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T-LEVELS

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Employer set project (ESP)

Early Years Educator

Grade A

Guide Exemplar Responses

v1.0: Guide Exemplar Responses

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Introduction

The purpose of this document is to support providers and students in their understanding of the requirements of the employer set project (ESP), which is a subcomponent of the core. This document provides clarity on the standard required for the ESP which contributes to the overall core grade specified.

This document contains a student exemplar response for the ESP for the T Level Technical Qualification in Education and Early Years. Included within this document are the project brief, mark scheme, student responses and examiner commentary.

The student work submitted has been marked and awarded at the grade specified in this document. The evidence provided is representative of a student performing at the grade awarded for the ESP and therefore shows an indicative level of performance to achieve that grade.

Audio evidence has been transcribed.

SAMPLE

About the employer set project (ESP)

Introduction

The purpose of the employer set project (ESP) is to ensure that each student has the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to a specific scenario and set of tasks. The scenario and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

Please note that:

- the use of the short phrase 'employer set project' or 'ESP' is made in reference to the assessment overall
- the use of the word 'brief' or 'project brief' is made in reference to documents that contain tasks 1 to 4 and that are generic to both the Early Years Educator (EYE) and assisting teaching (AT) pathways
- the use of 'Preliminary research activity', 'Scenario and control documents 1 and 2', 'Pro-formas' and 'Provider guide' refers directly to the documents that are named as such.

To achieve the assessment objectives (AOs) for the ESP, the student will demonstrate the following core skills (CS), which are embedded within the set tasks:

- **CS1:** Communicate information clearly to engage children and young people
- **CS2:** Work with others to plan and provide activities to meet children and young people's needs
- **CS3:** Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities
- **CS4:** Assess and manage risks to own and others' safety when planning activities.

The ESP also draws directly upon some content from element 1: Wider education sector (1.2) and all content from element 7: Professional practice (7.1 to 7.7 inclusive) and students will demonstrate an understanding of this core knowledge through demonstrating the skills required to complete the ESP. Element 1 (1.1) will be met within the core examination.

Aims

Once students have selected an appropriate contextualised version of the ESP with their tutor, they will:

- plan and complete tasks within the ESP
- review and reflect on how they have approached and completed the tasks within the ESP
- use appropriate English, mathematics and digital skills:
 - use mathematical competencies in relation to observations and assessment
 - use written communication skills to submit an extended piece of writing, using the correct terminology and accurate spelling, punctuation and grammar
 - demonstrate how to use appropriate verbal communication skills and present information to an appropriate audience
 - use digital skills to demonstrate how to accurately record and track the attainment of a child or young person as well as the design of learning activities.

Health and safety considerations

- All students **must** be informed and aware of any relevant health and safety considerations that need to be complied with to ensure they carry out their work in a safe manner.
- Students must be supervised at all times to ensure health and safety practices are observed.
- Where students are seen to be working in an unsafe manner, at the discretion of the tutor, the student may be removed from the assessment and the remaining time will be rescheduled.

Assessment

- Students are **not** permitted to work in groups, with the exception of the peer discussion and feedback element of task 2 (b), and all work must be their own.
- Students will have **15 hours and 45 minutes** to complete the ESP; recommended and maximum timings, where applicable, are provided for each task.

Assessment objectives (AOs)

The ESP is a formal assessment that accounts for 40% of the overall core component grade; therefore, it is important that the student produces work to the highest standard.

- Students will be assessed against the core knowledge and skills that they have learnt throughout their course of study, in response to a scenario set in a real-world situation and validated by employers within the specific specialism.
- The evidence generated for the ESP will be assessed holistically against five integrated AOs. These AOs and their weightings are shown in the table below.

Assessment objective (AO)		AO weighting
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills to meet developmental needs	53.33%
AO3	Select relevant techniques and resources to meet the brief	13.33%
AO4	Use English, mathematics and digital skills as appropriate	13.33%
AO5	Realise a project outcome and review how well the outcome meets the brief	10%

The marks allocated to each task by AO are shown in the table below:

Evidence	AO1	AO2	AO3	AO4	AO5	Total
Task 1						
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2 (a) is not marked						
Task 2 (b) is not marked						
Task 2 (c) (Reflection upon peer feedback)		6			3	9
Task 3						
Task 3 (a) is not marked						
Task 3 (b) (Presentation and tutor questions)	1	12	2		1	16

Digital skills				2		2
Task 4						
Task 4 (Reflective account)		7			5	12
Total marks	9	48	12	12	9	90

Administering the external assessment

The maximum overall time allowed for the external assessment is **15 hours and 45 minutes** under **supervised** conditions. A breakdown of the task-specific timings is given on page 11.

NCFE sets the start date and the submission date of the assessment window for the external assessment task. External assessment material **must not** be given to students until the first supervised assessment session unless otherwise stated, such as for the preliminary research activity. Any instances of non-compliance will be investigated as maladministration, and could result in sanctions on students and providers.

The assessment window will consist of provider-arranged supervised sessions of external assessment. Sessions can be undertaken in a normal classroom environment, so long as each student has access to a computer system. Providers can decide how to arrange supervised sessions and must submit students' completed assessment work by the published submission date.

When preparing to start a supervised session, time taken to print students' work is **not** included as part of the permitted hours for the external assessment tasks. In addition to this, time taken to collate and upload students' work is also **not** included as part of the permitted hours for the external assessment tasks.

At any time, NCFE may request the timetable that providers have set for the supervised sessions. The permitted time **must not** be altered unless a reasonable adjustment has been agreed for a student in accordance with the Access Arrangements and Reasonable Adjustments Policy and the Special Considerations Policy, which can be found on the NCFE website. The permitted time **must not** be decreased, and students must be given the opportunity to complete the full amount of time for the external assessment task; providers must take this into account when timetabling the session.

Marking the external assessment

The external assessment tasks are set and marked by NCFE. This means that providers **must not** assess, internally quality assure **or** provide any feedback to the student about their performance in the external assessment tasks. The only exception to this rule is the preliminary research activity (see page 13 for further details) and task 2 (a) (see page 24 for further details) where feedback to students is required. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

To achieve a grade for the core component, the student **must** attempt the external examination **and** the ESP. The combined grades from these assessments will be aggregated to form the overall core component grade (A* to E and U). If students do not attempt one of the assessments or fail to reach the minimum standard across all assessments, they will receive a U grade until the student resits the relevant components.

Instructions for tutors

Assessment conditions

Students **must** complete the employer set project (ESP) independently and under supervised conditions, as per the assessment and task-specific instructions (page 13 onwards).

Students are required to sign External Assessment Cover Sheet (EACS) – Declaration of Authenticity forms to confirm that the work is their own. The EACS form can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and / or maladministration. Students **must** be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence was found not to be the student's own work.

Tutors **must** retain students' research materials at the end of each supervised session, alongside all materials and / or evidence produced by students within the supervised assessment.

At the end of **each** supervised session, the tutor **must** collect **all** evidence and any other materials, including students' research materials, before students leave the room, to ensure that no student takes any external assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have **not** made materials available to themselves or anyone else electronically via the intranet, internet or any other method.

External assessment materials must be securely stored between supervised sessions. Students **must not** have access to this area between the supervised sessions, including electronic files.

Work such as formative assessment and / or work done with sample assessment materials **must not** be used again as part of the external assessment task submission to NCFE.

Appendices should not be included and will not be marked.

The preliminary research activity will require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the 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 JCQ guidance on AI Use in Assessments located on their website.

Resources

Students **must** have access to the appropriate resources required to complete the ESP. These include the following:

- research notes created in response to the preliminary material
- computers and relevant software
- technical equipment as required, such as audio recording equipment.

This list is **not** exhaustive, and you need to refer to the Qualification Specification for subject-specific details.

Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of and meet the requirements of relevant NCFE policies and government legislation. You **must** ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services.

Spellcheck

Where work is completed digitally, spelling and grammar checks **must** be disabled.

Referencing

NCFE does not mandate a specific referencing style, but providers should ensure that students are able to reference their work correctly using whichever referencing style they have been taught.

Timings

The timings below have been devised to support student and provider planning.

Tutors should encourage students to read all tasks in their entirety to ensure they take note of the time they have for each task.

Preliminary research activity – provided to students no more than 1 week prior to the start of the assessment window = 3 hours

Task 1 = a **maximum** of 5 hours:

- task 1 (a) = 2 hours and 30 minutes
- task 1 (b) = 2 hours and 30 minutes.

Task 2 = a **maximum** of 3 hours and 55 minutes:

- task 2 (a) = 1 hour and 30 minutes
- task 2 (b) = up to 1 hour and 25 minutes dependent upon group size*
 - students will have 10 minutes to refamiliarise themselves with their activity plan, prior to the peer discussion and feedback
 - students will each have up to a maximum of 5 minutes to share their activity plan
 - all other students within the group will have a combined total of up to a maximum of 10 minutes to feed back to the student who discussed their activity plan (see page 25)
- task 2 (c) = a maximum of 1 hour.

*task 2 (b) – the timing for this task will vary depending on the number of students in each peer discussion group (3 students = 55 minutes / 4 students = 1 hour and 10 minutes / 5 students = 1 hour and 25 minutes).

Task 3 = a **maximum** of 2 hours and 5 minutes:

- task 3 (a) = a maximum of 1 hour and 45 minutes for preparation
- task 3 (b) = 20 minutes for each student:
 - up to 10 minutes for each student to present information
 - up to 10 minutes for tutors to ask questions and receive answers (see the task guidance on page 29 for more detail).

Task 4 = a **maximum** of 1 hour and 45 minutes

Total = 15 hours and 45 minutes

Assessment and task-specific instructions

Employer set project (ESP)

For each assessment window, there will be **two** versions of the employer set project (ESP) available for booking; each version is contextualised against the occupational specialisms (OSs) relevant to the pathway (see below). The ESP has been validated by employers in conjunction with NCFE. The ESP is designed to ensure a motivating starting point for students and will be based on a realistic vocationally relevant scenario.

Selection of pathway

Students are required to discuss and agree with their tutor which of the following occupational-based pathways they would like to take forward for their ESP:

- Early Years Educator (EYE)
- Assisting Teaching (AT).

The provider must book students onto the appropriate pathway of the ESP by the deadline for that specific assessment series as indicated on the Key Dates Schedule on the relevant qualification page on the NCFE website.

Bookings will be made on the NCFE Portal, and guidance can be found in the Portal Handbook, which can be accessed within the system.

The selection and registration of the student on the appropriate pathway **must** be agreed ahead of the deadline outlined on the Key Dates Schedule. Whilst it is recommended that a student selects the pathway that is relevant to their intended OS, it is not a requirement that the student makes a selection decision based on this, or any other criteria.

Distribution of documents

The project briefs (tasks 1 to 4) for the ESP are generic to both pathways (EYE / AT); therefore, all students will receive the same project brief for each task.

The preliminary research activity, scenario and control documents 1 and 2 along with the pro-formas are specific to the individual pathway (EYE / AT). Tutors **must** ensure that students have the correct documentation for the pathway they are registered on.

Employer set project (ESP): preliminary research activity

Time limit

3 hours

(this preliminary research activity is unmarked)

Task-specific student instructions

You **must**:

- read through the scenario overview
- undertake research to gather information that will support you as you complete the employer set project (ESP)
- use the bullet points in the scenario overview to direct your research
- create a maximum of four pages of research notes that you can use during the completion of the ESP tasks.

Your tutor will be available to guide and support you during this supervised preliminary research activity.

Your research notes **must**:

- be contained within four pages (sides), **excluding references**
- be in Arial font 12 pt, within standard border sizes
- clearly show where sources have been used to support your own ideas and opinions
- clearly reference all sources used
- reference any quotations from websites.

Additional information

For this task, you will have access to:

- a computer and relevant software
- the internet
- Department for Education (DfE) – statutory framework for the early years foundation stage (EYFS) (2024)
- Development Matters: non-statutory curriculum guidance for the early years foundation stage (EYFS) (2023)
- Birth to 5 Matters: non-statutory guidance for the early years foundation stage (EYFS) (2021)
- any class notes
- any resources including textbooks, articles and journals.

Evidence required for submission to tutor

The following evidence **must** be submitted:

- a maximum of four pages of research notes.

Scenario overview

You are an early years educator working for a childminder. A child who has recently joined the childminder has been identified as not making the expected levels of progress in some developmental areas. The child is aged 3 years and 1 month. The childminder is the child's key person and will observe and support the child. The child is also being supported by a speech and language therapist.

You will be working with the key person and the speech and language therapist to promote the child's communication and language skills. You will carry out research that will inform your practice to effectively support the child's development.

You must consider the following:

- developmental norms and strategies that would be appropriate to support development
- the early years framework (early years foundation stage) and selection of suitable resources
- the roles of observation, assessment, planning and reflection
- partnership-working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.

Employer set project (ESP) brief: Early Years Educator

The ESP has been designed as an opportunity for you to demonstrate how you would respond to a current need that has been identified in your sector and is validated by employers.

Student instructions

You must read the following scenario, control document 1 (child profile) and control document 2 (individual progress review table) before beginning task 1 (a): early support plan.

Scenario

The childminder you work for has 10 children who regularly attend during the week for different sessions / days. They also provide breakfast and after-school childcare for a small number of 4- to 11-year-olds each day. The childminder is based in a domestic home setting with a large garden and outdoor play space. The setting is based on the outskirts of a large town.

Nina, aged 3 years and 1 month, recently joined the childminding setting after moving into the local area with her family. She attends the setting for 4 full days a week. You have been asked to work with the childminder in their role as the key person to support Nina's specific developmental needs. Nina is benefiting from engagement with a speech and language therapist to support her communication and language needs

An on-entry diagnostic and formative assessment was carried out to identify Nina's progress in all areas of development. Control document 1 (child profile) includes background information gathered by Nina's key person. Control document 2 (individual progress review table) outlines Nina's current level of development.

