

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

Occupational specialism assessment (OSA)
Early Years Educator
Assignment 2 – Mark Scheme

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The Mark Scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a student's response holistically for the relevant task or question and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you 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, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement that students must cover all the indicative content to be awarded full marks.

Performance outcomes (POs)

This assignment requires students to be able to:

PO1: Support and promote children's play, development and early education

PO2: Develop relationships with children to facilitate their development

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

PO4: Safeguard and promote the health, safety and wellbeing of children

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Educational activity	Performance outcomes (POs)					Total
	PO1	PO2	PO3	PO4	PO5	
Educational activity 1 – communication and language	12	6	9	9	6	42
Educational activity 2 – personal, social and emotional development (PSED)	12	6	9	9	6	42
Total marks	24	12	18	18	12	84
% weighting	28.6%	14.3%	21.4%	21.4%	14.3%	100%

Planning educational activities for individual needs

Scenario

You are an early years educator working in the reception class in a rural school. The school has access to a forest school classroom within its grounds.

The topic for the next 3 weeks is **Magical Me**.

This topic involves the children learning more about themselves and each other, and may include:

- what makes us similar and different
- our families
- managing our own health and wellbeing
- our likes and dislikes.

One of the children, Safia, has English as an additional language (EAL). This means she uses her home language (Arabic) for linguistic and cultural reasons when with her parents but speaks English within the school setting. At times she uses words from both languages in the same sentence. Safia can be very quiet in class.

One of the other children, Noah, has recently joined the reception class and has not yet settled in or developed a friendship group. Noah demonstrates shy and reserved behaviour.

Brief

You have had a week to investigate the scenario in your role as an early years educator; you are required to support the care, learning and development of all children. In order to do this, you will now write plans for activities to promote children's progression.

You must plan **two** educational activities that support areas of learning in the early years foundation stage (EYFS). Both educational activities will be planned to support children aged **4 to 5 years**. Each plan **must** be for an activity that is at least **20 minutes** in length on the topic of **Magical Me** (one for each educational activity).

Educational activity 1: one educational activity that **must** focus on **communication and language**.

Educational activity 2: one educational activity that **must** focus on **personal, social and emotional development (PSED)**, particularly **supporting children to manage their own health and wellbeing**.

Use the information above and knowledge from your preliminary investigation to write **two** educational activity plans. The educational activities must be appropriate to the age and individual needs of **all** children within the small group.

Your educational activity plans should be detailed and self-explanatory so they can be used by another occupationally competent early years educator who has **not** seen them before.

All relevant considerations should be made clear, including:

- learning objectives linked to the EYFS
- opportunities for holistic development
- the early years educator's role, including working with others

- links to theoretical and philosophical approaches
- pedagogical strategies used in supporting children's learning and development
- characteristics of effective learning
- opportunities for observations to inform next steps.

Mark scheme

Educational activity 1 – communication and language

PO1: Support and promote children’s play, development and early education

Band	Mark	Descriptor
3	9 to 12	<p>Exceptional demonstration of planning to meet children’s expected and / or atypical communication and language development, with a selection of resources and equipment that is highly appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is an excellent understanding of the purpose and application of an extensive range of pedagogical strategies, showing an excellent understanding of the requirements of the early education curriculum. There are excellent links to theoretical or philosophical approaches; these are appropriate to the suggested educational activity.</p> <p>There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	5 to 8	<p>Effective demonstration of planning to meet children’s expected and / or atypical communication and language development, with a selection of resources and equipment that is generally appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a good understanding of the purpose and application of a moderate range of pedagogical strategies, showing a good understanding of the requirements of the early education curriculum. There are some links to theoretical or philosophical approaches; these are generally appropriate to the suggested educational activity.</p> <p>There is sufficient consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 4	<p>Limited effectiveness demonstrated in planning to meet children’s expected and / or atypical communication and language development, with a selection of resources and equipment that is likely to be inappropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a limited understanding of the purpose and application of a narrow range of pedagogical strategies, showing a limited understanding of the requirements of the early education curriculum. There are minimal links to theoretical or philosophical approaches.</p>

		There is minimal consideration given to meeting the individual and / or holistic developmental needs of children.
		There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to meet children's expected and / or atypical development may include:

