



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 2 - Structured observation 2 - Distinction

Guide standard exemplification materials

Observation Planning Form 2

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

Student name		T Level Technical Qualification in Education and Early Years	
Assessor name		Provider	
Planned activity Developing an area of provision, for example a role play area, a book corner or a creative area		Criteria expected to be covered	
<p>This activity will help me to plan an area of provision within the early years setting.</p> <p>I am going to create a book area. This will be a quiet space but also one that allows for creativity and innovation. I would like it to include:</p> <ul style="list-style-type: none"> • Cosy seating: I have thought about this and discussed it with my mentor. I am going to use some of the large cushions from the role play area and move the children's small bench into the area too. • Range of books including large books and picture books, tapes and earphones will be provided. I will also look at how pictures, positive images and photographs can be included in the area. • Computer area: I will make sure the children can maximise technology in the area or close by to enable extension activities as well as offering diverse opportunity for literacy development. • Story sacks and props are already in the area, but they are not used well. Some are incomplete and of poor appearance so I will ask my mentor if I can sort these and make better use of them with story time. Parents too will be encouraged to borrow the story sacks to encourage active engagement and home-school learning. • Posters, labels and picture cards/sequence cards can be used close by to add to the atmosphere and extend learning. • Notice board and story board (Velcro) The children have a felt notice board with characters in felt from well-known stories. 		<p>S1.26 Promote equality of opportunity and anti-discriminatory practice: I will meet this criterion by selecting a range of books with positive images, culturally diverse books and non-stereotypical books to ensure a range of appropriate books are available for the children that are appropriate too for their stage of development.</p> <p>S3.7, 3.8 Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum: I will meet this criterion by using story sacks, sequence cards and storyboards appropriately as part of learning experiences. The area is cluttered now and whilst the children have a lot of choice, they are not really using the resources as intended.</p> <p>S2.17 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities: I will meet this criterion because the book area will be one that is used for adult led story time, as well as appealing to individuals or groups of children. There are large and small cushions, a bench and a computer with two small chairs close by.</p> <p>S2.19 Model and encourage positive behaviours expected of children: I will meet this criterion at all times but specifically by showing a respectful use of the books and the other resources.</p> <p>S2.20 Support children to manage their own behaviour in relation to others: I will meet this criterion by providing a welcoming and comfortable environment that promotes a calm, safe and secure atmosphere. Children will be encouraged to care for the books, share resources and work co-operatively.</p>	

<p>These felt characters are not often used with the story and there are too many characters available making the area messy and cluttered.</p> <p>The book area will be planned to make sure it values diversity and inclusive practice through the books available and the posters selected.</p>			
<p>Student name and signature</p>		<p>Date</p>	
<p>Assessor name and signature</p>		<p>Date</p>	

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Early Years	Contributing to an enabling environment: <ul style="list-style-type: none"> creating a book area. 		
Assessor name			
Observation number			

Record of observation	Criteria
<p>Narrative</p> <p>In the setting before the activity takes place: The student explains the rationale for selecting the book area as the focus for the observation, explaining that the children hardly ever come to the area to look at the books or use the story sacks and props provided.</p> <p>The student explains how the children have been involved in developing this area in collaboration. They have decided that they would like:</p> <ul style="list-style-type: none"> cosy seating range of books including large books and picture books, tapes and ear phones computer area story sacks and props posters, labels and picture cards/sequence cards notice board and story board (Velcro). <p>The student approaches the 'cosy area' and engages the children in conversation about the books, resources and equipment in the area. Calm and engaging manner, responds to children's needs and questions.</p> <p>The student uses bricks to make the bridge and the children help him by building a simple structure that crosses the floor area from one cushion to another. The student asks open-ended questions to motivate and engage children, prompting sustained shared thinking, problem solving and peer discussion.</p> <p>The student uses strong intonation to tell the Three Billy Goat's Gruff and the children join in with 'trip trap....'</p> <p>The student develops role play and he crawls across the blocks looking (and sniffing) for the goats. The goats are lying very still and A cannot find them. The children laugh as the student crawls back along the bridge. The student repeats this a few times and then he says that the troll is very sleepy so the goats can play on the bridge and eat the green grass. The children play on the brick bridge and also repeat the story using the props and the Velcro board to attach the sequence cards, thinking together, problem solving and discussing the order of the story. They whisper and tip toe to avoid waking the sleeping troll!</p>	<p>S1.26</p> <p>S3.7, 3.8</p> <p>S2.17</p> <p>S2.19</p> <p>S2.20</p>