You are required to analyse the information provided within the scenario and control documents in order to plan the support required to promote Nina's communication and language development. The approach, including an early support plan and activity plan, will be shared with, and approved by, the key person. The non-statutory guidance, Development Matters, has been used to indicate the expected level of development or benchmark typically reached by children of 3 years.

Routine informal reviews will take place to assess Nina's progress against the expected benchmark, and the key person will formally review her development after 6 weeks.

Control document 1: child profile

Setting:	Home-based childminder (Willowdown Childminders)
Name:	Nina
Age:	3 years and 1 month
Family background notes:	Nina lives in a flat in the town centre with her two mothers and a 6-month-old baby brother. Her family have recently moved into the local area after relocating from a small rural village about 6 hours away. Nina's parents chose to use a childminding setting so that Nina would be with a small group of children in a homely setting. Before they moved, Nina attended a large nursery setting 3 days a week. Her parents were concerned that Nina struggled with the busy environment at the nursery. The family do not have any relatives or friends in the area at present.
Health and wellbeing notes:	At Nina's 2-year progress check she actively engaged with the toys available. Her parents reported that she slept and ate well, and they had no health concerns about Nina. Nina was walking confidently and showed curiosity about the toys. Nina's parents shared that they often visited the local park and Nina enjoys playing outside. Nina's parents shared concerns over Nina's speech and understanding of instructions. Nina consistently used less than 10 single words on the checklist and demonstrated very little verbal interaction during the appointment.
Other professional involvement:	Nina was referred for speech and language therapy at her 2-year progress check. Speech and language therapy sessions have been established at the childminding setting.
Key person comments:	An on-entry formative assessment was carried out in the first 2 weeks of Nina joining the childminding setting (see Control Document 2: Individual Progress Review Table). Nina settled into the setting well after several settling-in sessions which she attended with a parent. Nina engages well with the adults in the setting, playing with them and using them to seek comfort and help to meet her needs. She shows interest in playing alongside other children. She enjoys playing with the younger children in the setting and shows a caring nature towards the babies. She can find it difficult to engage in play with children of a similar age but will often watch them from a distance with interest. Nina is a very active child. She enjoys playing outside in the garden, running and using the play equipment including the scooters, balance bikes and swing. She has also enjoyed spending time helping the adults and the older children with the gardening and watering the small vegetable patch. Nina enjoys going outside of the setting with her key person and the other children for visits to local places of interest including the park, library and some local museums.

	When inside, Nina enjoys engaging with arts and crafts and sensory play but can get easily frustrated. Nina demonstrates limited speech when communicating her needs which can lead to her being physical with other children and becoming distressed. Nina uses pointing, gesturing and single words when communicating; her speech is not always clear. She can get upset when she needs to share resources with other children or when asked to sit and listen to a story or activity. Formative assessment and observation carried out on Nina have shown she is not meeting the expected levels in some aspects of communication and language for her age.
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Control document 2: individual progress review table

Willowdown Childminders – On-entry assessment		
Name: Nina	Age on-entry: 3 years and 1 month	Key person: L Chatterly
Date of entry to setting: 30 May 2025	Date of on-entry assessment: 10 June 2025	

Comments towards Nina's on-entry assessment

Key:		
 Birth to 3 – babies, toddlers and young children will be learning to:	 3- and 4-year-olds will be learning to:	 Children in reception will be learning to:

				Observation checkpoint	Key person comments:
Physical development:		✓		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Nina confidently uses a range of movement for specific purposes and enjoys using the balance bikes and scooters.
Communication and language	✓			Make themselves understood and can become frustrated when they cannot.	Nina struggles to communicate her needs to others using words. For example, when Nina wants resources, she will often snatch toys and cry.
	✓			Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'.	Although Nina is beginning to use an increasing range of single words, her speech sounds are not always clear. She can say a range of multi-syllabic words such as bicycle.
	✓			Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Nina can understand simple instructions or sentences, particularly when she is fully focused or engaged in an activity. For example, when gardening, Nina is able to follow simple instructions to help with weeding and planting.
	✓			Use a wider range of vocabulary.	Nina is building her use of single words but generally uses simple vocabulary, for example, cup, food, slide, mine.
Personal, social, emotional development		✓		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Nina knows which resources to use and can access these independently. For example, she chooses the correct gardening tools for different tasks and knows where to find them.

	✓			Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	Nina uses gestures, pointing and single words to engage with others although she can become frustrated and cry if people don't understand.
Expressive arts and design		✓		Explore different materials freely, to develop their ideas about how to use them and what to make.	Nina enjoys accessing art materials and will independently create using her own ideas. For example, Nina enjoys colouring and sticking.

SOURCE: Development Matters: Non-statutory curriculum guidance for the early years foundation stage, revised September 2023

Task 1 (a): early support plan (EYE) or intervention plan (AT)

Time limit

2 hours and 30 minutes.

Task 1 (a) must be completed within the time limit, to include reading the scenario and control documents 1 and 2.

[16 marks]

Plus 4 marks for English
Plus 2 marks for mathematics
Plus 4 marks for digital skills
[10 marks in total – across both tasks]

Task-specific student instructions

Using the information provided in the relevant (EYE / AT) scenario and control documents 1 and 2, you **must**:

- create either an early support plan (EYE) or intervention plan (AT) that you would use to meet the developmental needs of the child
- make reference to your research findings in your plan.

Your finalised plan should be completed and submitted using pro-forma A (early support plan (EYE) or intervention plan (AT)), which will be supplied to you by your tutor.

English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with an excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- pro-forma A (early support plan (EYE) or intervention plan (AT))
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed early support (EYE) or intervention plan (AT) using supplied pro-forma A.

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

Task 1 (b): activity plan

Time limit

2 hours and 30 minutes.

All parts of task 1 (b) must be completed within the time limit.

[25 marks]

Plus 4 marks for English
Plus 2 marks for mathematics
Plus 4 marks for digital skills
[10 marks in total – across both tasks]

Task-specific student instructions

- You must create an activity plan that you would use to support the child.
- You should use the information provided in the scenario and the control documents 1 and 2 to complete your activity plan.

You should include an explanation of how the planned activity:

- links to the wider curriculum and the child's development
- is underpinned by benchmark outcomes, teaching and learning strategies and / or educational theory, concepts and pedagogy
- includes effective use of communication with the child and others
- supports opportunities for observation and assessment
- identifies any hazards, risks and controls.

The use of effective pedagogy informed by national assessments and benchmark outcomes.

English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- pro-forma B (activity plan)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed activity plan (using supplied pro-forma B).

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

Task 2 (a): preparation for discussion

Time limit

Up to a maximum of 1 hour and 30 minutes is available to complete this task.

The time must be used as directed for the task – preparing for the group discussion.

[this task is unmarked]

Task-specific student instructions

- Your tutor will put you into your peer discussion groups of between three to five students.
- Your tutor will give you activity plans for the other students in your group.
- You **must** complete one pro-forma C (peer discussion and feedback form) for each student in your group.
- Your tutor will be available to guide and support you during this task.
- When finished you **must** submit these pro-formas to your tutor.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma B (activity plan) for each student in your peer discussion group
- pro-forma C (peer discussion and feedback form)
- a computer and relevant software if required.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required

The following evidence **must** be submitted to your tutor

- completed pro-forma C (one per student).

The following filename conventions must be used for each completed pro-forma C:

Student name and task number

Task 2 (b): peer discussion and feedback

Time limit

Up to a maximum of 1 hour and 25 minutes.

The time must be used as directed for the task – refamiliarisation (10 minutes) and peer discussion and feedback (15 minutes per student).

[this task is unmarked]

Task-specific student instructions

- Your tutor will put you into your peer discussion groups.
- You will have access to your own activity plan completed in task 1 (b) and you will be given 10 minutes to refamiliarise yourself with the activity plan before beginning the peer discussion.
- Each group member will take it in turn to share their activity plan (up to a maximum of 5 minutes) and receive feedback from the group (up to a maximum of 10 minutes).
- You may choose to take notes during the peer feedback to assist you in completing task 2 (c).

Additional information

For this task, you will have access to:

- completed pro-forma B (activity plan)
- completed pro-forma Cs (peer discussion and feedback form) for each student in your peer discussion group
- the scenario and control documents 1 and 2
- a computer and relevant software if required.

Please note:

- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required

The following evidence (if created) **must** be submitted to your tutor:

- any notes you have made during the peer discussion and feedback.

Task 2 (c): reflection upon peer feedback

Time limit

1 hour.

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

[9 marks]

Task-specific student instructions

- You **must** reflect on the feedback you have received in task 2 (b) and consider which feedback you will act upon and which you will not.
- You **must** update a copy of your original activity plan (pro-forma B) using blue text, **NOT** black, to identify any changes you are making.
- You **must** also complete the box at the end of the copy of your activity plan (pro-forma B), justifying the reasons for any changes you have made or not made.

Additional information

For this task, you will have access to:

- a copy of your pro-forma B (completed activity plan) from task 1 (b)
- completed pro-forma Cs (peer discussion and feedback form) from task 2 (a)
- any additional notes taken during task 2 (b)
- a computer and relevant software.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- an updated activity plan (pro-forma B)
- all feedback received from peers using pro-forma C.

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

Task 3 (a): digital presentation preparation

Time limit

1 hour and 45 minutes.

[this task is unmarked]

Task-specific student instructions

To complete this task you must prepare a digital presentation using relevant software (for example, Microsoft PowerPoint / Prezi) that gives an overview of both plans from task 1 (pro-forma A and pro-forma B).

- You may wish to create notes to support you in the delivery of your presentation.
- Your tutor will give you copies of your completed work from task 1 and task 2 to help you prepare for the presentation.

Your preparation should include:

- a summary of your early support plan (EYE) or intervention plan (AT)
- a summary of your activity plan to include details of any updates made following peer feedback
- how your activity will support the child, including communication techniques and strategies to support relevant areas of their development
- a justification of suitability of resources
- a summary of how the diagnostic formative assessment informed your activity plan
- how your activity plan builds upon the child's current needs and requirements
- how your activity plan enables the child's progress and achievement to be monitored
- identification of the theoretical concepts or pedagogies that have informed your approach.

Following your presentation, your tutor will ask you questions on the following areas:

- how your approach is informed by educational theories, concepts or pedagogies
- how your communication skills will support the child's progress
- how well you feel your planned approach and / or activity plan meets a specific element of the brief.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from task 2 (c)
- completed pro-forma C (feedback to peers)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- your completed digital presentation alongside any notes created.

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

SAMPLE

Task 3 (b): digital presentation and tutor questions

Time limit

20 minutes.

The time must be used as directed for the task – digital presentation (up to a maximum of 10 minutes) and tutor questions (up to a maximum of 10 minutes).

[16 marks]
Plus 2 marks for digital skills
[18 marks in total]

Task-specific student instructions

Your tutor will be assuming the role of the key person (EYE) or class tutor (AT) from the setting referenced in the scenario. This task will be recorded (audio only) by your tutor.

You must:

- present your digital presentation to your tutor (up to a maximum of 10 minutes)
- respond to questions from your tutor on your presentation (up to a maximum of 10 minutes).

Your tutor will ask you questions on the following areas:

- how your approach is informed by educational theories, concepts or pedagogies
- how your communication skills will support the child's progress
- how well you feel your planned approach and / or activity plan meets a specific element of the brief.

Digital skills

- Your work should demonstrate effective use of digital technology to present information clearly and concisely.

Additional information

For this task, you will have access to:

- your completed digital presentation with supporting notes as required
- a computer and relevant software to give your presentation.

Please note:

- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed
- you will **NOT** have access to the questions your tutor will ask before the task takes place.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- an audio recording of the digital presentation that includes the tutor questions and student responses.

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

SAMPLE

Task 4: reflective account

Time limit

1 hour and 45 minutes.

[12 marks]

Task-specific student instructions

You must now complete a reflective account using the following reflective model:

- Gibbs' Reflective Cycle.

Pro-forma D (reflective account) has been provided to support you to complete this task.

As part of this task, you may wish to refer to task 2 (c) (reflection upon peer feedback). Work from task 2 (c) must not be duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from task 2 (c)
- completed pro-forma C (feedback to peers)
- completed digital presentation
- pro-forma D (reflective account)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- where work is completed digitally, spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed pro-forma D (reflective account).

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

Employer set project (ESP) mark scheme

Marking instructions

Bands of performance marking grids have been designed to award a student's response holistically, drawing on the evidence the student produces in the tasks, and should follow a best-fit approach.

Marking will take place once all tasks are complete, and the marker has access to all the student's evidence for each of the tasks.

Table 1 shows the tasks (pieces of evidence) that will be used as the basis of judgement for each of the assessment objectives (AOs). Table 2 shows the marking bands for each task.

Markers should review each of these pieces of evidence, using the guidance provided at the top of each marking grid to support an understanding of what they are expecting to make their judgement on, before placing the student in one of the bands.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. The marker should determine the band before determining the mark.

When determining a band, the marker should use a best-fit approach. A judgement should be made on the overall quality of the student's evidence, and should reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, the marker should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark within the band, the marker's decision should be based on the quality of the response in relation to the descriptors. The marker must also consider the relative weightings of the AOs, so as not to over / under credit a response. Standardisation materials, marked by the chief examiner, will help the marker with determining a mark. The marker will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse. As a general rule of thumb, allocation of the highest mark within a three-mark band should be evidence that may meet the criteria 'convincingly'. For two marks out of a total of three, evidence may meet the criteria 'adequately' and for the lowest mark, the evidence may 'just' be meeting the criteria. This is guidance and any approach will be confirmed in standardisation.