- expected patterns of children's development in communication and language aged 4 to 5 years, demonstrated through appropriateness of provision and suitable choice of activity, such as:
 - learning objectives of the planned activity
 - educational opportunities within the planned activity
 - supporting age-appropriate communication and language activities based on the Magical Me topic, for example:
 - activities that provide children with a rich language environment such as sharing books and activities with them
 - provide opportunities to learn new vocabulary, for example, words to express feelings and emotions, words to describe tastes and foods they like, naming parts of the body
 - bring in objects, pictures and photographs to talk about, for example, pictures of their family, favourite toy, or foods such as fruit and vegetables to taste, smell and feel
 - plan activities that encourage children to ask questions to find out more
 - provide opportunities for children to articulate their ideas and thoughts in well-formed sentences using connectives to connect one idea to another, for example, to talk about their holiday, weekend news, family party, family members
 - use picture cue cards to talk about an object, for example, self-care cards such as a picture of a toothbrush, and ask questions such as: 'Where would you find it?', 'What shape is it?', 'What do you use it for?' and 'How do you use it?'
 - provide opportunities to engage in story time, listening to, talking about and retelling stories that they are familiar with, which link to the topic of Magical Me
 - plan opportunities to engage in non-fiction books, using books containing photographs and pictures about keeping healthy, their bodies or linked to the topic of Magical Me
 - listen carefully to and learn rhymes, poems and songs related to the body or Magical Me such as 'Head, Shoulders, Knees and Toes,' and 'If You're Happy and You Know It'
 - activities chosen to incorporate the characteristics of children's learning in early years, including playing and exploring, active learning and creating and thinking critically
 - children can test their own capabilities related to risk and challenge
- supporting children's atypical development evidenced through:
 - differentiation of activities and resources provided
 - extending learning where appropriate, for example, extending vocabulary to describe feelings and emotions, giving the children opportunities to explore their own interests and fascinations
 - learning more about themselves and their bodies through resources such as books, stories, number rhymes, physical objects, pictures, visitors and educational trips, as well as first-hand experience.

Selection of relevant resources and equipment may include:

- appropriate for the age and stage of the children

- effectively modelled, for example, using tape measure to see how tall we are, how to make observations, how to record findings
- the planned activities and resources must be fun, accessible and engaging, promoting the children's enjoyment and interests in the world around them, or describing special times or events for family or friends
- choice of resources / activity considers factors that may impact on the development of communication and language; this might include environmental factors such as the transition into a new setting impacting on social interaction, confidence, behaviour and ability to engage and join in the activity, or the child having English as an additional language (EAL).

Understanding of the purpose and application of relevant pedagogical strategies may include:

- the use of enabling environments within the classroom or outdoor space to provide rich learning opportunities as well as supporting and developing skills in understanding the world through play and playful teaching, for example, setting up a home corner role-play area to mirror family life, visitors in school to talk about healthy eating
- incorporating children's likes and interests into an activity, for example, bringing their favourite toy or book to school to talk to the class about
- providing group activities so that children can learn through peer support (especially important for the child who struggles with EAL); the child who has difficulty with making friends and lacks confidence in the new setting can learn from good role modelling of expected behaviour by peers
- using effective questioning techniques by posing challenging, open-ended questions to support learning: 'How are you feeling today?', 'What is your favourite food?', 'Tell me about your family?' and 'What will happen if...?'
- providing a balance between adult-led and child-initiated activities
- the use of games, stories and songs to support children's learning and communication and language
- flexibility during the planned activity to extend learning, harnessing unplanned opportunities.

Appropriate links to theoretical or philosophical approaches to inform planning of the educational activity may include:

- understanding of relevant learning theories that underpin planning, such as, constructivist, behaviourist, social learning and cognitivist:
 - Elinor Goldschmied – heuristic play
 - Tina Bruce – features of free-flow play
 - Maria Montessori – self-directed play
 - Forest Schools – risk and challenge
 - Rachel and Margaret McMillan – outdoor play for health and wellbeing
 - Rudolf Steiner – creativity and expression
- the appropriateness of sensory activities to support younger children's communication and language, such as the use of big books, visual clues, story props and song mits or whether the activity is appropriate to the attention span of a 4- to 5-year-old
- reference to the theories of language acquisition, such as Chomsky, Piaget, Bruner, Vygotsky or Skinner.

Consideration given to meeting the individual and / or holistic developmental needs of children may include:

Links to other areas of learning and development supported within the communication and language activity, for example, in PSED, literacy, mathematics and expressive arts and design.