Record of observation			Criteria
Student name and signature		Date	
Assessor name and signature		Date	

Professional Discussion Form

T Level Technical Qualification in Education and Early Years		Student name	
Date and time of discussion		Assessor name	
Observation number	2		

Record of the discussion. Please include:	Criteria		
<ul style="list-style-type: none"> people present <p>The student is able to explain how he developed the book area in collaboration with the children and what steps had been involved, including an appreciation of home learning and working with parents/carers and extended family members.</p> <p>The student comments that the activity has really helped to engage with parents/carers and extended family members, making links to theoretical learning in the classroom.</p> <p>Through the development and design of the book area the student is able to talk through engagement with the prime and specific areas of the EYFS and holistic learning opportunities as well as further opportunities to extend interest. The student discusses how opportunities for speech, language and communication across the setting have been enhanced as the children really enjoy small group work to problem solve with the sequence cards, use the role play props and to simply look through the selection of books.</p> <p>The student explains how the children enjoy the socialisation opportunities that are present through the book area now and they are obviously enjoying their experiences. Literacy and expressive art is integral to the area but also numeracy through the design element and use of space as well as the books and posters that promote emerging numeracy. The children love the large number frieze for example.</p> <p>The student makes reference to theory including the work of Moyles, Lester and Russell.</p>	<p>S1.26</p> <p>S3.7, 3.8</p> <p>S2.17</p> <p>S2.19 S2.20</p> <p>S2.19 S2.20</p>		
Student name and signature		Date	
Assessor name and signature		Date	

Structured observation 2 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: S1.26, S3.7, S3.8, S2.17, S2.19, S2.20

Assessor Commentary

Planning demonstrates high levels of skill and effective engagement with others including the children, demonstrating a highly effective ability to select and adapt resources to encourage participation and support a balance of high quality adult-led and child-initiated activities that are child-centred and highly engaging to enable the development of the book area.

The student has been able to demonstrate highly proactive, inclusive practice, showing an excellent awareness of equality of opportunity and remaining sensitive to the individual needs of children when in the book area. Through skilful facilitation children were able to play co-operatively and respectfully, for example when taking turns to 'cross the bridge' and when they conspired to 'tip toe around the snoring troll.'

The student showed highly effective skills to lead the 'Billy Goat's Gruff' activity and made use of unplanned opportunities to challenge children's learning through careful use of resources or suggestions/questions. Sensitivity and skills were applied through the use of open-ended questions to enable children to engage in sustained child-initiated play that develops their skills and knowledge.

There is an accurate understanding of learning and development within all areas of learning and development within the early years' statutory framework and with clear links made to a range of underpinning theories and philosophical approaches, such as Moyles, Lester and Russell.

Assessor name and signature

Date

Student name and signature

Date

Specification reference	S1.26
Criteria	Promote equality of opportunity and anti-discriminatory practice
Professional discussion allowed?	Yes
Assessed skills	The student demonstrates: <ul style="list-style-type: none"> ensuring individual needs and interests are considered in planning and provision of resources celebrating diversity of culture and family backgrounds within the setting modelling appropriate behaviour and where appropriate is confident to challenge discrimination.

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	Limited ability to, consistently follow policies and procedures to promote equal opportunities. Lacks confidence in recognising and addressing discriminatory practice.	Consistently follows setting equality policies and procedures. Shows confidence to recognise discriminatory behaviour and address with minimal prompting.	Consistently incorporates setting's equality policies and procedures into own practice. A well-developed awareness of equality of opportunity and confidence in challenging discriminatory behaviour without prompting.	Highly proactive when promoting inclusive practice. Excellent awareness of equality of opportunity, with confidence to sensitively challenge discriminatory behaviour, in an effective and timely manner.

Assessor Commentary	
Final mark:	

Specification reference	S3.7, 3.8
Criteria	Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • planning to support children’s areas of learning and development in the current early education curriculum, with reference to underpinning theories and philosophical approaches • planning to meet the needs (including additional needs if relevant) of all children to enable them to progress • appropriate use of individual children’s information to inform planning • appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum. <p>Through follow up discussion, student demonstrates understanding of:</p> <ul style="list-style-type: none"> • how to recognise when a child is in need of additional support • identify the needs, interests and stages of development of individual children • maintain accurate planning reports and observation and assessment reports • explain the importance of the prime areas of learning for children’s holistic development • understand the current early education curriculum requirements • understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice • how planning is informed by working alongside parents and other professionals
Professional discussion allowed?	Yes