Note: students may refer to the following documentation (accept any appropriate version):

- Department for Education (DfE) – Statutory framework for the early years foundation stage (2017) (2021) (2023) (2024)
- Department for Education (DfE) – Development Matters: Non-statutory curriculum guidance for the early years foundation stage (2012) (2020) (2021) (2023)
- Birth to 5 Matters: Non-statutory guidance for the early years foundation stage (2021)
- the national curriculum.

Table 1

Evidence	AO1	AO2	AO3	AO4	AO5	Total
Task 1						
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2 (a) is not marked						
Task 2 (b) is not marked						
Task 2 (c) (Reflection upon peer feedback)		6			3	9
Task 3						
Task 3 (a) is not marked						
Task 3 (b) (Digital presentation and tutor questions)	1	12	2		1	16
Digital skills				2		2
Task 4						
Task 4 (Reflective account)		7			5	12
Total marks	9	48	12	12	9	90

Table 2

Mark bands	Band 1	Band 2	Band 3	Band 4	Band 5	AO4 (English / mathematics / digital)
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	1 to 4 marks	5 to 8 marks	9 to 12 marks	13 to 16 marks		10 marks
Task 1 (b) (Activity plan)	1 to 5 marks	6 to 10 marks	11 to 15 marks	16 to 20 marks	21 to 25 marks	
Task 2 (a) is not marked Task 2 (b) is not marked Task 2 (c) (Reflection upon peer feedback)	1 to 3 marks	4 to 6 marks	7 to 9 marks			
Task 3 (a) is not marked Task 3 (b) (Digital presentation and tutor questions)	1 to 4 marks	5 to 8 marks	9 to 12 marks	13 to 16 marks		2 marks
Task 4 (Reflective account)	1 to 3 marks	4 to 6 marks	7 to 9 marks	10 to 12 marks		

Task 1 (a) (early support plan (EYE) or intervention plan (AT))

Create an early support plan or intervention plan that you would use to meet the child's developmental needs.

The early support plan (EYE) or intervention plan (AT) should include:

- strategies to support the child's developmental needs building on diagnostic formative assessment information
- identification of suitable resources and / or techniques
- appropriate communication strategies to use with the child (age- / stage-appropriate language)
- ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs
- methods of tracking and monitoring the child's progress towards their 6-week review
- use of educational theories, concepts or pedagogies.

Band	Mark	Descriptor
4	13 to 16 marks	The early support plan (EYE) or intervention plan (AT): • is clearly presented, coherently written and includes detailed technical terminology • is detailed, including reference to all strategies, resources and techniques to be used, and takes full account of all available information, referencing relevant educational theories, concepts or pedagogies • has comprehensive coverage of the requirements of an early support plan or intervention plan • fully addresses all of the child's development / support needs.
3	9 to 12 marks	The early support plan (EYE) or intervention plan (AT): • is clearly presented and includes appropriate technical terminology • is appropriately detailed, including reference to most strategies, resources and techniques to be used and takes appropriate account of the information available, referencing some appropriate educational theories, concepts or pedagogies • has appropriate coverage of the requirements of an early support plan or intervention plan • addresses most of the child's development / support needs.
2	5 to 8 marks	The early support plan (EYE) or intervention plan (AT): • has some clarity within presentation and includes limited technical terminology • is limited in detail with limited reference to strategies, resources and techniques to be used and takes limited account of the information available with limited referencing to educational theories, concepts or pedagogies • has limited coverage of the requirements of an early support plan or intervention plan • addresses some of the child's development / support needs.
1	1 to 4 marks	The early support plan (EYE) or intervention plan (AT): • lacks clarity within presentation and includes minimal technical terminology • includes minimal detail, minimal reference to strategies, resources and techniques to be used and takes minimal account of available information with minimal referencing to educational theories, concepts or pedagogies • has minimal coverage of the requirements of an early support plan or intervention plan • does not appropriately address the child's development / support needs.
0	0 marks	No creditworthy material.

Task 1 (b) (activity plan)

Create an activity plan that you could use to support the child.

The activity plan should include:

- how the activity links to and supports the wider curriculum and the child's development
- teaching and learning strategies and / or educational theory, concepts and pedagogy that underpin the activity
- the instructions to be given to the child to ensure understanding and engagement in the activity (ensuring communication is age-/stage-appropriate)
- ways to work with parents, practitioners and specialists to prepare for the activity
- how observation will be used to track the child's progress through the activity, including reliability, validity, policy and procedure
- how the diagnostic formative assessment informs planning
- opportunities for formative and summative assessment to assess the child's needs and contribute to raising standards / benchmarks
- identification of hazards, risks and control measures to ensure own and others' safety throughout the activity.

Band	Mark	Descriptor
5	21 to 25 marks	The activity plan demonstrates: • comprehensive, coherent activity planning, linking to the wider curriculum and building on diagnostic formative assessment • comprehensive rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with comprehensive links to teaching and learning strategies that underpin the activity • comprehensive level of relevant detail shown including instructions to be given to the child and explanation of how observation will be used • justified selection of resources and support strategies • comprehensive assessment strategies including comprehensive explanation of formative and summative assessments including a comprehensive understanding of how the activity plan contributes to expected standards / benchmarking • comprehensive risk analysis with reference to all hazards, risks and controls.
4	16 to 20 marks	The activity plan demonstrates: • detailed, coherent activity planning, linking to the wider curriculum and building on diagnostic formative assessment • detailed rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with detailed links to teaching and learning strategies that could underpin the activity • good level of detail shown including reference to instructions to be given to the child and explanation of how observation will be used • reasoned selection of resources and support strategies • detailed assessment strategies including detailed explanation of formative and summative assessments including a good understanding of how the activity plan contributes to expected standards / benchmarking • detailed risk assessment with reference to some hazards, risks and controls.
3	11 to 15 marks	The activity plan demonstrates: • appropriate activity planning with some links to the wider curriculum and some reference to diagnostic formative assessment • appropriate rationale for the activity choice (taking account of information contained within early support plan or intervention plan and the brief) with

		appropriate reference to teaching and learning strategies that may be linked to the activity • appropriate level of relevant detail shown with some reference to instructions, which may be given to the child, and some consideration of how observation will be used • appropriate selection of resources and support strategies • appropriate assessment strategies including an understanding of the need to assess the learner and an appropriate understanding of how the activity plan contributes to expected standards / benchmarking • appropriate risk assessment including relevant hazards, risks and controls.
2	6 to 10 marks	The activity plan demonstrates: • limited activity planning with few links to the wider curriculum and limited reference to diagnostic formative assessment • limited rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with limited reference to teaching and learning strategies that may not link to the activity • limited level of relevant detail shown and little reference to instructions, which may be given to the child, or of how the observation will be used • limited selection of resources and support strategies • limited assessment strategies with limited reference to how to assess the learner and a limited understanding of how the activity plan contributes to expected standards / benchmarking • limited risk assessment, with some relevant hazards, risks and controls.
1	1 to 5 marks	The activity plan demonstrates: • minimal activity planning with no links to the wider curriculum or reference to the diagnostic formative assessment • minimal rationale for the activity choice (taking account of information contained within the early support plan or intervention plan and the brief) with minimal reference to teaching and learning strategies • minimal relevant detail shown with no reference to instructions that may be given to the child or of how the observation will be used • minimal selection of resources and support strategies • minimal assessment strategies with minimal reference to how to assess the learner and a minimal understanding of how the activity plan contributes to expected standards / benchmarking • minimal risk assessment, with minimal relevant hazards, risks and controls.
0	0 marks	No creditworthy material.

Task 1 (a) and 1 (b) AO4: English, mathematics and digital skills.	
English (4 marks)	4 marks: plans include excellent use of Level 2 English throughout and convey meaning clearly, concisely and coherently, using formal and informal tone as appropriate to the context of an early years / children's institution / setting. Use of terminology is excellent with no errors. 3 marks: plans include a well-developed use of Level 2 English through most of the documents and convey meaning clearly and coherently, using formal and informal tone as appropriate to the context of the early years / children's institution / setting. There is a good use of technical terminology with minimal errors. 2 marks: plans include inconsistent use of Level 2 English throughout the documents, for example; they may lack conciseness although overall they convey meaning coherently. Use of formal and informal tone is mostly appropriate to the context of the early years / children's institution / setting. Use of technical terminology is sound but contains some errors. 1 mark: plans include simplistic use of English at Level 1 or below throughout the documents. There may be some errors that do not affect meaning or coherence. Use of formal and informal tone is sometimes incongruent with the context of the early years / children's institution / setting. The use of technical terminology is minimal and includes some errors. 0 marks: no creditworthy material.
Mathematics (2 marks)	2 marks: plans demonstrate that the student has accurately processed / analysed the assessment data presented in the brief in a highly effective way. 1 mark: plans demonstrate that the student has processed / analysed the assessment data presented in the brief effectively. 0 marks: no creditworthy material.
Digital skills (4 marks)	4 marks: plans produced demonstrate effective and efficient use of digital technology and media to present information and assessment evidence clearly and concisely so it can be accessed by the intended audience in the context of the early years / children's institution / setting. 3 marks: plans produced demonstrate a mostly effective use of digital technology and media, presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years / children's institution / setting. 2 marks: plans produced demonstrate use of digital technology and media that is limited, sometimes presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years / children's institution / setting. It is clear to the audience that the use of digital skills could be strengthened to enhance accessibility and presentation. 1 mark: plans produced demonstrate a use of digital technology and media but cause the intended audience in the context of the early years / children's institution / setting to have difficulty in accessing the information and assessment evidence presented. It is clear to the audience that the use of digital skills is a weakness and should be strengthened to enhance accessibility and presentation. 0 marks: no creditworthy material or did not include any digital skills.

Task 2 (c) (reflection upon peer feedback)

Updates to activity plan with justifications following peer feedback.

The evidence should demonstrate:

- skills of reflection and evaluation in the student's updated activity plan
- justification of amendments made to the activity plan following peer discussion and feedback.

Task 2 (a) / 2 (b) (reflect on and evaluate the plans of other students, providing feedback through peer group discussion) are **not** marked. Marking must be solely based on the student's updated activity plan with justifications following peer discussion.

Band	Mark	Descriptor
3	7 to 9 marks	The student demonstrates: • a comprehensive evaluative approach with a clear focus on the objective of the activity plan • a comprehensive level of reflection shown through updated activity plan and corresponding justifications • comprehensive justification for each suggested amendment to the activity plan • comprehensive evidence of well-reasoned / justified amendments to plan following peer discussion.
2	4 to 6 marks	The student demonstrates: • an appropriate evaluative approach with a focus on the objective of the activity plan • an appropriate level of reflection shown through updated activity plan and corresponding justifications • appropriate justification for each suggested amendment to the activity plan • appropriate evidence of reasoned / justified amendments to plan following peer discussion.
1	1 to 3 marks	The student demonstrates: • limited evaluation with limited focus on the objective of the activity plan • a limited level of reflection shown through updated activity plan and corresponding justifications • limited suggestions for amendments to activity plan • limited evidence of amendments to plan following peer discussion.
0	0 marks	No creditworthy material.

Task 3 (b) (digital presentation and tutor questions)

A digital presentation, giving an overview of the early support plan (EYE) or intervention plan (AT) and activity plan, followed by tutor questions (marked evidence to include the presentation slides and an audio recording of the presentation and tutor questions).

Preparation to include:

- summary of key points within early support plan or intervention plan and activity plan, including detail of any updates made following peer feedback
- how the plans are informed by educational theories, concepts or pedagogies
- communication techniques required to support the child's progress
- strategies to support the relevant areas of the child's development
- justification of suitability of resources.

Band	Mark	Descriptor
4	13 to 16 marks	Evidence presented demonstrates: • comprehensive level of preparation evident in relation to the task • highly confident contribution to the tutor's questions • detailed summary of the key points within the early support plan or intervention plan and activity plan, including thorough detail of any updates made following peer feedback • clearly articulated justification of selected resources and techniques within early support plan or intervention plan and activity plan • comprehensive responses to tutor's questions that include detailed explanation of all educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.
3	9 to 12 marks	Evidence presented demonstrates: • appropriate level of preparation evident in relation to the task • confident contribution to the tutor's questions • appropriate summary of the key points within the early support plan or intervention plan and activity plan, including appropriate detail of any updates made following peer feedback • appropriate justification of selected resources and techniques within early support plan or intervention plan and activity plan • appropriate responses to tutor's questions that include reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.
2	5 to 8 marks	Evidence presented demonstrates: • limited level of preparation evident in relation to the task • limited contribution to the tutor's questions showing limited confidence • limited summary of the key points within early support plan or intervention plan and activity plan, with limited detail of any updates made following peer feedback • limited understanding shown for choice of resources and techniques within early support plan or intervention plan and activity plan • limited responses to tutor's questions with limited reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.

1	1 to 4 marks	Evidence presented demonstrates: - minimal preparation evident in relation to the task - minimal contribution to the tutor's questions showing minimal confidence - minimal summary of the key points within the early support plan or intervention plan and activity plan, with minimal detail of any updates made following peer feedback - minimal understanding of choice of resources and techniques within early support plan or intervention plan and activity plan - minimal responses to tutor's questions with minimal reference to educational theories, concepts or pedagogies, and strategies to support the relevant areas of the child's development.
0	0 marks	No creditworthy material.

Task 3		
AO4: English, mathematics and digital skills.		
Digital skills (2 marks)	2 marks: summary and key points of plans produced in task 3 (a) demonstrate overall an effective and efficient use of digital skills to present information clearly and concisely so it can be accessed for task 3 (b). 1 mark: summary and key points of plans produced in task 3 (a) demonstrate a mostly effective use of digital skills to present information clearly so it can be accessed for task 3 (b). 0 marks: no creditable material or did not include any digital skills.	