- PSED – supporting appropriate stages and types of play that promote the development of early friendships, co-operation, and emotional security; supporting the children so they increasingly follow rules, understanding why they are important, including appropriate strategies used to support children's behaviour management and self-regulation; showing more confidence in social situations such as taking the children to visit the local library to choose a favourite or topic-related book
- mathematics – counting (how many children have blue eyes), reciting numbers to 10, using the language of size, measuring foot size or height
- expressive arts and design, for example:
 - supporting children's imagination and sensory awareness, for example, when making models, 3D representations of a favourite dinner on a paper plate, self-portraits, observational drawings, exploring, using and refining artistic effects, so expressing their ideas and feelings
 - listening attentively, moving and talking about music, expressing their feelings and responses
 - playing in a role-play area such as a home corner, recreating family life and developing storylines in their pretend play
 - making imaginative and complex 'small worlds' using available resources
- physical development, for example, cutting skills (using one-handed tools) or pencil-control skills (using a pencil with comfortable grip and good control)
- literacy – using books on topics such as Magical Me, care of teeth, healthy eating and road safety to develop the understanding about the five key concepts about print; learning to form upper and lower-case letters correctly and beginning to write simple words and sentences when recording any work
- ensuring additional / different resources are available depending on the activity planned
- values and behaviours are promoted
- recognition that not all activities may be suitable for all children
- ensuring the child who has EAL and the under-confident, shy, reserved child are supported and provided with opportunities to learn and succeed.

Accept any other suitable response.

PO2: Develop relationships with children to facilitate their development

Band	Mark	Descriptor
3	5 to 6	<p>The planning for the educational activity targeting communication and language development to develop relationships with children is exceptional.</p> <p>There is an excellent understanding of the effects of an extensive range of factors and the purpose of strategies, which is always in line with expected and atypical patterns of communication and language development, showing an excellent understanding of the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	3 to 4	<p>The planning for the educational activity targeting communication and language development to develop relationships with children is effective.</p> <p>There is a good understanding of the effects of a moderate range of factors and the purpose of strategies, which is generally in line with expected and atypical patterns of communication and language development, showing a good understanding of the requirements of the early education curriculum.</p> <p>There is sufficient consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 2	<p>The planning for the educational activity targeting communication and language development to develop relationships with children is limited in effectiveness.</p> <p>There is a limited understanding of the effects of a narrow range of factors and the purpose of strategies, which is rarely in line with expected and atypical patterns of communication and language development, showing a limited understanding of the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>
0	0	No creditworthy response.

Indicative content

Demonstration of planning to develop relationships with children may include:

- incorporating children's likes and interests to increase participation and self-esteem, such as valuing children's ideas, experiences and contributions and giving praise and encouragement
- providing a balance between adult-led and child-initiated activities, such as an adult-led Magical Me activity or child-initiated exploration
- promoting non-cognitive skills, for example, resilience, curiosity and perseverance
- strategies for positive behaviour management, such as modelling teamwork, outlining expected behaviour such as turn-taking and listening to and respecting the ideas of peers, and providing instructions that are age and stage appropriate.

Understanding of the effects of factors and the purpose of strategies, in line with expected and atypical patterns of development, the early education curriculum and supporting the children's PSED, may include:

- holistic strategies to support the child who has EAL and may have difficulty listening to and following instructions, for example, giving the child an activity with simple and clear instructions, repeating the instruction and the expectation at the end of the task, giving opportunities for partner work to support the child's emotional security and giving them confidence
- holistic strategies to support the child who is shy and reserved with no friendship groups and lacking confidence, for example, providing opportunities for partner and group work to support the child's emotional security and give them confidence, supporting the child when experiencing new activities and enabling environments in the classroom, providing scaffolding opportunities until they have the confidence to try activities independently.

Accept any other suitable response.

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

Band	Mark	Descriptor
3	7 to 9	<p>The planning for the educational activity targeting communication and language development to enable children to progress is exceptional.</p> <p>There is an excellent understanding of planning and providing for children's individual needs, interests and stages of development and there are highly appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are always in line with the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the educational and developmental progress of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	4 to 6	<p>The planning for the educational activity targeting communication and language development to enable children to progress is effective.</p> <p>There is a good understanding of planning and providing for children's individual needs, interests and stages of development and there are generally appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are generally in line with the requirements of the early education curriculum.</p> <p>There is sufficient consideration given to meeting the educational and developmental progress of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 3	<p>The planning for the educational activity targeting communication and language development to enable children to progress is limited in effectiveness.</p> <p>There is a limited understanding of planning and providing for children's individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are limited in preparing children's next steps, which are rarely in line with the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the educational and developmental progress of children.</p> <p>There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>
0	0	No creditworthy response.