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	<p>Limited or inconsistent use of planning and information to support children’s learning and development needs.</p> <p>Lacks confidence in leading/facilitating children’s planned activities and/or play opportunities.</p>	<p>Planning and use of information (informed by working alongside parents and other professionals) demonstrates ability to support all children’s needs through accurate and effective links to intended learning and development within the range of learning and development areas in the early years curriculum.</p> <p>Confidence in leading/facilitating children’s planned activities and play opportunities to support learning and development effectively. The student is able to show an understanding of a range of underpinning theories and philosophical approaches to how children learn and develop and how this is applied in early years practice.</p>	<p>Planning and use of information (informed by working alongside parents and other professionals) demonstrates a sound knowledge required to support all children’s needs through accurate and effective links to intended learning and development within the range of learning and development areas in the early years curriculum.</p> <p>Confidence in leading/facilitating children’s planned activities and play opportunities to support learning and development effectively with links accurately made to the current framework, a range of underpinning theories and philosophical approaches in line with children’s age and stage</p>	<p>Planning and use of information demonstrates high levels of skill, to effectively address all children’s needs for learning, development and progression.</p> <p>Accurate and effective links to intended learning and development within all areas of learning and development within the early years’ curriculum are clear within planning. Differentiation within planning is relevant and well thought out and planning is holistic.</p> <p>High level of confidence in leading/facilitating children’s planned activities and play opportunities, to effectively promote children’s engagement and support learning, development and progression, with clear links made to a range of underpinning theories and philosophical approaches.</p>

Assessor Commentary	
Final mark:	

Specification reference	S2.17
Criteria	Encourage children’s participation by ensuring a balance between adult-led and child-initiated activities.
Assessed skills	Student demonstrates: <ul style="list-style-type: none"> • incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans • providing children with easy access to resources and equipment to accommodate child-initiated play • offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back.
Professional discussion allowed?	No

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	<p>Limited or inconsistent ability to select or provide resources and equipment to encourage participation and balance adult-led and child-initiated activities.</p> <p>Lacks confidence and/or shows limited or inconsistent ability to appropriately intervene and/or understand when it may be appropriate to step back and enable child initiated play.</p>	<p>Appropriate and consistent ability to select or provide resources to encourage participation and balance adult-led and child-initiated activities.</p> <p>Consistent confidence to appropriately intervene and/or understand when it may be appropriate to step back and enable child-initiated play.</p>	<p>Consistent in effectively selecting or providing resources to encourage participation and support a balance of adult-led and child-initiated activities.</p> <p>Consistent confidence to skilfully intervene and lead or support activities to enable children to apply or develop their knowledge.</p> <p>Consistent ability to know when to step back and let children lead their own play in</p>	<p>Highly effective ability to select and adapt resources to encourage participation and support a balance of high quality adult-led and child-initiated activities that are child-centred and highly engaging.</p> <p>Highly effective skills to intervene and lead activities or challenge children’s learning through careful use of resources or suggestions/questions. Sensitivity and skills to enable children to engage in sustained child-initiated play that develops their skills and knowledge.</p>

			order to develop their skills and knowledge.	
Assessor Commentary				
Final mark:				

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

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	Limited effectiveness in using strategies to develop children’s learning and thinking. Lacks confidence in engaging with children in a way, which extends their learning and thinking.	Uses appropriate strategies to develop and extend children’s learning and thinking. Confidence in engaging with children appropriately in ways that extend their learning and thinking.	Uses strategies appropriately to develop and extend children’s learning and thinking. Confidence in engaging with children effectively in a range of ways to extend their learning and thinking.	Uses strategies effectively which are carefully selected and differentiated to develop and extend children’s learning and thinking. 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.
Assessor Commentary				
Final mark:				

Specification reference	S2.19
Early Years Educator reference	(2.8)
Criteria	Model and encourage positive behaviours expected of children
Assessed skills	The student demonstrates: <ul style="list-style-type: none"> • role modelling positive behaviour (respect and courtesy) • appropriate encouragement of expected behaviour through positive reinforcement.
Professional discussion allowed?	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	
Final mark:	

Specification reference	S2.20
Early Years Educator reference	(2.9)
Criteria	Support children to manage their own behaviour in relation to others.
Assessed skills	Student demonstrates: <ul style="list-style-type: none"> actively listening and asking questions to help the child verbalise feelings helping children to find strategies to manage their emotions and behaviour supporting children to deal with their own behaviour in relation to others.
Professional discussion allowed?	No

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
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	
Final mark:	

Final Mark Form

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

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