Task 4 (reflective account)**Complete a reflective account using the identified model to reflect on:**

- effectiveness of own communication skills and quality of own contribution within peer discussion, digital presentation and tutor questions
- quality of planned activity / early support or intervention plan to support intended outcomes
- extent to which feedback informed changes to own planned activity
- identified improvements to own knowledge, planning skills and collaborative working for future practice.

Note to examiners – students have been informed that they can refer to reflections made following peer feedback in task 2 (c), but do not award marks where this has been simply duplicated. There must be evidence of students building upon reflections from task 2 (c).

Band	Mark	Descriptor
4	10 to 12 marks	Reflective account demonstrates: • reference to all four points above, including clear, well-reasoned reflection with comprehensive evaluation and justified actions.
3	7 to 9 marks	Reflective account demonstrates: • reference to all four points above, including reasoned reflection with appropriate evaluation and some justified actions.
2	4 to 6 marks	Reflective account demonstrates: • reference to some points above, including appropriate reflection with limited evaluation and limited justified actions.
1	1 to 3 marks	Reflective account demonstrates: • reference to some points above, including limited, relevant reflection and no evidence of evaluation or justified actions.
0	0 marks	No creditworthy material.

Student evidence

Task 1 (a) – early support plan

Use this template to complete your early support plan.

Child's name	Nina	Child's strengths and interests	Physical development. Selecting & using relevant resources independently. Creating own ideas. The outdoors. Gardening.
Child's age	3 years 1 month	Child's developmental needs	Communication and language.
Setting	Home-based childminder (Willowdown Childminders)		

Area of development	Support strategies your role partnerships – ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs building upon diagnostic and formative assessment information communication – appropriate communication strategies to use with the child	Appropriate resources and / or techniques	Links to educational theory / concepts / pedagogy	Intended outcomes
Communication and language (CL)	As Nina has just turned three, she should be able to make herself understood and start to self-regulate the feeling of frustration. In the on-entry assessment, Nina often struggles with the use of words to make herself understood and uses actions instead, for example crying. This may be because Nina uses very	Be calm and reassuring. Help to describe emotions by labelling them. Allow Nina thinking time.	Piaget's stages of cognitive development help us to understand when children are able to work on and master skills such as sharing. The Preoperational Stage is between the ages of 2 to 7 years where children "Tend to be	Be able to talk about feelings by labelling them (Development Matters 2023:53). Working towards sharing resources with others.

	simple vocabulary, to which there are many possible reasons for this, for example, being unable to retain new vocabulary at the same rate as her peers, Speech Sound Disorder, Auditory Processing Disorder, a learning disability, or hearing difficulties (NHS 2025). Practitioners will need to make sure they are modelling words and sentences correctly and giving Nina time to communicate using words without assumption (Development Matters 2023). It could be suggested to parents that Nina has a hearing test to rule out the possibility of, for example, glue ear as it can cause “... temporary deafness, delayed speech development and affect children’s behaviour and their learning ...” (NHS 2024). It is shown that Nina struggles to communicate her needs through the spoken word and therefore often snatches toys and cries. Development Matters observational checkpoint examples for 3- and 4-year-olds asks “Can the child sometimes manage to share or take turns with others, with adult guidance...?” (Development Matters 2023:54). This seems to be an area of support that Nina needs. It supports Piaget’s Preoperational Stage of cognitive development for children aged between 2 and 7 years. As Nina’s speech is not always clear, working with the Speech and	Do not correct the unclear words, repeat them correctly in response to what Nina is trying to communicate. Encourage Nina to use sentences by talking to her in sentences. Follow advice of other professional e.g. SALT. Parent partnership. Sharing activities that can be carried out at home/outside of the setting. Follow Nina’s interests (gardening/ outdoors, arts and crafts).	egocentric and struggle to see things from the perspective of others” (Cherry, K 2024). As Nina is 3 years 1 month old, she may not yet understand the concept of sharing because she is only able to think about her own needs. Vygotsky developed the concept theory of scaffolding (ZPD), in particular the importance of the adult introducing and building on new learning. As Nina knows and can say some simple vocabulary, using scaffolding, the childminder can introduce new vocabulary and talk in sentences, so Nina hears how to communicate in this way. Scaffolding is appropriate when “Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person” (McLeod 2025). This technique will also support Nina during the SALT sessions. One of the guiding principles of the EYFS is enabling environments which involves following the	Be able to put two words together to express needs. Understand two-part instructions.
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	Language therapist (SALT) at the already established sessions at the childminders will give clear strategies for the childminder and parents to use. The individual progress review shows that Nina uses an increasing range of single words and says a range of multi-syllabic words. Although this is positive for Nina, an observation checkpoint in Development Matters (2023:28) says “Towards their third birthday, can the child use around 300 words? These words include descriptive language”. From the child profile we can see that Nina consistently uses less than 10 single words. This may not be a true representation as this was during an appointment and therefore Nina may not have felt safe and comfortable in the new environment or with the new person to say as much as she usually would. The individual progress review explains that Nina is using an increasing range of single words, but as Nina is in the Birth to 3 range, she isn't necessarily on track. The childminder can support Nina to learn and use more words by talking to her in full sentences and modelling correct pronunciation. Nina's mothers can also support these strategies by doing the same at home. Nina is able to understand simple instructions or sentences, especially when focused or engaged in an activity but should be aiming to		child's interests: “This is learning at its best and this is why following children's interests is so important for their learning and development” (Smith, Z 2023). Using Nina's interests in creating a language rich environment will support her learning. The EYFS says “By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively” (DfE 2024). When Nina is engaged in an activity, the childminder can use the opportunity to build language in a way that is meaningful for Nina.	
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	“Understand a question or instruction that has two parts . . .” (Development Matters 2023:31). Reasons for Nina not currently achieving this could be that Nina may struggle to hear indoors with the other children playing or she may not understand what is being said (Jackson, C 2016). The childminder can ensure that Nina has the opportunity to learn through her interests by continuing to use the large garden and outdoor area to involve Nina in gardening projects where she must follow instructions (gradually getting more complex) and introduce more tools for Nina to select and use appropriately. Nina’s mothers can maybe support this by allowing Nina to create her own ‘mini garden’ in a plant pot in their flat. Nina needs to learn how to listen effectively as “Listening involves being able to concentrate on the sounds a child hears around him as to be able to understand where the sounds came from.” (Pembrokeshire County Council 2023). Nina may be struggling with this and this may be what is affecting her speech.			
Physical development (PD)	Nina confidently uses a range of movements and equipment for gross motor skills. As Nina enjoys the outdoors, challenging her to strengthen her gross motor skills will support her in revising and refining	Provide different surfaces for Nina to practise her gross motor skills on.	Rachel and Margaret McMillan encouraged outdoor play to contribute to healthy lifestyles. If Nina is enjoying outdoor environments her	Be able to confidently move on a variety of surfaces.

	large movements, such as rolling, crawling, hopping, running and climbing (Development Matters 2023:68). The childminder can encourage this refinement by involving Nina in, for example, creating an area in the garden with different surfaces or creating a construction area outside to practise these skills.		confidence with language may increase as she interacts with her peers (class notes).	
Personal, social and emotional development (PSED)	Nina knows which resources to use and can access these independently. This knowledge and skill can be extended when completing gardening activities either at the childminders or at home, as mentioned above. This helps Nina's decision making and critical thinking skills. It is noted that Nina uses gestures, pointing and single words to engage others. These actions are precursors for speech. (London Speech and Feeding 2025) "Some children struggle with learning to talk and understand words. Possible signs . . . child points or shows what they want rather than saying it." (Speech and Language UK, n.d). Reasons for this may be a learning disability, Autism, or not having a role model or language-rich environment. It is shown that Nina gets upset if not understood and can get physical with other children. Nina should work on finding ways to calm herself. This can be developed by building on the established key person relationship	Provide a variety of appropriate resources for Nina to access. Partnership working with the SALT. Build upon the key worker relationship for Nina to feel safe and comfortable by spending time with Nina and engaging in her interests. Model how to work through different feelings and emotions.	Adult-led and child-led play supports a child's self-regulation as "... play provides children with a natural and enjoyable context in which they can learn and manage their impulses, make decisions, and navigate social interactions." (Barker, H 2023:10) Giving Nina play opportunities will help her with self-regulation skills, so Nina should not be excluded from activities because she has not mastered sharing. "Social learning theory, introduced by psychologist Albert Bandura, proposed that learning occurs through observation, imitation, and modelling and is influenced by factors such as attention, motivation, attitudes, and emotions" (Cherry, K 2024). He experimented using the 'Bobo doll' which proved that children learn by watching adults and were	Self-regulation. Nina to feel secure in the new environment which provides consistent and predictable routines in order to help Nina manage difficult emotions (Development Matters 2023:45). Be able to rely on key person relationship to learn by observation (e.g. Nina will imitate regulation strategies from those individuals around her).

	(Development Matters 2023:44). Anna Freud suggests that children can do this through play. Every type of play provides opportunities to work through emotions. The practitioner can model behaviours and narrate how they will overcome a particular feeling or emotion (Baker, H 2023). Nina will learn to self-regulate through observation.		likely to mimic their actions and words. Nina will learn through the childminder modelling speech. This may help Nina to use fewer gestures to communicate and more of the spoken word.	
Expressive arts and design (EAD)	Nina's individual progress review states that she enjoys accessing art materials and will create using her own ideas. As Nina is struggling with saying simple sentences, the childminder can use this interest as an opportunity to ask Nina questions about her ideas and creations – something that is meaningful to her. This involves Nina practising both receptive and expressive language (Spiers 2025). This should enable her to listen to speech and formulate her answers using more than one word. By the childminder posing questions, Nina is going through a sequence of steps in order to answer a question (Spiers 2025). The childminder must ensure that they are giving Nina enough time to process the information they have heard, formulate a reply, and say their reply. This advice can be passed on to the parents.	Ensure a range of arts and craft materials are accessible for Nina to explore and experiment with. Childminder to pose relevant questions and give Nina enough time to answer them.		"Return to and build on their previous learning, refining ideas and developing their ability to represent them" (Development Matters 2023:123).

How progress will be tracked and monitored towards their 6-week summative review	Nina will need to partake in a series of formative assessments (Foundation Years 2024) based on communication and language to track her progress each time. We will need to observe her to discover more of her interests to work on her spoken sentences and the impact of the SALT strategies. This way, we will be able to track vocabulary, use of spoken sentences in order to plan for next steps. We also need to observe self-regulation skills, interactions with other children and Nina’s use of gestures and pointing. We will be able to see how the strategies put in place work or do not work. If they do not work, practitioners can use their knowledge and skills to try different methods of helping and supporting Nina. Nina needs to be observed receiving instructions and if she is able to carry out more complex instructions. This will allow the childminder to have a greater knowledge of Nina’s communication needs and the observations will highlight what Nina is interested in and this will provide opportunities for more informed planning. It is important to take into account the parent’s voice to note how Nina communicates and talks at home (Early Education 2021). This is important because Nina may respond differently in different social situations, it will also promote partnership working for consistent practice.
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Task 1 (b) – activity plan

Use this template to complete your activity plan.

Child's name	Nina
Aims of activity	A planting activity where Nina and other children can work together putting bedding plants into the ground. Each child will have a role in the task and will practise sharing resources and taking turns. This will give Nina the opportunity to work on self-regulation with the support of a trusted adult, in a small group situation. For example, Nina may seek reassurance from the childminder, and this will help Nina to feel calm, knowing that she has a trusted familiar adult close by who will validate Nina's feelings. All children will be encouraged to describe what they are doing and ask and answer questions. This will support Nina's speech and language development by hearing her peers using speech, participating and processing information in order to form a response. The childminder will introduce new vocabulary and will be there to help Nina's peers understand that she may need more time to reply to them and ensure Nina is not being left out of conversations because of her limited use of language.
Links to wider curriculum and the child's development	In the EYFS, there are four guiding principles which are: A Unique Child, Positive Relationships, Enabling Environment and Learning and Development. These require practitioners to recognise all children as different to one another and need to be involved in their own assessment, work with adults who are important to the child, recognise each child's individual route to learning and build a broad picture of the child. (Early Education 2021:8) This links to my activity as the needs of Nina are being helped, but she is not being singled out for her additional needs and is instead being worked with using other peers and her parents support to make sure she gets to the level of development she needs. This is all happening in the best interest of the child which is another important part of the EYFS. It means that every task that is carried out and everything that happens inside the setting, must be the best solution for a child and can only be carried out with good intentions. This activity has a holistic approach as it incorporates not only communication and language, but personal, social and emotional development (by sharing, taking turns and self-regulation), physical development (gross and fine motor skills to use the tools and plant), expressive arts and design (exploring different materials), understanding the world (using all senses in hands-on exploration of natural materials) and mathematics (positional language and counting). The three characteristics of effective teaching and learning are embedded in this activity as Nina will be actively exploring using different tools and making her own decisions for example what she will plant and the tools she will use to gain a sense of achievements. The intended outcomes link to the Development Matters curriculum guidance in the following ways: PSED • "Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'." (DfE 2023:53)