Indicative content

Demonstration of observation, assessment and planning to support children's educational progress / next steps and individual needs may include:

- use of appropriate approaches to planning utilised to complete the activity plan
- formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used, for example, targeted questioning, informal observations or short group activities
- opportunities for purposeful and effective observations must be made to inform next steps for the child
- the activity has been planned in line with the identified areas of learning and development in the current early years education curriculum
- ensuring the learning objectives for the activity are being met
- identification of any specific educational or developmental needs of children on the activity plan; evidence that the activity differentiates, stretches, challenges and meets individual needs; also, the individual needs of the child who has EAL and the child who is shy and reserved are acknowledged and catered for in the activity plan
- the planned activity and provision incorporate the different interests and learning styles of children, for example, some children will prefer active learning through being hands-on and taking part in practical activities and games with a focus on communication and language development – activities might include outdoor activities using the Forest School classroom, practical activities such as taste, smell and touching activities, and playing matching games or memory games
- planning and provision – support children to engage with peers, adults and their environment, for example, by playing, exploring and critical thinking related to the wider environment
- the children's interests and ideas are built on throughout the activity to ensure participation
- resources are adapted to meet individual needs of the children, for example, left-handed scissors or different types of mark-making resources and pencil grips
- adaptations to the inside and outside environment to ensure all children are able to access the activity
- the activity ensures stretch and challenge of children's knowledge and skills, for example, by providing extension tasks or by including opportunity for risk and challenge
- the activity enhances learning by building on children's interests and incorporating children's ideas.

Accept any other suitable response.

PO4: Safeguard and promote the health, safety and wellbeing of children

Band	Mark	Descriptor
3	7 to 9	<p>The plan for the educational activity targeting communication and language development to safeguard and promote the health, safety and wellbeing of children is exceptional.</p> <p>There is an excellent understanding of the impact of an extensive range of factors on children's health and wellbeing, which is always in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is an excellent understanding of the impact of safeguarding and risk management, which is always in line with policies and procedures.</p> <p>There is highly sophisticated consideration given to the effect of the educational activity on children's resilience, curiosity and independence.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	4 to 6	<p>The plan for the educational activity targeting communication and language development to safeguard and promote the health, safety and wellbeing of children is effective.</p> <p>There is a good understanding of the impact of a moderate range of factors on children's health and wellbeing, which is generally in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a good understanding of the impact of safeguarding and risk management, which is generally in line with policies and procedures.</p> <p>There is sufficient consideration given to the effect of the educational activity on children's resilience, curiosity and independence.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 3	<p>The plan for the educational activity targeting communication and language development to safeguard and promote the health, safety and wellbeing of children is limited in effectiveness.</p> <p>There is a limited understanding of the impact of a very limited range of factors on children's health and wellbeing, which is rarely in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a limited understanding of the impact of safeguarding and risk management, which is rarely in line with policies and procedures.</p> <p>There is minimal consideration given to the effect of the educational activity on children's resilience, curiosity and independence.</p>

		There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to promote the health, safety, resilience, independence and wellbeing of children, in line with educational factors, policies / procedures and the early education curriculum, may include:

- awareness that children's health and self-care must be maintained during the activity and the role of the adult in promoting this, for example, managing safe use of equipment and resources such as scissors and managing toileting with the group of children
- if using the outdoor environment for the activity, students must also:
 - encourage children to wash hands after touching natural objects such as leaves, sticks, mud and soil
 - ensure children are appropriately dressed for outside activities depending on weather, including coats, wellies and sun hats
 - promote safe use of equipment and resources
 - remind children to stay hydrated, particularly during hot weather
 - manage toileting with the group of children
- awareness of the links between maintaining children's health for effective / improved learning
- following the setting's policies and procedures for health and safety, for example, the adult to carry a first aid kit; also, considering if a child has any allergies or requires an inhaler
- contributing to any relevant records for the children during the activity, for example, daily registers or medication requirements
- following the setting's policies and procedures for risk assessment of the area being used for the activity, for example, identifying and minimising any risks or hazards prior to the activity taking place; there are opportunities for and balance between appropriate risk and challenge for children
- ensuring the emotional wellbeing of children, for example, demonstrating sensitivity to any fears or concerns they have in the environment
- preparing the children by talking them through the activity so that they know what to expect
- key principles and practitioner responsibilities for safeguarding children and adults in the reception class:
 - safeguarding confidentiality of the children involved in the activity, for example, parental consent for videos or photography and use of an online learning journal
 - ensuring own safeguarding, for example, not working alone with the group of children
- ensuring effective supervision of children during the activity to maintain children's safety at all times
- opportunities for collaboration to extend children's relationships and friendships where appropriate

Accept any other suitable response.

