

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

Occupational specialism assessment (OSA)
Assisting Teaching
Assignment 2 – Brief

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About this assignment

Introduction

This assignment is set by NCFE and administered by your provider over 1 day. The time and date will be specified by NCFE.

The assignment will be completed under supervised conditions.

You **must** complete the planning activity independently. You are required to sign a declaration of authenticity to confirm that the work is your own. This requirement is to ensure authenticity and to prevent potential malpractice and maladministration. If any evidence was found not to be your own work, it could impact your overall grade.

Save your work regularly as you work through the assignment.

You **must** submit the written work to your tutor / invigilator when you have finished each session.

Electronic files must use the following filename convention:

'(Provider_number)_(Student registration number)_Assignment_2_(Additional detail of document content if multiple documents are produced per case study)'

You should attempt to complete all of the planning activity.

Read the instructions provided carefully.

No internet access is allowed.

Student instructions

- Read the scenario and brief carefully before starting your work.
- You **must** work independently and make your own decisions as to how to approach the planning activity within this assignment.
- You are **not** permitted to bring in or use any material unless explicitly told to do so in any preliminary material. Any material will be checked for suitability by your tutor / invigilator.
- You **must** clearly name and date all of the work that you produce during each supervised session.
- You **must** hand over all of your work to your tutor at the end of each supervised session.

Student information

- The marks from this planning activity will form your final mark for this assignment.
 - your tutor will explain how this time is broken down and will confirm if this assignment is required to be completed across multiple sessions
 - at the end of each supervised session, your supervisor will collect all assessment materials before you leave the room
 - you **must not** take any assessment material outside of the room (for example, via a physical memory device)
 - you **must not** upload any work produced to any platform that will allow you to access materials outside of the supervised sessions (including email).
- The maximum mark for this assignment is 32.
- Access to course materials and other resources is **not** permitted.

- You can fail to achieve marks if you do not fully meet the requirements of this assignment.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessment task being awarded a U grade. For further information, refer to the Plagiarism in Assessments guidance located on the Joint Council for Qualifications (JCQ) website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that this will not allow them to demonstrate that they have independently met the marking criteria and consequently will not be awarded marks for those sections. For further information, refer to the AI Use in Assessments: Protecting the Integrity of Qualifications guidance located on the JCQ website.

Presentation of work

- All of your work should be completed electronically using black font, Arial size 12 pt unless otherwise specified.
- Any work not produced electronically must be agreed with your tutor, in which case the evidence you produce should be scanned and submitted as an electronic piece of evidence.
- All of your work should be clearly labelled with the relevant assignment number and your student details. All information **must** be clearly legible (for example, front page and headers).
- Electronic files should be given a clear file name as per the filename conventions provided in the introduction section.
- All pages of your work should be numbered in the format page X of Y, where X is the page number and Y is the total number of pages.
- You **must** complete and sign the External Assessment Cover Sheet (EACS) – declaration of authenticity form – and include it at the front of your assessment evidence.
- You **must** submit your evidence to the tutor / invigilator at the end of the session.

Timing

You have 2 hours 30 minutes to complete this assignment.

Marks available

32 marks.

Performance outcomes (POs)

The breakdown of the PO coverage across assignment 2 is shown below, with marks awarded against the POs as follows:

- PO1:** Support the class teacher to enhance children's education, individually and in groups [12 marks]
- PO2:** Plan, provide and review educational opportunities in collaboration with teachers and other adults [12 marks]
- PO4:** Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum [8 marks]
- [Total: 32 marks]**

Assignment 2

Scenario

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

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

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

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

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

Brief

The teacher's mathematics lesson plan is provided on pages 7 to 9.

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

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

You must use the explanation box at the bottom of the lesson plan to **explain** how:

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

Planning activity

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

Using the information below, complete the lesson plan.