	• “Use speech sounds p, b, m, w.” (DfE 2023:27) • “Use a wider range of vocabulary.” (DfE 2023:31) • “Can the child sometimes manage to share or take turns with others . . ?” (Development Matters 2023:54) I have chosen the following communication and language checkpoint considerations as Nina has just turned 3 years old. Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. Can the child follow instructions with three key words like: “Can you wash dolly’s face?” (Development Matters 2023:28). This activity will give opportunity for the childminder and myself to ask open ended questions and simple instructions to challenge Nina’s communication and language.
Links to teaching and learning strategies and / or educational theory / concepts / pedagogy	Piaget’s stages of cognitive development help us to understand when children are able to work on and master skills such as sharing. The Preoperational Stage is between the ages of 2 to 7 years where children “Tend to be egocentric and struggle to see things from the perspective of others.” (Cherry, K 2024) As Nina is 3 years 1 month old, she may not yet understand the concept of sharing because she is only able to think about her own needs. To help support Nina with sharing so she learns to self-regulate, this activity requires turn taking. This will require the practitioner to explain to Nina what needs to be shared and why. This supports self-regulation because Nina will have the opportunity to work alongside her peers taking turns and waiting for her own needs to be met. Vygotsky applied the theory of scaffolding through zones of proximal development. This is using what the child already knows and building on. As Nina knows and can say some simple vocabulary, using scaffolding, the practitioner can introduce new vocabulary and talk in sentences, so Nina hears how to communicate in this way. Scaffolding is appropriate when “skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person” (McLeod 2025). Scaffolding allows a practitioner to break down developmental areas or intended outcomes into smaller more manageable and achievable chunks. For example, observation will show what Nina is capable of and the stage she is at, allowing for well-informed planning enabling Nina to develop her learning under the guidance and support of the practitioner. Ongoing observation will prompt the practitioner to develop the learning as Nina becomes more independently confident. This technique will also support Nina during the SALT sessions and other parts of the activity such as taking turns. The practitioner will use open-ended questioning as a technique to encourage Nina to “give fuller answers that draw on a wider range of vocabulary” (Wandsworth Early Years 2024). As this is what Nina needs support with it is important to use a variety of techniques, including

	modelling sentences to ensure that her specific communication and language needs are met in a range of different play situations.
Appropriate resources	Space in the garden to plant. Appropriate tools for weeding and digging in soil. Plants, watering can, gardening gloves and knee pads if appropriate. Practitioner to think of new vocabulary that will help Nina practise the sounds she is struggling with. For example, the words 'plant' 'pot' for the letter sound 'p', 'b' for the words 'bee' 'bucket', 'mud' for the sound 'm', 'water' 'wheelbarrow' 'watering can' for the sound 'w'.
Support strategies: • your role • partnerships – ways to work with parents, practitioners and specialists to prepare for the activity • communication – the instructions to be given to the child to ensure understanding and engagement in the activity.	The practitioner can use Nina's skill of understanding simple instructions and sentences, particularly when she is fully focused or engaged in an activity, to encourage her speech and assess her understanding. A familiar adult should lead this activity, so they are able to make Nina feel comfortable and ask all of the children questions about what they are doing and why. The adult should ensure they are modelling how to answer questions and that Nina has time to answer the questions she is asked. The childminder will give clear instructions, checking that these have been understood. They should also ensure that they are close by to support Nina with sharing and taking turns. Examples of instructions are 'Choose the flowers you would like to plant and collect a trowel.' 'Now you have dug a hole for your flowers, swap the trowel for a watering can with your friend.' 'Take it in turns to water your flowers.' The SALT can be involved by giving the practitioner strategies to encourage more speech, maybe the SALT can incorporate specific vocabulary in their sessions with Nina in preparation for this activity. The childminder can work with the parents by telling them about the activity Nina has done and how it supports her development.
Use of formative assessment (such as observation opportunities) during the activity. You must consider: • how the diagnostic assessment (individual progress review) has contributed to your planning • how this formative assessment may inform summative assessment (at the 6-week review) • why it is important to follow policy and procedure when recording information during observation	I have used the diagnostic assessment to see where Nina's needs are. I looked at the age categories for the observation checkpoints and saw that all of the CL checkpoints were in the lower age range, as well as one PSED checkpoint. I used this information to focus on Nina's CL development and PSED throughout this planting activity. The information for Nina's key person was used as a starting point which I wanted to develop. This activity can contribute to summative assessment as it will help to provide an evaluation on the progress Nina is making after 6 weeks. (DfE 2023) Each setting will have their own policies and procedures for observations. An observation is valid and reliable when they give you an insight into the child. Observations must be objective and accurate, recording what is visible and what actually takes place during the observation and not what we think we know about that child. Accurate objective observations will help to inform meaningful planning and next steps as they will be based on a true reflection of the child's holistic development, interests and needs. There are many different methods of observing children such as narrative, snapshot and time sampling. However, the main ingredient is that the observation remains accurate and is a true reflection of what took place. Observations that record language and peer interaction will be especially useful methods to support Nina moving forward. It must be noted in the observation if the child's behaviour has changed due to certain circumstances such as a recent transition, a divorce or family bereavement.

• how to ensure observations are valid and reliable • how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with colleagues, the family and other professionals.	The EYFS non-statutory guidance suggests that assessment begins with observation of the children. It is important to remember that an observation alone will not be a piece of assessment. The notes written need to be brief and precise and above all else, valuable to those who will use them to inform planning. (Early Education 2021:38). This links to the planting activity as this activity has been put in place to observe and monitor what stage Nina is at with her speech and processing skills and if she needs to be tested for a learning disability or hearing problems such as glue ear. The activity will inform the planning for Nina. “Effective planning allows you to provide carefully balanced, engaging and challenging opportunities for learning throughout early years provision.” (Essex County Council 2025) The observation, planning and assessment cycle will help a practitioner see where a child needs support and maybe the intervention of a professional, such as a speech and language therapist. It helps to inform parents/carers of their child’s development which strengthens parent partnerships and how next steps can be planned for the benefit of the child.
Benchmarking and expectations of standards in children’s learning and development: • how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking).	This activity may help in assessing the expectations in CL and PSED because it will show that some children struggle and maybe children need more time to learn and develop certain skills. The non-statutory guidance, Birth to 5 Matters (2021), gives age ranges that overlap – unlike Development Matters (2023). I think that this shows it is acceptable for children to not necessarily achieve a certain milestone by a specific age, enforcing that all children develop at different rates. The activity Nina has been engaged in will support communication and language in terms of following simple instruction, introducing new vocabulary and encouraging Nina to speak about what she is doing during this activity. This activity will raise standards in Nina’s communication and language as well as promoting PSED as she will be in a small peer group listening and interacting under the guidance of the childminder. Overall this will contribute to improved standards in CL and PSED.
Hazards, risks and controls	The children must be supervised at all times, making sure the adult is close by. The tools they use could be dangerous, for example they may be using sharp or heavy garden tools. The childminder needs to model safe use of these tools to prevent accidents such as catching another child by mistake because the tools are not being used safely. The adult modelling safe use of the tools would minimise the risk of an accident happening. The activity is taking place outside. There may be risks to health in terms of insect bites and allergies. A first aid kit must be on hand and the practitioner must know what to do in cases of anaphylactic shock. The garden needs to be checked for any animal faeces as this could make the children ill and is unhygienic. An outdoor risk assessment must be completed before any children have access to the area.

	It will be important to know if any of the children have allergies to insect stings / bites or other reactions so that these risks can be mitigated by the childminder as much as possible.
Intended outcomes	Nina should be able to practise the speech sounds that are unclear, hear new vocabulary and start repeating the new words. During this group activity, Nina will be able to work through emotions and feelings with the support of a trusted adult.
The following two boxes are to be completed as part of task 2 (c): reflection upon peer feedback. Do NOT complete as part of task 1 (b).	
Identify and justify the changes you have made to your activity plan in light of the feedback received	
Identify and justify the feedback that you have not acted upon and why	

Task 2 (a) / 2 (b)

These tasks are unmarked.

Task 2 (c) – reflection upon peer feedback

Use this template to complete your activity plan.

Child's name	Nina
Aims of activity	A planting activity where Nina and other children can work together putting bedding plants into the ground. Each child will have a role in the task and will practise sharing resources and taking turns. This will give Nina the opportunity to work on self-regulation with the support of a trusted adult, in a small group situation. For example, Nina may seek reassurance from the childminder, and this will help Nina to feel calm, knowing that she has a trusted familiar adult close by who will validate Nina's feelings. All children will be encouraged to describe what they are doing and ask and answer questions. This will support Nina's speech and language development by hearing her peers using speech, participating and processing information in order to form a response. The childminder will introduce new vocabulary and will be there to help Nina's peers understand that she may need more time to reply to them and ensure Nina is not being left out of conversations because of her limited use of language.
Links to wider curriculum and the child's development	In the EYFS, there are four guiding principles which are: A Unique Child, Positive Relationships, Enabling Environment and Learning and Development. These require practitioners to recognise all children as different to one another and need to be involved in their own assessment, work with adults who are important to the child, recognise each child's individual route to learning and build a broad picture of the child. (Early Education 2021:8) This links to my activity as the needs of Nina are being helped, but she is not being singled out for her additional needs and is instead being worked with using other peers and her parents support to make sure she gets to the level of development she needs. This is all happening in the best interest of the child which is another important part of the EYFS. It means that every task that is carried out and everything that happens inside the setting, must be the best solution for a child and can only be carried out with good intentions. This activity has a holistic approach as it incorporates not only communication and language, but personal, social and emotional development (by sharing, taking turns and self-regulation), physical development (gross and fine motor skills to use the tools and plant), expressive arts and design (exploring different materials), understanding the world (using all senses in hands-on exploration of natural materials) and mathematics (positional language and counting). The three characteristics of effective teaching and learning are embedded in this activity as Nina will be actively exploring using different tools and making her own decisions for example what she will plant and the tools she will use to gain a sense of achievement.

	The intended outcomes link to the Development Matters curriculum guidance in the following ways: PSED • “Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.” (DfE 2023:53) • “Use speech sounds p, b, m, w.” (DfE 2023:27) • “Use a wider range of vocabulary.” (DfE 2023:31) • “Can the child sometimes manage to share or take turns with others . . . ?” (Development Matters 2023:54) I have chosen the following communication and language checkpoint considerations as Nina has just turned 3 years old. Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. Can the child follow instructions with three key words like: “Can you wash dolly’s face?” (Development Matters 2023:28). This activity will give opportunity for the childminder and myself to ask open ended questions and simple instructions to challenge Nina’s communication and language.
Links to teaching and learning strategies and / or educational theory / concepts / pedagogy	Piaget’s stages of cognitive development help us to understand when children are able to work on and master skills such as sharing. The Preoperational Stage is between the ages of 2 to 7 years where children “Tend to be egocentric and struggle to see things from the perspective of others.” (Cherry, K 2024) As Nina is 3 years 1 month old, she may not yet understand the concept of sharing because she is only able to think about her own needs. To help support Nina with sharing so she learns to self-regulate, this activity requires turn taking. This will require the practitioner to explain to Nina what needs to be shared and why. This supports self-regulation because Nina will have the opportunity to work alongside her peers taking turns and waiting for her own needs to be met. Vygotsky applied the theory of scaffolding through zones of proximal development. This is using what the child already knows and building on. As Nina knows and can say some simple vocabulary, using scaffolding, the practitioner can introduce new vocabulary and talk in sentences, so Nina hears how to communicate in this way. Scaffolding is appropriate when “skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person” (McLeod 2025). Scaffolding allows a practitioner to break down developmental areas or intended outcomes into smaller more manageable and achievable chunks. For example, observation will show what Nina is capable of and the stage she is at, allowing for well-informed planning enabling Nina to develop her learning under the guidance and support of the practitioner. Ongoing observation will prompt the practitioner to develop the learning as Nina becomes more independently confident. This technique will also support Nina during the SALT sessions and other parts of the activity such as taking turns.

	The practitioner will use open-ended questioning as a technique to encourage Nina to “give fuller answers that draw on a wider range of vocabulary” (Wandsworth Early Years 2024). As this is what Nina needs support with it is important to use a variety of techniques, including modelling sentences to ensure that her specific communication and language needs are met in a range of different play situations.
Appropriate resources	Space in the garden to plant. Appropriate tools for weeding and digging in soil. Plants, watering can, gardening gloves and knee pads if appropriate. Practitioner to think of new vocabulary that will help Nina practise the sounds she is struggling with. For example, the words ‘plant’ ‘pot’ for the letter sound ‘p’, ‘b’ for the words ‘bee’ ‘bucket’, ‘mud’ for the sound ‘m’, ‘water’ ‘wheelbarrow’ ‘watering can’ for the sound ‘w’. If the weather is too bad to be outside, this activity can be completed on a smaller scale indoors using a large plant pot or trough (changed due to feedback).
Support strategies: • your role • partnerships – ways to work with parents, practitioners and specialists to prepare for the activity • communication – the instructions to be given to the child to ensure understanding and engagement in the activity.	The practitioner can use Ninas’ skill of understanding simple instructions and sentences, particularly when she is fully focused or engaged in an activity, to encourage her speech and assess her understanding. A familiar adult should lead this activity, so they are able to make Nina feel comfortable and ask all of the children questions about what they are doing and why. The adult should ensure they are modelling how to answer questions and that Nina has time to answer the questions she is asked. The childminder will give clear instructions, checking that these have been understood. They should also ensure that they are close by to support Nina with sharing and taking turns. Examples of instructions are ‘Choose the flowers you would like to plant and collect a trowel.’ ‘Now you have dug a hole for your flowers, swap the trowel for a watering can with your friend.’ ‘Take it in turns to water your flowers.’ The SALT can be involved by giving the practitioner strategies to encourage more speech, maybe the SALT can incorporate specific vocabulary in their sessions with Nina in preparation for this activity. The childminder can work with the parents by telling them about the activity Nina has done and how it supports her development. Detail can be provided on how this activity could be repeated at home taking into consideration that the family lives in a flat. Nina’s parents could buy a large plant pot and small plants for Nina to create her own display that she can tend to over time. The childminder could also give the parents a list of open-ended questions that they could ask Nina about planting and the display she has created (added due to feedback).
Use of formative assessment (such as observation opportunities) during the activity. You must consider: • how the diagnostic assessment (individual progress	I have used the diagnostic assessment to see where Ninas’ needs are. I looked at the age categories for the observation checkpoints and saw that all of the CL checkpoints were in the lower age range, as well as one PSED checkpoint. I used this information to focus on Nina’s CL development and PSED throughout this planting activity. The information for Nina’s key person was used as a starting point which I wanted to develop. This activity can contribute to summative assessment as it will help to provide an evaluation on the progress Nina is making after 6 weeks. (DfE 2023)