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Band	Mark	Descriptor
3	5 to 6	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is exceptional.</p> <p>There is an excellent understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in communication and language development.</p> <p>There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	3 to 4	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is effective.</p> <p>There is a good understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in communication and language development.</p> <p>There is sufficient consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 2	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is limited in effectiveness.</p> <p>There is a limited understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in communication and language development.</p> <p>There is minimal consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>
0	0	No creditworthy response.

Indicative content

Demonstration of planning to support children's holistic development by working in partnership may include:

- details of any support staff or any follow-up activities, for example, work to be completed at home or ways in which parents and carers can support
- records and reports – special requirements such as education, health and care (EHC) plans
- plans to discuss progress and plan next steps with colleagues, parents and carers
- the role of the practitioner to effectively carry out the activity in line with the learning objectives
- partnership working linked to EYFS requirements, for example, sharing information on the activity with other practitioners in the setting including the class teacher, teaching assistants or early years practitioners
- partnership working linked to EYFS requirements with external agencies
- purpose and benefits of partnership working to support children's education and progression.

Accept any other suitable response.

Educational activity 2 – personal, social and emotional development (PSED)

PO1: Support and promote children’s play, development and early education

Band	Mark	Descriptor
3	9 to 12	<p>Exceptional demonstration of planning to meet children’s expected and / or atypical skills in PSED, with a selection of resources and equipment that is highly appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is an excellent understanding of the purpose and application of an extensive range of pedagogical strategies, showing an excellent understanding of the requirements of the early education curriculum. There are excellent links to learning theory or philosophical approaches; these are appropriate to the suggested educational activity.</p> <p>There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	5 to 8	<p>Effective demonstration of planning to meet children’s expected and / or atypical skills in PSED, with a selection of resources and equipment that is generally appropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a good understanding of the purpose and application of a moderate range of pedagogical strategies, showing a good understanding of the requirements of the early education curriculum. There are some links to learning theory or philosophical approaches; these are generally appropriate to the suggested educational activity.</p> <p>There is sufficient consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 4	<p>Limited effectiveness demonstrated in planning to meet children’s expected and / or atypical skills in PSED, with a selection of resources and equipment that is likely to be inappropriate to the educational activity and the age and stage of development of the children.</p> <p>There is a limited understanding of the purpose and application of a narrow range of pedagogical strategies, showing a limited understanding of the requirements of the early education curriculum. There are minimal links to learning theory or philosophical approaches.</p> <p>There is minimal consideration given to meeting the individual and / or holistic developmental needs of children.</p>

		There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.
0	0	No creditworthy response.

Indicative content

Demonstration of planning to meet children's expected and / or atypical development may include:

- expected patterns of children's development, who are aged 4 to 5, in PSED with a focus on managing their own needs, including health and wellbeing, demonstrated through appropriateness of provision and suitable choice of activity, such as:
 - learning objectives of the planned activity
 - educational opportunities within the planned activity
 - supporting age-appropriate PSED activities based on the Magical Me topic, for example:
 - modelling practices and including activities that support good hygiene, such as handwashing before a cookery activity
 - providing opportunities to talk and learn about exercise, healthy eating and the importance of sleep and sensible amounts of screen time
 - bringing in objects, pictures and photographs to talk about, for example, different fruits to taste
 - bringing in different vegetables for the children to look at, taste, feel and smell; use vegetables to make a healthy soup for snack time whilst highlighting the importance of eating plenty of fruit and vegetables in their diet
 - planning activities that encourage children to ask questions to find out more
 - planning activities to teach the children about toothbrushing and looking after their teeth
 - inviting visitors to come in, such as a health visitor or dentist, to talk about being healthy
 - planning opportunities to engage in non-fiction books, and using books containing photographs and pictures and other resources to explain the importance of keeping a healthy lifestyle
 - planning activities to teach children about being a safe pedestrian, such as staying on the pavement, holding hands and crossing the road, and how to scooter and cycle safely
 - incorporating the characteristics of children's learning in early years in the activities, including playing and exploring, active learning and creating and thinking critically
 - allowing children to test own capabilities related to risk and challenge
- supporting children's atypical development evidenced through:
 - differentiation of activities and resources provided
 - extending learning where appropriate
 - learning more about themselves and their bodies through resources such as books, stories, number rhymes, physical objects, pictures, visitors and educational trips, as well as first-hand experiences.

Selection of relevant resources and equipment may include:

- appropriate for the age and stage of the children
- effectively modelled, for example, modelling practices that support good hygiene, such as handwashing before cooking or snack time
- the planned activities and resources must be fun, accessible and engaging, promoting the children's enjoyment and interests in the world around them
- choice of resources / activity considers factors that may impact on the development of PSED.

