are shared, the children can stick their sentences onto paper.

**Explain how information from formative and summative assessment will be used to identify Zi Chung's and Lily's individual needs and plan for their next steps:**

It is essential that the Teaching Assistant is aware of the individual needs of each child. This is to allow for consistency, scaffolding, motivation, engagement and participation, which are all key features of inclusion. The knowledge that the class teacher has gained from form observation, prior knowledge from colleagues, including SENDCo and other professionals involved will all be useful in supporting the children. Parents and also potentially siblings will be able to share information that will be crucial to better understanding the needs of their children, especially in the case of EAL as well as any strategies previously applied that have been successful.

Any past information from colleagues will share levels of summative attainment that will give the teacher and the teaching assistant a starting point of what the children know, where they are starting from, and scaffolding teaching and learning is then as effective as it can be. When planning next steps, it is vital to take all of the above into consideration and also to make sure the information from the class learning is shared with them too, this allows for a continuous cycle of planning to be considered by all of those involved and ensures that everyone learns from each other and the children have the best possible opportunities made available to them.

The objectives of the National Curriculum will form the class teacher's remit for monitoring literacy with the children and that is why keeping records and sharing feedback is so important. In this way formative assessment is maintained and accurate, following the children's progress. This will indicate the need for further support or intervention for the children including wider support from colleagues such as the SENDCo for L or more innovative/focused strategies for ZC.

Home-school learning links should be strengthened to allow for consistent and effective teaching and learning strategies. The TA should listen to the viewpoints of ZC and L too and use their understanding of the notes to inform next steps and to allow for further improvements to practice. I would also need to reflect on my own practice, planning, time, overall reflection to learn from the experience overall.

**Explain how the differentiation of lesson plan and strategies/interventions will support inclusion:**

Both ZC and L will be made to feel comfortable and safe and this will help them to sense that they are valued and part of the whole learning experience. They will begin and end the lesson as part of the bigger group and be encouraged to participate in the plenary which will further enhance a sense of inclusion. (The Equality Act, 2010). The children will be familiar with the resources and with the teaching assistant and will have everything that they need, and they will be able to use the resources to meet the objectives of the lesson.

The strategies include:

Scaffolding - knowing what the children understand, enjoy, can apply to their learning and building new learning through the gradual introduction of modal verbs in a familiar way that allows time for exploration, questioning and interaction in a safe and engaging way, making learning purposeful when it is pupil-centred and broken down this way and allowing time and opportunity for both pupils to check their learning, setting realistic challenges and always reinforcing and reviewing understanding with plenty of praise and encouragement., using clear and effective communication skills.

The TA will be responsive to the needs of both children and also have the lesson objectives in mind too to ensure that any adaptations and reflective ways of pupil-centred intervention is recorded and used to bring learning back to the teaching objectives in a fun, nurturing and inclusive way. Recording in this way will help others and may include new strategies that work, as well as how others have required further adaptation to support the children, thinking about what worked well and what didn't will also support next steps. The children will build resilience and esteem as they engage in the tasks and being able to participate in the plenary will further recognise their contributions and strengthen inclusion.

**References**

The National Curriculum, (2016), Coventry: DfE.

## **Examiner commentary**

The evidence is precise, logical and provides a detailed and informative response to the demands of the brief. The student makes decisive use of theories, referring to pedagogical strategies within the response, for example, introducing scaffolding and this has been explained in the context of the lesson activity, demonstrating in-depth appreciation and understanding.

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts shown through an in-depth understanding of the needs of the individual children through an inclusive and well-informed response. For example, there is an obvious engagement with the National Curriculum at Key Stage 2, with examples used to evidence an understanding and contextualized to meet the needs of the specified individual needs of the children.

Overall, this very good piece of work demonstrating knowledge and sensitivity, as well as innovation, reasoning and solution-focused thinking.

## 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 and validated with employers within the sector to describe achievement appropriate to the role.

### Occupational Specialism overall grade descriptors:

| <b>Pass</b>   |
|---|
| <p>The evidence is logical but displays baseline knowledge in response to the demands of the brief.</p> <p>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.</p> <p>The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.</p> <p>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.</p> <p>The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real life situations.</p> <p>The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies across different contexts.</p> <p>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.</p> <p>EYE only – demonstrates achievement of all EYE criteria.</p> |
| <b>Distinction</b>  |
| <p>The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real life situations in the sector.</p> <p>The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the</p>  |

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.

## Document information

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2020-2023.

‘T-LEVELS’ is a registered trade mark of the Department for Education.

‘T Level’ is a registered trade mark of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education. NCFE is currently authorised by the Institute to develop and deliver the T Level Technical Qualification in Education and Early Years.

‘Institute for Apprenticeships & Technical Education’ and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design

## Change History Record

| Version | Description of change   | Approval  | Date of Issue     |
|---------|---|-----------|-------------------|
| v3.1    | Published draft version   |           | August 2020       |
| v4.0    | Rewording of text on pages 6/7 (within the main lesson section).<br>Published final version |           | 01 September 2020 |
| v5.0    | T Level branding updated  |           | December 2020     |
| v5.1    | Version, branding and formatting final updates  |           | March 2021        |
| v5.2    | NCFE rebrand.   |           | September 2021    |
| v5.3    | ODSR amends to mirror amended SAMs  |           | April 2022        |
| v6.0    | Annual review 2023:<br>Name changed to Education and Early Years<br>Amends to match SAMs    | June 2023 | 19 June 2023      |