review) has contributed to your planning • how this formative assessment may inform summative assessment (at the 6-week review) • why it is important to follow policy and procedure when recording information during observation • how to ensure observations are valid and reliable • how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with colleagues, the family and other professionals.	Each setting will have their own policies and procedures for observations. It is important to follow these as they will outline what the observations should include and how they are stored to ensure you are complying with current GDPR legislation. This includes ensuring the observation is shared only with intended people and personal information about the child is protected. The information kept digitally should be password protected. Following the settings' policies and procedures will make sure observations are valid and reliable (Willowdown) (added due to feedback). An observation is valid and reliable when they give you an insight into the child. Observations must be objective and accurate, recording what is visible and what actually takes place during the observation and not what we think we know about that child. Accurate objective observations will help to inform meaningful planning and next steps as they will be based on a true reflection of the child's holistic development, interests and needs. There are many different methods of observing children such as narrative, snapshot and time sampling. However, the main ingredient is that the observation remains accurate and is a true reflection of what took place. Observations that record language and peer interaction will be especially useful methods to support Nina moving forward. It must be noted in the observation if the child's behaviour has changed due to certain circumstances such as a recent transition, a divorce or family bereavement. The EYFS non-statutory guidance suggests that assessment begins with observation of the children. It is important to remember that an observation alone will not be a piece of assessment. The notes written need to be brief and precise and above all else, valuable to those who will use them to inform planning. (Early Education 2021:38). This links to the planting activity as this activity has been put in place to observe and monitor what stage Nina is at with her speech and processing skills and if she needs to be tested for a learning disability or hearing problems such as glue ear. The activity will inform the planning for Nina. "Effective planning allows you to provide carefully balanced, engaging and challenging opportunities for learning throughout early years provision." (Essex County Council 2025) The observation, planning and assessment cycle will help a practitioner see where a child needs support and maybe the intervention of a professional, such as a speech and language therapist. It helps to inform parents/carers of their child's development which strengthens parent partnerships and how next steps can be planned for the benefit of the child.
Benchmarking and expectations of standards in children's learning and development: • how the activity plan may contribute to raising standards in expectations in this area of learning or	This activity may help in assessing the expectations in CL and PSED because it will show that some children struggle and maybe children need more time to learn and develop certain skills. The non-statutory guidance, Birth to 5 Matters (2021), gives age ranges that overlap – unlike Development Matters (2023). I think that this shows it is acceptable for children to not necessarily achieve a certain milestone by a specific age, enforcing that all children develop at different rates. The activity Nina has been engaged in will support communication and language in terms of following simple instruction, introducing new

development (benchmarking).	vocabulary and encouraging Nina to speak about what she is doing during this activity. This activity will raise standards in Nina's communication and language as well as promoting PSED as she will be in a small peer group listening and interacting under the guidance of the childminder. Overall this will contribute to improved standards in CL and PSED.
Hazards, risks and controls	The children must be supervised at all times, making sure the adult is close by. The tools they use could be dangerous, for example they may be using sharp or heavy garden tools. The childminder needs to model safe use of these tools to prevent accidents such as catching another child by mistake because the tools are not being used safely. The adult modelling safe use of the tools would minimise the risk of an accident happening. The activity is taking place outside. There may be risks to health in terms of insect bites and allergies. A first aid kit must be on hand and the practitioner must know what to do in cases of anaphylactic shock. The garden needs to be checked for any animal faeces as this could make the children ill and is unhygienic. An outdoor risk assessment must be completed before any children have access to the area. It will be important to know if any of the children have allergies to insect stings / bites or other reactions so that these risks can be mitigated by the childminder as much as possible.
Intended outcomes	Nina should be able to practise the speech sounds that are unclear, hear new vocabulary and start repeating the new words. During this group activity, Nina will be able to work through emotions and feelings with the support of a trusted adult. The intended outcomes of this activity are to support Nina's language and communication. Working together, the childminder and myself can support Nina in this area by applying the strategies shared by the SALT through activities and experiences that build on her interests. The areas that this activity build on include, introducing and reinforcing new sounds and new vocabulary. Nina's communication and language needs further impact her confidence when interacting with her peers. If Nina can use language to express herself and interact with her peers this will certainly encourage friendship groups (added due to feedback).
The following two boxes are to be completed as part of task 2 (c): reflection upon peer feedback. Do NOT complete as part of task 1 (b).	
Identify and justify the changes you have made to your activity plan in light of the feedback received	<i>Appropriate resources. Summary of feedback received: 'How would you implement this activity if the weather was too bad to go into the garden?'</i> This activity would work just the same – have the same possible outcomes – if it was implemented indoors because of Nina living in a flat with no outdoor space. I would just need to be done on a smaller scale.

	<i>Support strategies. Summary of feedback received: 'You have given information about working in partnership with the SALT, but what about working in partnership with Nina's parents?'</i> Parent partnerships are very important. I have suggested giving the parents examples of open-ended questions to ask Nina because they encourage consistent approaches at home. This will support Nina to use more words to explain her answers to the questions her parents may ask. <i>Use of formative assessment. Summary of feedback received: 'Why is it important to follow policies and procedures on observation?'</i> I have decided to act upon this piece of feedback because it is important to follow the policies and procedures of the setting when completing child observations and I did not highlight this initially. Observations should be recorded accurately in a timely way to support assessments to allow practitioners to plan next steps around the specific needs of the children to help them progress. <i>Intended outcomes. Summary of feedback received: 'Link your intended outcomes specifically to the curriculum guidance.'</i> This piece of feedback is important as it makes me relate the activity to the non-statutory guidance that is used in the control documents. It is important to know what the aims are for the child to be able to assess their progress against them.
Identify and justify the feedback that you have not acted upon and why	<i>'Make the activity support Nina's holistic development.'</i> I have not used this piece of feedback because I feel that the activity I have created does support Nina's holistic development. I have explained in the links to wider curriculum and child development section of my activity plan that this activity supports: 'not only communication and language, but personal, social and emotional development (by sharing, taking turns and self-regulation), physical development (gross and fine motor skills to use the tools and plant), expressive arts and design (exploring different materials), understanding the world (using all senses in hands-on exploration of natural materials) and mathematics (positional language and counting).'

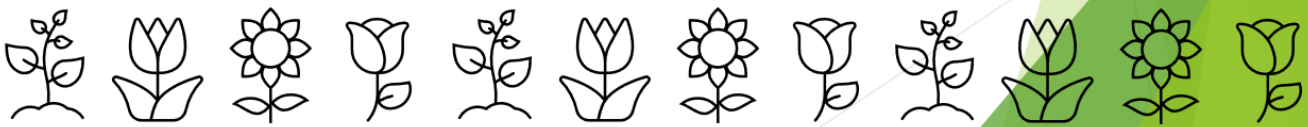
Task 3 (b) – digital presentation

To note:

- In this Guide Exemplar Response (GER) document, the digital presentation slides cover the first half of task 3 (b) (digital presentation – up to a maximum of 10 minutes). The transcript (on page 68) covers the second half of the task (tutor questions – up to a maximum of 10 minutes).
- On submission of a live assessment, a single audio recording of the presentation and tutor questions would be made and uploaded alongside a copy of the digital presentation. A transcription is **not** required and has been included here for clarity only.
- The student should identify themselves by name at the start of the audio recording.

Early support plan and activity plan

(Students name)



Nina's early support plan summary

- Communication and language development (CL).

Nina shows that she struggles with the use of words to make herself understood. Nina's speech is not always clear, and she uses single words and not sentences. Nina can understand simple instructions and sentences.

- Physical development (PD).

Nina confidently uses a range of movements and equipment. To challenge Nina in revising and refining large movements, the practitioner could have different surfaces outside for Nina to use.

- Personal, social and emotional development (PSED).

Nina gets upset if she is not understood and can get physical with other children. Nina uses gestures, pointing and single words to engage others. She is able to access and use resources independently.

- Expressive arts and design (EAD).

Nina enjoys arts and crafts where she will use the available materials to create using her own ideas.



Activity plan - version 1 summary

- Incorporates on Nina's interest of gardening.
- Focuses on language and communication development.
- Focuses on taking turns and self-regulation.
- Holistic activity using six of the seven areas of development.
- Four key themes within the EYFS. Everything that is planned is for the benefit of the individual child.
- Theory and pedagogy: Piaget's Pre-operational stage. Egocentric | Vygotsky - scaffolding | Open-ended questioning.
- Support strategies: familiar adult, building on skills, clear explanations, encourage turn-taking and verbally communicating, SALT partnership, parent partnership.



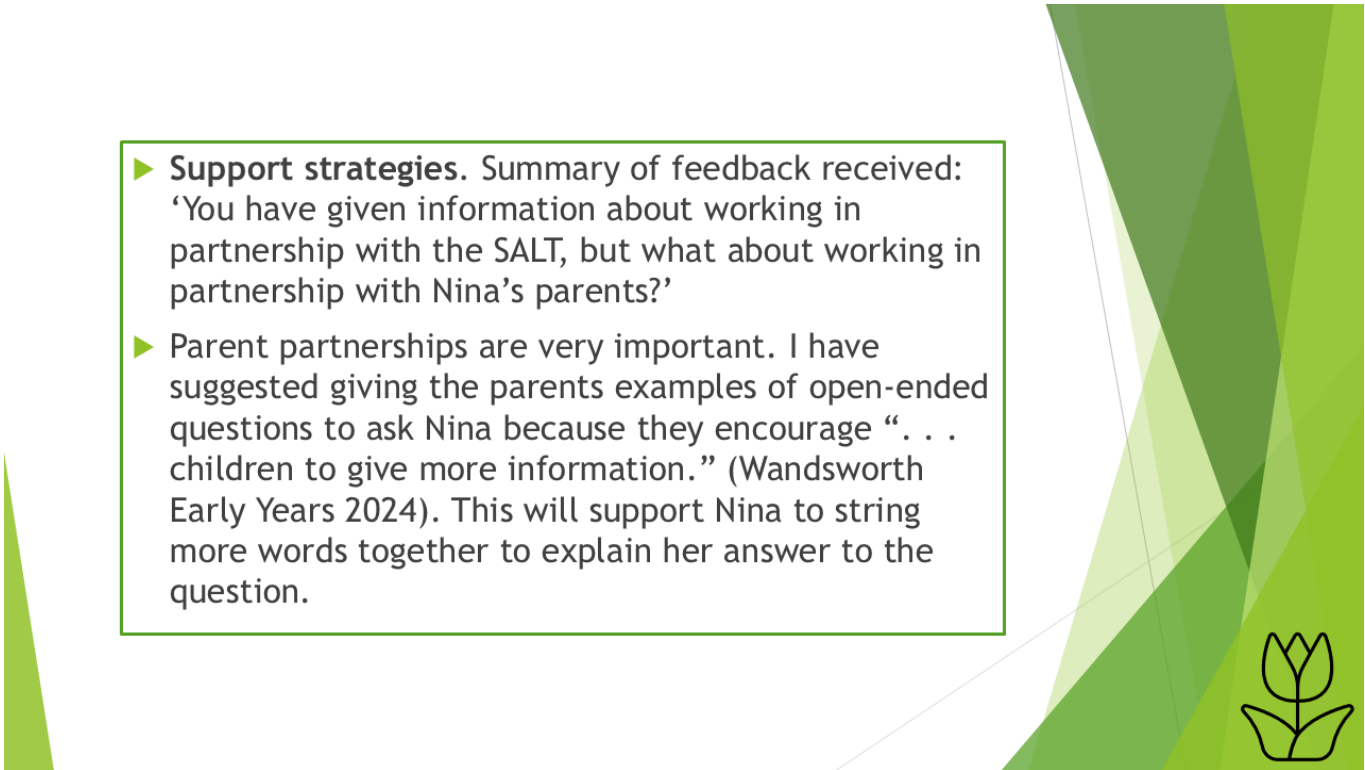
- ▶ Using the diagnostic assessment to see where Nina's needs are.
- ▶ The importance of observation as formative assessment.
- ▶ OAP cycle.
- ▶ Benchmarking.
- ▶ Hazards, controls and risks: Supervision, ratio, insects, outdoor risk assessment.
- ▶ Intended outcomes: Nina should be able to practise the speech sounds that are unclear, hear new vocabulary and start repeating new words. During the group activity, Nina will be able to work through emotions and feelings with the support of a trusted adult.