Understanding of the purpose and application of relevant pedagogical strategies may include:

- the use of enabling environments within the classroom or outdoor space to provide rich learning opportunities as well as supporting and developing skills in PSED through play and playful teaching, for example, setting up a home corner role-play area, or having visitors in school to talk about healthy eating
- incorporating children's likes and interests into an activity, for example, talking about favourite fruit or vegetables, favourite healthy dinner, or favourite game to play to keep active
- providing group activities so that children can learn through peer support (especially important for the child who struggles with EAL); the child who has difficulty with making friends and lacks confidence in the new setting can learn from good role modelling of expected behaviour by peers
- using effective questioning techniques by posing challenging, open-ended questions to support learning: 'Tell me a healthy food?', 'What is your favourite food?', 'Tell me how I can cross the road safely?', 'When should I wash my hands?' and 'What will happen if...?'
- providing a balance between adult-led and child-initiated activities
- the use of games, stories and songs to support children's learning and PSED
- flexibility during the planned activity to extend learning, harnessing unplanned opportunities.

Appropriate links to theoretical or philosophical approaches to inform planning of the educational activity may include:

- understanding of relevant learning theories that underpin planning such as constructivist, behaviourist, social learning and cognitivist:
 - Elinor Goldschmied – heuristic play
 - Tina Bruce – features of free-flow play
 - Maria Montessori – self-directed play
 - Forest Schools – risk and challenge
 - Rachel and Margaret McMillan – outdoor play for health and wellbeing
 - Rudolf Steiner – creativity and expression
- the appropriateness of sensory activities to support younger children's PSED such as the use of big books, visual clues, story props and song mits, or whether the activity is appropriate to the attention span of a 4- to 5-year-old.

Consideration given to meeting the individual and / or holistic developmental needs of children may include:

Links to other areas of learning and development supported within the PSED activity, for example, in communication and language, literacy, mathematics and expressive arts and design.

- communication and language – providing opportunities to learn new vocabulary, for example, words to express feeling and emotions; engaging in conversation, for example, through role play, story time and singing songs and rhymes
- understanding the world – recognising some similarities and differences between life in this country and life in others by investigating where healthy fruit and vegetables come from, exploring the natural world around them and recognising that being outside can increase their wellbeing
- mathematics – counting (physical activity): how many times can you run around the yard, how many jumps can you do, how many children in the group liked strawberries / pumpkin soup, reciting numbers to 10, using the language of size
- expressive arts and design, for example:
 - supporting children's imagination and sensory awareness, for example, when making models, 3D representations of favourite dinner on a paper plate, self-portraits, observational drawing of favourite fruit and vegetable, exploring and refining artistic effects

- creating collaboratively, sharing ideas, resources and skills
- playing in a role-play area such as a home corner, recreating family life and developing storylines in their pretend play
- making imaginative and complex 'small worlds' using available resources
- physical development, for example, cutting skills (using one-handed tools), pencil-control skills (using a pencil with comfortable grip and good control when writing) and gross and fine motor skill development when learning about regular physical activity
- literacy – using books on topics such as Magical Me, healthy eating, care of teeth and road safety to develop the understanding about the five key concepts about print; learning to form upper and lower-case letters correctly and beginning to write simple words and sentences when recording any work
- ensuring additional / different resources are available depending on the activity planned
- values and behaviours are promoted
- recognition that not all activities may be suitable for all children
- ensuring the child who has EAL and the under-confident, shy, reserved child are supported and provided with opportunities to learn and succeed.

Accept any other suitable response.

PO2: Develop relationships with children to facilitate their development

Band	Mark	Descriptor
3	5 to 6	<p>The planning for the educational activity targeting skills in PSED to develop relationships with children is exceptional.</p> <p>There is an excellent understanding of the effects of an extensive range of factors and the purpose of strategies, which is always in line with expected and atypical patterns of skills in PSED, showing an excellent understanding of the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	3 to 4	<p>The planning for the educational activity targeting skills in PSED to develop relationships with children is effective.</p> <p>There is a good understanding of the effects of a moderate range of factors and the purpose of strategies, which is generally in line with expected and atypical patterns of skills in PSED, showing a good understanding of the requirements of the early education curriculum.</p> <p>There is sufficient consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 2	<p>The planning for the educational activity targeting skills in PSED to develop relationships with children is limited in effectiveness.</p> <p>There is a limited understanding of the effects of a narrow range of factors and the purpose of strategies, which is rarely in line with expected and atypical patterns of skills in PSED, showing a limited understanding of the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>
0	0	No creditworthy response.