Year group: year 2 (KS1) Date: 22 September Time: 9.30 am to 10.15 am	Class size: 28 Subject area / topic: mathematics
Learning objectives: <ul style="list-style-type: none"> to write and calculate multiplication statements to develop mental and formal written methods of multiplication. 	Assessment opportunities: questioning by teacher / teaching assistant, marked work. Resources: pencils, exercise books, worksheets, coloured card, smartboard, number resources including Numicon, Dienes Base sets, number rods, plastic animals, blocks, counters, beads, plastic rings. Teaching assistant to work with: Jack and Lily.
The sections below have been completed by the teacher	You must complete each of the boxes below. You must show, in detail : <ul style="list-style-type: none"> how you would adapt your lesson plan to align with the teacher's plan to meet the individual needs of Jack and Lily suitable extension activities and a plenary to support Jack and Lily's progress a range of pedagogical strategies and resources to enhance and support Jack and Lily's multiplication skills.
Teacher's lesson plan	Teaching assistant's differentiated plan
Main lesson The lesson will use practical and robust learning opportunities to support understanding of multiplication tables (times tables) and number groups. Activity 1 <ul style="list-style-type: none"> whole class to count together in 2s as revision of the 2 times table teacher to write the escalating numbers on the smartboard as the pupils say them, from 0 to 24 teacher to explain that multiplication by 2 is the same as adding on two each time, for example $2 \times 2 = 4$ and $2 + 2 = 4$ $2 + 2 + 2 = 2 \times 3$ (repeated addition). Activity 2 <ul style="list-style-type: none"> pupils to work in pairs 	Main lesson

<ul style="list-style-type: none"> pupils are asked to put 2 counters on the table next to one another and then 2 more counters directly underneath pupils are asked to repeat this until they have 12 rows with 2 counters in each row. 24 counters in total pupils then count in 2s (2, 4, 6, 8, 10 and so on). <p>Activity 3</p> <ul style="list-style-type: none"> teacher to introduce counting in 4s by using the smartboard to draw 12 circles teacher to draw 4 pencils in the first circle and ask the pupils how many pencils there are teacher to draw 4 pencils in the next circle and ask how many pencils there are, then how many pencils in total, for example $4 + 4 = 8$ and $2 \times 4 = 8$, then $4 + 4 + 4 = 12$ and $3 \times 4 = 12$ teacher to continue up to 12×4. <p>Activity 4</p> <ul style="list-style-type: none"> pupils to work in groups teacher to give each group 12 plastic rings and 48 objects including animals, blocks, beads pupils to put 4 objects in the first plastic ring, 4 in the second and so on pupils to use the objects to explore adding on in 4s pupils to use coloured card to write out the sum underneath each set – for example, $1 \times 4 = 4$, $2 \times 4 = 8$ – up to 12. <p>Activity 5</p> <ul style="list-style-type: none"> pupils to write in workbooks $1 \times 4 =$, $2 \times 4 =$, $3 \times 4 =$, up to $12 \times 4 =$ pupils to recite the 4 times table together as a class. 	
<p>Extension activity</p> <ul style="list-style-type: none"> 4 times table search (find the multiples of 4) pupils to complete a worksheet that requires them to circle all the multiples of 4 on the number line or fill in the missing number 4, 8, 16. 	<p>Extension activity</p>
<p>Plenary</p> <ul style="list-style-type: none"> recap on learning pupils to complete a short test on 4 times table. 	<p>Plenary</p>
<p>Pedagogical strategies and resources</p> <ul style="list-style-type: none"> smartboard working in pairs and small groups 	<p>Pedagogical strategies and resources</p>

• mathematics equipment.	
Explanation	

Now complete the explanation box above. You must use the explanation after the lesson plan to **explain** how:

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

[32 marks]

Resources

For this assignment, you will have access to the following:

- your written notes made from the preliminary material
- this brief.

Evidence required for submission to NCFE

The following evidence **must** be submitted to your tutor / invigilator:

- your planning activity.

All evidence **must** be saved securely by the tutor / invigilator.

Document information

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Change history record

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