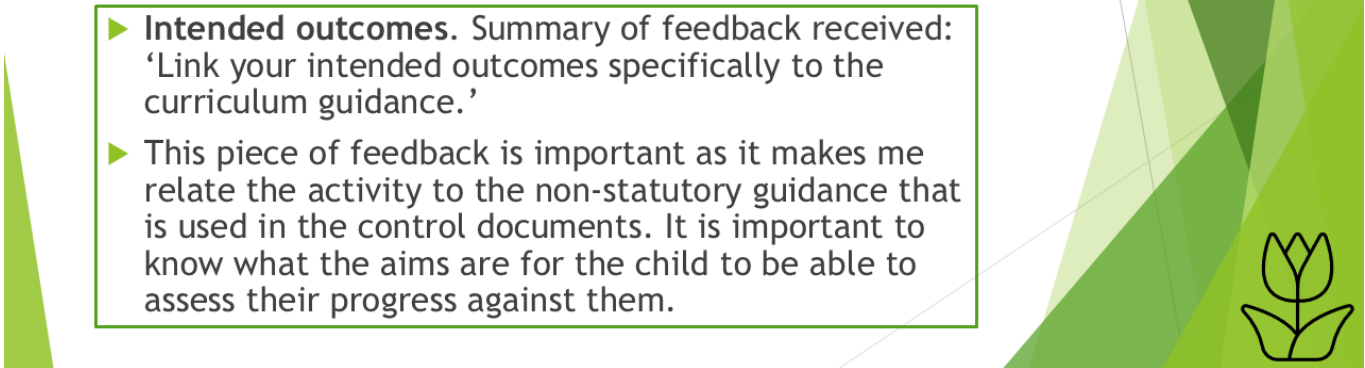
Activity plan - version 2 summary of changes

- ▶ **Appropriate resources.** Summary of feedback received: 'How would you implement this activity if the weather was too bad to go into the garden?'
- ▶ This activity would work just the same - have the same possible outcomes - if it was implemented indoors because of Nina living in a flat with no outdoor space. I would just need to be done on a smaller scale.



- 
- ▶ **Support strategies.** Summary of feedback received: ‘You have given information about working in partnership with the SALT, but what about working in partnership with Nina’s parents?’
 - ▶ Parent partnerships are very important. I have suggested giving the parents examples of open-ended questions to ask Nina because they encourage “. . . children to give more information.” (Wandsworth Early Years 2024). This will support Nina to string more words together to explain her answer to the question.

- 
- ▶ **Use of formative assessment.** Summary of feedback received: ‘Why is it important to follow policies and procedures on observation?’
 - ▶ I have decided to act upon this piece of feedback because it is important to follow the policies and procedures of the setting when completing child observations and I did not highlight this initially.

- 
- ▶ **Intended outcomes.** Summary of feedback received: ‘Link your intended outcomes specifically to the curriculum guidance.’
 - ▶ This piece of feedback is important as it makes me relate the activity to the non-statutory guidance that is used in the control documents. It is important to know what the aims are for the child to be able to assess their progress against them.

How will my activity support Nina?

- ▶ Makes Nina feel comfortable and excited because gardening is one of her interests.
- ▶ The familiar and trusted adult gives Nina a feeling of safety and security.
- ▶ Nina can practise the speech sounds that are currently unclear.
- ▶ New vocabulary introduced.
- ▶ Turn-taking element of the activity is controlled to support Nina if she struggles.
- ▶ Nina encouraged to label her feelings.



Resources needed

- ▶ Space in the garden to plant.
- ▶ Tools for weeding and digging.
- ▶ Plants, watering can, gardening gloves, knee pads.
- ▶ New vocabulary e.g. plant, bee, mud, water.

These resources are appropriate for the age of the children (3+ years). The children will be kept safe as they can follow instructions, have the physical abilities to use and control the tools, an adult is on hand to help and manage risk. This is a small group activity.



How the formative assessment provided informed my activity plan

- ▶ I was able to cross-reference Nina's age with the stage of development in Development Matters (2023) to see what her next steps were.
- ▶ I decided to focus on CL and PSED because these were the areas that Nina met the Birth to 3 age range and not the 3-4 age range.



How my activity builds on Nina's current needs and requirements

Using Development Matters (2023) to look what Nina is aiming for next in the specific areas of development. For example:

- 🌀 Nina is currently not clearly using the speech sounds 'p', 'b', 'm' and 'w'. It is important to not overload Nina with too many speech sounds, so introducing different vocabulary focusing on these sounds will form the foundation focusing on these sounds that many children struggle with ('r', 'j', 'th', 'ch' and 'sh') (DfE 2023:32)
- 🌀 Using the partnership with Nina's parents and the SALT to ensure Nina is receiving a consistent approach.



How my activity plan enables Nina's progress and achievements to be monitored

- ▶ Nina will be more likely to actively participate as gardening is one of her interests.
- ▶ Knowledgeable practitioner that knows what Nina needs to work on and how they are going to support that.
- ▶ Use of observation. The practitioner can record the sounds that Nina practises, new vocabulary, her social interactions, her ability to share.



Theoretical concepts and pedagogies

- ▶ Piaget. Pre-operational stage (2-7 years). According to Piaget's stages of cognitive development, Nina may not be ready for the concept of sharing, which is why I have put turn-taking in my activity. The adult will be there to guide and support Nina to build this skill/behaviour before expecting her to share on demand.
- ▶ Vygotsky. Scaffolding. The adult has a big part to play in supporting Nina to achieve the next steps in her development. The adult will introduce the skill or behaviour, giving heavy guidance and support. Once Nina starts to do the skill or behaviour for herself, the adult will take away some support until Nina has mastered the skill or behaviour (can do it without any support).
- ▶ Open-ended questioning. This will be used to avoid questions with a single word answer (closed question). Asking open-ended questions will encourage Nina to use more words.





Thank you for listening 😊

SAMMY

Task 3 (b) – tutor questions

To note:

- In this GER document, the PowerPoint slides cover the first half of task 3 (b) (digital presentation – up to a maximum of 10 minutes). The following transcript covers the second half of the task (tutor questions – up to a maximum of 10 minutes).
- On submission of a live assessment, a single audio recording of the presentation and tutor questions would be made and uploaded alongside a copy of the digital presentation. A transcription is **not** required and has been included here for clarity only.
- The tutor questions can be found in the Provider Guide and are identified in italic and bold in the below transcription for clarity.

Transcript of discussion between tutor and student

Tutor: Thank you for presenting your plan and strategies to me. I am, as per the brief, the childminder (key person) of Nina who hasn't been meeting her expected milestones across different areas of development. I'm now going to ask you a series of 4 questions.

Okay?

Student: Yes.

Tutor: So, my first question to you is '***can you describe how your planned activity plan could support others working with the child?***'

Student: So, Nina has a child profile and an individual progress review table. I looked at her communication and language skills, her personal, social, emotional and physical development skills, expressive arts and design but I feel that I need to look at her communication and language skills a bit more because it was clear in the assessments that she struggled with these, quite a bit. Development Matters states that children of Nina's age should be talking in simple sentences. Nina's individual progress review shows that she struggles with this. Her progress review also highlights that Nina struggles to share and express her feelings verbally.

I think that Nina should have a series of activities in which formative assessment can take place by observing her engagement over time. She also needs to be observed during these times, and to find out what she struggles with and what she doesn't struggle with and what works best for her. Also, whoever observes her would need to observe her use of vocabulary when expressing her needs, what makes her snatch and sometimes hurt other children. As her ability to play alongside a child is good (until she wants something they have), I was thinking that maybe an activity that combines her interest in gardening and the opportunity to take turns and learn new vocabulary would be good. So, the activity I was thinking of is a small group planting activity where each child has a job to do to achieve the goal of planting several plants in the ground. This activity is inclusive because any child could access it with support. As Nina will be around other children, you and me, she will see and hear examples of sentences and how to express her feelings. If she manages to take turns with support and guidance, the activity can be repeated – or a variation of it – or we could do more activities that have turn taking and sharing in them. The appropriate resources for the activity would be having an outdoor space because you can only plant in the ground outside. The planting area would be at the front, back or side on the childminder's house. If we were to do the activity on an allotment, for example, you would also need permission from parents and a risk assessment would need to be put in place. Appropriate clothing for the weather and a first aid kit if you're going away from the childminders in case a child gets hurt.

Two adults including you, the key person, should be doing this activity because they should be there to ask questions to the children about what they're doing, introducing new vocabulary and modelling speech. Nina's parents would need to be informed about how and why this activity is carried out because all parents should be involved in children's learning. They should also be informed about any changes in Nina's education.

One of us will observe Nina using a snapshot observation as they would probably need to write down when she uses speech, what she says, how she shares and how frequently, just so it's quick notes. If the weather's bad the activity could take place inside using a large plant pot or trough. This is because the soil may be too waterlogged to be dug in or the plants may get damaged. For the intended outcomes, Nina should be able to take turns with support, label her feelings, use a wider vocabulary and use specific speech sounds.

Tutor: Okay, thank you (student name). Anything else you would like to add?

Student: Yes. As Nina already works with a speech and language therapist, they could read through my plan and advise whether it is set at the correct level for Nina in their opinion. They could ask us to incorporate a particular strategy they are using with Nina for consistency, or they could decide to repeat the activity themselves with Nina. This will help with partnership working and helping Nina to progress in her speech and language.

Tutor: Okay, thank you (student name).

Tutor: Okay. The second question is '**can you explain any additional resources that you could introduce to improve the child's experience?**'

Student: Yes. I did think about adding gardening tools that Nina may not have come across before so she would need to learn their name and therefore widen her vocabulary. I could add different plants where again, Nina would be learning new words. Also, in adding more tools, it gives the opportunity to practice taking turns and sharing. In my own placement experience children are able to select the tools they would like to use from a wide range and this does encourage social interaction as children discuss what they are going to do, as well as problem solving regarding which tool may be the better one in different situations.

Tutor: Anything else to add?

Student: No.

Tutor: Okay, third question (student name). '**Describe the communication techniques you have identified in your activity plan to engage Nina in small peer group activities?**'

Student: The communication techniques I have identified are giving clear instructions and modelling how to answer questions in sentences. This will support Nina because this will be part of repetition – which helps children learn – and will show Nina how to interact with her peers so she doesn't need to snatch or hurt them. It is always important to respond in a sensitive way using positive body language and gentle tones as this will encourage Nina to feel safe with a sense of acceptance and belonging. Knowing she has a trusted relationship with her childminder will raise Nina's confidence to join in with conversation and share how she is feeling during the activity.

Tutor: Thank you. Are you happy with your answer?

Student: Yes.

Tutor: Now, finally, will you please ***explain how well you feel your approach could impact upon Nina's communication and language skills.***

Student: Well, I think that the approach I have explained will have a positive impact on Nina's communication and language skills because she will have the opportunity to learn new words about an area of interest for her – which will make her more likely to repeat and use them. Having a childminder supporting Nina in taking turns and sharing shows Nina the correct way to deal with her emotions and interact with her peers. This also gives the opportunity for Nina to practise labelling her emotions which will lead to her being able to regulate them in line with her age and stage of development. And throughout the activity, Nina can freely talk and be encouraged to speak in simple sentences. Nina will respond to the childminder to enable a conversation which the childminder will be able to build from perhaps modelling language and encouraging further sustained shared thinking as Nina works through the activity, problem-solving and learning new things.

Tutor: Thank you. Anything else to add?

Student: Yes. I think that by Nina having a good role model that she is comfortable with and trusts, her speech and language will start getting better as she will be happy and proud of the praise she gets.

Tutor: Are you happy with your answer?

Student: Yes.

Tutor: Thank you very much for presenting your strategy to me. Thank you very much for clarifying your responses. I'm going to stop the recording now.

Task 4 – reflective account

Note: the space provided below is **not** indicative of length of response required. Consideration should be given to the time limit stated in the Project Brief.

The six stages of **Gibbs' reflective cycle** have been identified in the chart below. Use the six stages of Gibbs' reflective cycle and the prompts below to complete your overall reflection on the tasks completed in this ESP.

As part of this task you may wish to refer back to the work you completed in task 2 (c) (reflection upon peer feedback). You must ensure that this work is not simply duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

Description: briefly describe the tasks you completed.

Consider:

- your early support plan
- your planned activity
- your contributions to the peer discussion, digital presentation and tutor questions.

Support plan

This task was about reading the control documents and gaining an understanding of Nina's development. I created a plan that tackled the areas Nina needed extra support with, but also the areas where she was on track, and therefore how I could challenge her to reach her next milestone.

Activity plan

I had to think of and plan an activity for Nina. I chose the areas of development to focus on by drawing the information from the support plan. I went into a bit more detail in reference to Piaget and Vygotsky. I considered the resources I would need to implement my activity and the safety aspects to the outdoor activity, digging in the soil. The activity that I chose would allow opportunity for communication and language to be included as well as allowing for personal, social and emotional development to be promoted. Strategies that have been used include interaction between childminder and Nina, discussions around the activity and resources as well as simple instructions and open ended questioning.

Following the activities I would then need to reflect and make improvements before presenting my work in a role play situation to my tutor.

Peer discussion and tutor questions

I was nervous about this task as I didn't want my peers to think I didn't know what I was doing but it was in fact, a really good discussion!

This task involved me giving feedback to my peers about their activity plans and receiving feedback about my own activity from every member of my group.

The presentation was the task I was most nervous about, but I did it and I am proud of myself. I talked through my PowerPoint presentation, explaining my support plan, activity plan and the theories and strategies I used to ensure the activity is at the correct level for Nina and will benefit and support her development.

I then had to answer some questions that my tutor asked. This was hard as I couldn't prepare the answers.

Feelings: briefly describe your thoughts and feelings about the tasks completed.

Consider:

- your approach to planning
- your contributions to the peer discussion
- the feedback you received in peer discussion

- your communication in the digital presentation and tutor questions.

My approach

Support plan: At first, I struggled to get my head around what was needed as I felt overwhelmed, but once I made a list of the areas of development that were spoken about in the two control documents, I just went down the list making sure I talked about all of the information asked for in the grey boxes at the top of the support plan table.

I felt confident in using Development Matters and Birth To 5 Matters to track and assess Nina's development.

Activity plan: I enjoyed creating this activity. I was able to follow the structure of the blank activity plan provided which helped to organise my thoughts.