Indicative content

Demonstration of planning to develop relationships with children may include:

- incorporating children's likes and interests to increase participation and self-esteem, such as valuing children's ideas, experiences and contributions and giving praise and encouragement
- providing a balance between adult-led and child-initiated activities, such as an adult-led Magical Me activity or child-initiated exploration
- promoting non-cognitive skills, for example, resilience, curiosity and perseverance
- strategies for positive behaviour management, such as modelling teamwork, outlining expected behaviour such as turn-taking and listening to and respecting the ideas of peers, and providing instructions that are age and stage appropriate.

Understanding of the effects of factors and the purpose of strategies, in line with expected and atypical patterns of development, the early education curriculum and supporting children's PSED, may include:

- holistic strategies to support the child who has EAL and may have difficulty listening to and following instructions, for example, giving the child an activity with simple and clear instructions, repeating the instruction and the expectation at the end of the task (success criteria), giving opportunities for partner work to support the child's emotional security and giving them confidence
- holistic strategies to support the child who is shy and reserved with no friendship groups and lacking confidence, for example, providing opportunities for partner and group work to support the child's emotional security and give them confidence, supporting the child when experiencing new activities and enabling environments in the classroom, providing scaffolding opportunities until they have the confidence to try activities independently.

Accept any other suitable response.

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

Band	Mark	Descriptor
3	7 to 9	<p>The planning for the educational activity targeting skills in PSED to enable children to progress is exceptional.</p> <p>There is an excellent understanding of planning and providing for children's individual needs, interests and stages of development and there are highly appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are always in line with the requirements of the early education curriculum.</p> <p>There is highly sophisticated consideration given to meeting the educational and developmental progress of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	4 to 6	<p>The planning for the educational activity targeting skills in PSED to enable children to progress is effective.</p> <p>There is a good understanding of planning and providing for children's individual needs, interests and stages of development and there are generally appropriate opportunities for purposeful observation and assessment to prepare children's next steps, which are generally in line with the requirements of the early education curriculum.</p> <p>There is sufficient consideration given to meeting the educational and developmental progress of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 3	<p>The planning for the educational activity targeting skills in PSED to enable children to progress is limited in effectiveness.</p> <p>There is a limited understanding of planning and providing for children's individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are limited in preparing children's next steps, which are rarely in line with the requirements of the early education curriculum.</p> <p>There is minimal consideration given to meeting the educational and developmental progress of children.</p> <p>There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>
0	0	No creditworthy response.

Indicative content

Demonstration of observation, assessment and planning to support children's educational progress / next steps and individual needs may include:

- use of appropriate approaches to planning utilised to complete the activity plan
- formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used, for example, targeted questioning, informal observations or short group activities
- opportunities for purposeful and effective observations must be made to inform next steps for the child
- planning the activity in line with the identified areas of learning and development in the current early years education curriculum
- ensuring the learning objectives for the activity are being met
- identification of any specific educational or developmental needs of children on the activity plan; evidence that the activity differentiates, stretches, challenges and meets individual needs; also, the individual needs of the child who has EAL and the child who is shy and reserved are acknowledged and catered for in the activity plan
- the planned activity and provision incorporate the different interests and learning styles of children, for example, some children will prefer active learning through being hands-on, taking part in practical activities and games with a focus on PSED – for example, planned outdoor activities using the Forest School classroom, practical activities such as taste, smell and touching activities, playing matching games or memory games, trip out in small groups to practise crossing the road safely, visitors into school to talk about caring for your teeth or healthy eating
- planning and provision – support children to engage with peers, adults and their environment, for example, by playing, exploring and critical thinking related to the wider environment
- the children's interests and ideas are built on throughout the activity to ensure participation
- adapting resources to meet individual needs of the children, for example, left-handed scissors or different types of mark-making resources and pencil grips
- adaptations to the inside and outside environment to ensure all children are able to access the activity
- ensuring stretch and challenge of children's knowledge and skills, for example, by providing extension tasks or by including opportunity for risk and challenge
- the activity enhances learning by building on children's interests and incorporating children's ideas.

Accept any other suitable response.