Presentation: I feel that I rushed at the end of creating the PowerPoint presentation which made me feel a bit disappointed. It was hard to fully prepare for the questions during the discussion so I needed to be really confident of the content within my plans - I don't feel I was prepared enough.

My contribution and feedback received

I did struggle to hear criticisms of my activity as I was so proud of it, but I was able to remind myself that nobody is perfect and the criticisms I was given were to help me. I tried to make sure that the feedback I gave was done in a positive way. I was trying to make sure that what I said was supportive as I was worried about upsetting someone.

I was able to answer the questions my peers asked me. One member of the group said that my activity was not holistic in its approach, which I disagreed with. I explained the areas of development that it covers and some of my peers were nodding as I was talking which gave me more confidence in what I was saying.

Communication

I felt that my communication skills during task 3 were effective in some ways. For example, I was clear about the importance of giving Nina the support she needs and how my activity will improve her development. I attempted to use technical vocabulary as much as I could and if I gave a point, I backed it up with how this would be beneficial to Nina. I also attempted to make links between the areas that were assessed on her individual progress review and how it shows she needs extra support with her speech and self-regulation. Although, I do believe that in the recording I should have given more clarity when speaking about this as I feel as if I wasn't clear enough that that's what I was trying to imply.

Evaluation: include both positive and negative experiences of the tasks completed.

Consider:

- the effectiveness of your communication
- the quality of your contributions to peer and tutor questions
- the quality of your plans in supporting the intended outcomes.

Throughout the whole ESP I tried to think about all aspects of communication. I tried to make my writing and the points I was making clear and precise, so they were easily understood by the reader. During the tasks where I was involved in a discussion, I thought about how to show my peers and my tutors that I was listening and involved. I made sure my body language was open by not crossing my arms and not looking at the floor. I was conscious of my facial expressions and tried to make my peers feel relaxed by smiling. I also made sure I made eye contact and actively listened.

When I presented my work to my tutors, I tried to make eye contact with them, make sure my head was always up and spoke loud enough to be heard. I tried to come across as confident and knowledgeable by not always reading directly from my slides. I know that I started the presentation by talking quite fast and started talking about something that wasn't really related to my activity at one point. I realised I was doing this and tried to slow down and concentrate only on the information I had planned to talk about.

I was able to consider each of the activity plans within my group. For one of the activity plans, I found it difficult to think of an area of improvement and started to panic. I do not think that the piece of

feedback I gave was the best I could have done and worried that this would make it more difficult for my peer to complete their own reflection.

The feedback I gave asked for clarity on what the actual activity was as there were excellent links to how Nina could make progress but no specific detail that linked to the activity. Another point I made on a different activity plan was on how the activity plan could refer to the other areas of development that Nina would be working on. I felt that this would enhance the plan as most of the areas of development link together and this would show a holistic approach. I feel that my comments were valid and relevant to the feedback task and would help my peers think about how to be clear in their writing to make their points.

I tried to be clear in my communications during the tutor discussion. Although my mind was whirring with different possible answers, I composed myself and gave the answer I thought was best. Thinking back to how I answered, I stumbled a bit in my speech but overall think that I made the points I wanted to. I was able to listen to what I was being asked and then formulate an answer. I wasn't rushed or made to feel under pressure during the tutor discussion which helped me to think about what I had learnt throughout my first year and relate this to the questions.

The intended outcomes of my early support plan covered most of the areas of development. I wrote about communication and language, personal social and emotional development, physical development and expressive arts and design. Throughout these areas of development, I gave all of them individual intended outcomes. I feel that all these intended outcomes are relevant to Nina's development and support as they are not unexpected milestones, but they're not so simple that she won't be fully developed when the needs are met. These intended outcomes included, talking about and labelling their feelings, using a wider range of vocabulary, sharing/taking turns and using speech sounds p, b, m and w. All of these supported my activity plan as I covered her ability to learn new words, say letter sounds and to be around other children. I made sure the adult was there to support turn taking and introduce new vocabulary that Nina would be interested in.

I used theoretical knowledge to ensure the outcomes I intended for Nina were achievable against her stage of development.

I included detail on how Nina's progress will be monitored by suggesting observation. However, I think that I could have included how often observations will take place as it would be important to the key person to know when Nina needs to be observed and how frequently. Something I feel was effective in my activity plan is that Nina's interests are considered and placed into the activity. As she prefers to garden with the older children, I have included that in the activity plan to make Nina feel comfortable. I do feel as if I could have included more knowledge and understanding of the world in the activity by talking about how plants grow. Hopefully this would be naturally occurring as the activity is being implemented. Asides from this, I do feel as if I made sure the activity was with the best interest of the child as I included many factors to scaffold Nina whilst still supporting her needs in an effective way. Furthermore, I made relevant links to the curriculum by including the four guiding principles of the EYFS and applying them into my activity with Nina. I did this by making sure Nina was recognised for her needs and supported in a way that benefits her, keeping her parents updated on her learning and including a trusted and familiar adult in the activity as these will all be strong relationships to Nina.

Analysis: justify what went well and what did not go to plan and make recommendations for improvement.

Consider:

- your communication skills
- your contribution to discussion and to tutor questions
- the quality of your plans
- the extent to which feedback informed changes to your plans.

When I started this project, I was quite overwhelmed and wasn't sure if the notes I had made would be relevant and that I would be able to use them. I think this turned out OK as I created the support plan and activity plan using some of what I had researched.

I tried to focus on my communication skills in every task. I wanted to make sure my peers and the examiners understood the points I was trying to make, so I attempted to make my writing format clear and precise.

When I was involved in discussions, I wanted to make sure my peers knew that I was listening to them, so I ensured I used a range of open body language, positive facial expressions and eye contact.

My presentation didn't go as I had planned. I spoke too fast at the beginning and started waffling.

Once I'd realised this, I changed the pace of which I was talking and brought myself back on track.

This is a point to remember in the future, so it does not happen again.

As we had learnt about effective feedback and the power of constructive criticism, I wanted to do this for my peers. I tried to make sure my feedback wasn't a list of negatives without reasoning. I wrote a reason for every piece of feedback I gave including how it would make the plan clearer for the reader or how it would give them a different aspect to think about.

I did initially struggle with the tutor questions, and to improve on this in the future, I would practise more so I feel more confident.

Quality of my plans

I feel that I attempted to write detailed and clear support and activity plans. The feedback I received made me look at my plans again and I could see the pieces of information I had not thought about or not been specific enough with.

Using my peer feedback, I was able to add more information about parent partnerships; to specify how I could involve them and what I could do to support them in helping Nina, for example, giving them a list of open-ended questions they could ask. I added what I would do if the weather was too bad to go outside, and the links to Development Matters so I had something to measure Nina's progress against. I believe that adding these elements made my activity plan more robust with intended outcomes, taking into consideration the law that must also be followed with the safe recording and storage of Nina's information.

The extent to which feedback informed changes to my plans

The feedback I received influenced the changes I made to my activity plan. One of my group highlighted that I had planned an outdoor activity and asked if I had a back-up plan if the weather was too bad to go outside. I hadn't thought of that so wrote an idea of how the activity could be implemented indoors. Another member of the group asked me about parent partnership and how I would involve them in this activity. I decided to add more detail by providing ways the activity could be repeated at home and a list of open-ended questions that they could ask Nina to support her language development. In addition, where I had referred to policies and procedures, the feedback I was given was to include relevant legislation to support what I was explaining. I then linked the writing and recording of observations to GDPR. Furthermore, I was given the feedback of being more specific with the links to development for Nina and to make the activity holistic. I added the links to Development Matters to make it clear where in the framework I am focusing on Nina's development. I did not act on the feedback of making the activity holistic as it already was. The links to Development Matters made this clear. These pieces of feedback will help me in the future when writing support and activity plans in my second year of this qualification and in industry practice.

Conclusion: summarise your own learning.

Consider:

- identifying improvements to your own knowledge, planning skills and collaborative working.

In conclusion, the next time I write support and activity plans, I will consider the feedback that my peers gave me and ensure I have addressed it as this will help the practitioner and the individual child. This would not have happened if there wasn't collaboration. Sharing ideas and discussing them with others only helped to improve my practice. It shows working in partnership with the childminder and others involved in Nina's education and care will benefit Nina because the changes I made improved my work. It also made me realise that I could disagree with some feedback and justify this. The process of using information about a child to interpret where their strengths lay and areas for improvement has helped me see the child as an individual. It has helped me work out how to use a logical process to organise my ideas and make effective plans. Although it was overwhelming at first, I was able to focus on the information I needed. It has shown me that planning takes time and research to make sure I am using the appropriate documents and age and stage of development.

Action plan: summarise how you could use your reflections to improve your future practice.

Your response must address the following points:

- How, and why, you will use your reflections to develop your knowledge, planning skills and collaborative working in your future practice.
- How undertaking continuing professional development (CPD) contributes to keeping your own knowledge and skills current.
- How developmental feedback could improve your own professional performance.
- Identify one example of self-directed learning you could undertake to improve your future practice.

I will use my reflections on writing an activity plan to improve the quality of my work and make sure I cover all of the areas I need to, so they are easy to read and follow. I will use my reflections on my use of body language to explore the ways I can come across as confident, knowledgeable and that I am actively listening to people. This will help the people I work with know that I am interested in early years education.

I would like to complete some CPD on possible individual needs of children, for example, SEND and how to work in a wider team. This will help to keep my knowledge up-to-date and help the children I am working with. I think it will help me to think of new ideas and strategies based on what I will learn. This will then make me a better practitioner who could maybe someday help my future colleagues. I will definitely discuss my future planning to make sure I have thought of everything needed so I am doing the best for the child. I would also like some CPD on planning and the current curriculum and guidance as I feel there is still so much more to learn and that it changes too.

CPD will develop me as a practitioner and as a trusted member of a team.

Having developmental feedback is positive, but only if it is coming from a supportive place because working with children is about being able to work as a team so you are all thinking of the individual child. I feel it is sharing ideas and supporting each other so you improve as a practitioner, a team and a carer and educator of children.

One example of self-directed learning I could complete to improve my future practice is to research where I can access online videos or articles to learn more about partnership working in the early years.

Any other notes:

I wasn't feeling very confident with reflection and found studying the reflective models a little difficult as I had not come across these before. However, once I saw the template presented with the prompt questions this made the process of reflection much easier to understand and I could make real links between theory and practice.

Examiner commentary

To meet the assessment objectives and the brief, students are required to demonstrate the four core skills.

The student has demonstrated how they would plan to communicate information clearly to engage the child, for example by giving clear instructions and checking that they are understood. The student has given examples of these instructions. This could be developed by giving further clear examples related to practice, for example, use of body language, gestures and modelling.

The plan includes recognition of working with parents and explains the importance of this. They also refer to the role of the key person. This could be further developed by including how they would work with others to plan and provide activities to meet the child's needs. The plans could include clear ways to work in partnership with parents, key person / practitioners, and other professionals. For example, planning together, sharing information and strategies.

The student has included the importance of observation in monitoring progress throughout the activity. This could further be developed by identifying other opportunities for formative and summative assessment to monitor children's progress to plan and shape educational opportunities. For example, specific methods of observation and assessment activities.

The student has considered how they assess and manage risks. This could be developed by including further information and specific examples including risks to their own and others' safety when planning activities. Hazards and risks identified should be relevant to the activity rather than generic hazards. Students achieving higher grades were able to explain their practical application. Students could also underpin their plan with relevant legislation or make links to the safeguarding and welfare requirements in the EYFS (Early Years Foundation Stage) for childminders 2024.

Task 1

The planning is clearly presented and coherently written and includes relevant technical terminology for a child at this stage of development. The student took full account of all the information available to them and demonstrated a sound understanding of theoretical and philosophical approaches to inform their plans, considering the impact they have on practice. The student demonstrates an understanding of relevant practice and makes links to the wider curriculum areas, therefore considering the holistic needs of the child. The planning clearly addresses the child's development and support needs.

The plan outlines the resources with detailed references to the techniques to be applied. The plan also makes useful links to theory as well as demonstrating an obvious awareness and engagement with the EYFS and health and safety legislation. For the higher marks within the band to be awarded, the resources and strategies should be clearly justified and the use of observations inline with organisational requirements.

The plans could effectively be used in practice, by a practitioner in a setting.

Task 2

The amended plan is evaluative and demonstrates a clear focus on the objective of the activity plan. The student has carefully revised and redrafted their plan following peer feedback. Reflection and evaluation are then used to inform the updated activity plan. Higher marks within the band can be achieved by clearly referring to each piece of peer feedback they had used and why. Furthermore, they could include the feedback they chose not to include, with a clearer rationale for this.

Task 3 (b)

The discussion was recorded which showed that the student had prepared well for the tutor discussion. The student made a confident contribution to the discussion. A clear and comprehensive summary of the key points within the early support plan and activity plan was given, including a detailed explanation of educational theories, concepts, and strategies to support the child's development. Higher marks within this band could be awarded by fully answering the tutor questions by providing more detailed explanations of their knowledge in relation to practice during the discussion. Higher marks are achieved when students demonstrate a sound understanding of the whole project and can discuss their planning with a high level of confidence.

Task 4

The student makes some reference to all four points: their own communication skills and peer discussion, the quality of early support plan / planned activity, and planning skills with a clear engagement with Gibbs reflective cycle of reflection.

All aspects have been covered within the Gibbs reflective cycle to show a reasoned reflection with some appropriate evaluative points made with some justification and conclusions drawn.

For higher marks within the band to be awarded, there could be more evidence of analytical and evaluative skills in the reflective account, particularly when identifying improvements to their own knowledge, planning skills and future practice.

Overall, this is a good example of developing reflective skills.

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