PO4: Safeguard and promote the health, safety and wellbeing of children

Band	Mark	Descriptor
3	7 to 9	<p>The plan for the educational activity targeting skills in PSED to safeguard and promote the health, safety and wellbeing of children is exceptional.</p> <p>There is an excellent understanding of the impact of an extensive range of factors on children's health and wellbeing, which is always in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is an excellent understanding of the impact of safeguarding and risk management, which is always in line with policies and procedures.</p> <p>There is highly sophisticated consideration given to the effect of the educational activity on children's resilience, curiosity and independence.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	4 to 6	<p>The plan for the educational activity targeting skills in PSED to safeguard and promote the health, safety and wellbeing of children is effective.</p> <p>There is a good understanding of the impact of a moderate range of factors on children's health and wellbeing, which is generally in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a good understanding of the impact of safeguarding and risk management, which is generally in line with policies and procedures.</p> <p>There is sufficient consideration given to the effect of the educational activity on children's resilience, curiosity and independence.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 3	<p>The plan for the educational activity targeting skills in PSED to safeguard and promote the health, safety and wellbeing of children is limited in effectiveness.</p> <p>There is a limited understanding of the impact of a very limited range of factors on children's health and wellbeing, which is rarely in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a limited understanding of the impact of safeguarding and risk management, which is rarely in line with policies and procedures.</p> <p>There is minimal consideration given to the effect of the educational activity on children's resilience, curiosity and independence.</p> <p>There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>
0	0	No creditworthy response.

Indicative content

Demonstration of planning to promote the health, safety, resilience, independence and wellbeing of children, in line with educational factors, policies / procedures and the early education curriculum, may include:

- awareness that children's health and self-care must be maintained during the activity and the role of the adult in promoting this, for example, managing safe use of equipment and resources such as scissors, managing toileting with the group of children, or good hygiene in the form of handwashing
- if using the outdoor environment for the activity, students must also:
 - encourage children to wash hands after touching natural objects such as leaves, sticks, mud and soil
 - ensure children are appropriately dressed for outside activities depending on weather, including coats, wellies and sun hats
 - promote safe use of equipment and resources
 - remind children to stay hydrated, particularly during hot weather
 - manage toileting with the group of children
- awareness of the links between maintaining children's health for effective / improved learning
- following the setting's policies and procedures for health and safety, for example, the adult to carry a first aid kit; also, considering if a child has any allergies or requires an inhaler
- contributing to any relevant records for the children during the course of the activity, for example, daily registers or medication requirements
- following the setting's policies and procedures for risk assessment of the area being used for the activity, for example, identifying and minimising any risks or hazards prior to the activity taking place; there are opportunities for and balance between appropriate risk and challenge for children
- ensuring the emotional wellbeing of children, for example, demonstrating sensitivity to any fears or concerns they have in the environment
- preparing the children by talking them through the activity so that they know what to expect
- key principles and practitioner responsibilities for safeguarding children and adults in the reception class:
 - safeguarding confidentiality of the children involved in the activity, for example, parental consent for videos or photography and use of an online learning journal
 - ensuring own safeguarding, for example, not working alone with the group of children
- ensuring effective supervision of children during the activity to maintain children's safety at all times
- opportunities for children's collaboration to extend children's relationships and friendships where appropriate.

Accept any other suitable response.

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Band	Mark	Descriptor
3	5 to 6	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is exceptional.</p> <p>There is an excellent understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress their skills in PSED.</p> <p>There is highly sophisticated consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are very minor errors that would not impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of all children and application to the context is highly appropriate.</p>
2	3 to 4	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is effective.</p> <p>There is a good understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress their skills in PSED.</p> <p>There is sufficient consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are moderate errors that may minorly impede the delivery of the educational activity. The educational activity is likely to meet the individual needs of some children and has generally appropriate application to the context.</p>
1	1 to 2	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is limited in effectiveness.</p> <p>There is a limited understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress their skills in PSED.</p> <p>There is minimal consideration given to meeting the individual and / or holistic developmental needs of children.</p> <p>There are significant errors that would impede the delivery of the educational activity. The educational activity is unlikely to meet the individual needs of most children and has minimal application to the context.</p>
0	0	No creditworthy response.

Indicative content

Demonstration of planning to support children's holistic development by working in partnership may include:

- details of any support staff or any follow-up activities, for example, work to be completed at home or ways in which parents and carers can support
- records and reports – special requirements such as EHC plans
- plans to discuss progress and plan next steps with colleagues, parents and carers
- the role of the practitioner to effectively carry out the activity in line with the learning objectives
- partnership working linked to EYFS requirements, for example, sharing information on the activity with other practitioners in the setting including the class teacher, teaching assistants or early years practitioners
- partnership working linked to EYFS requirements with external agencies
- purpose and benefits of partnership working to support children's education and progression.

Accept any other suitable response.

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