



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 - Observation 3 - Pass

Guide standard exemplification materials

Observation Planning Form

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

Student name		T Level Technical Qualification in Education and Early Years (603/5829/4)	
Assessor name		Provider	Employer Primary School KS3
Planned activity Observation 3: Facilitate educational experiences to support holistic learning and wellbeing.		Structured observation number and criteria to be covered	
<p>The activity is planned to be part of the pastoral curriculum and will explore relationships and, in particular, friendship groups.</p> <p>What will I do: I will liaise with the Class Teacher to make sure that I have a clear understanding of the lesson plan and the objectives and make sure that I look at the child's progress record so that any approaches and strategies are in line with the Teacher's usual approach. This will offer consistency. I will be working with a young child with EAL and whilst this is not a special educational need, working with me will ensure that the child is able to contribute and participate with their peers.</p> <p>Resources: We are using a range of flashcards and picture cards and we will also consider a scenario or situation to explore relationships and factors that can impact them. I will sit with the child at the front of the class on a table that is just for 2 people.</p> <p>Links to the curriculum: RSHE Focus: relationships and friendships for emotional wellbeing</p>		<p>Mapping to criteria:</p> <p>S1.8 Work closely with teachers to ensure own contribution aligns with the teaching.</p> <p>S1.9/S2.9 Contribute to the assessment process.</p> <p>S1.11 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.</p> <p>S1.15 Facilitate learning outside of the classroom.</p> <p>S2.8 Apply pedagogical understanding to deliver/lead small group teaching within clearly defined planned parameters.</p> <p>S2.13 Use appropriate strategies to enable pupils to access and engage in learning.</p> <p>S2.17 Identify and use unplanned opportunities to develop mathematical understanding as they arise.</p> <p>S3.36 Use appropriate strategies to support pupils in managing failure and disappointment.</p> <p>S3.38 Support the development of perseverance, self-reliance and curiosity.</p> <p>S3.39 Encourage pupils to take decisions and make informed choices.</p> <p>S1.12 Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.</p> <p>S3.33/S4.18 Foster and encourage positive,</p>	

		<p>effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.</p> <p>S3.35 Contribute to a calm and accepting environment which allows pupils to experience and express their feelings safely.</p> <p>S3.37 Help pupils to choose realistic goals that are challenging but achievable.</p> <p>S3.40 Model professional behaviours.</p> <p>S4.19 Support the development of positive self-concept.</p> <p>S4.21 Promote equality of opportunity and anti-discriminatory practice.</p>	
Student name and signature		Date	
Assessor name and signature		Date	

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Early Years (603/5829/4)	Relationships and friendships		
Assessor name			
Observation number	Observation 3: Facilitate educational experiences to support holistic learning and wellbeing.		

Record of observation	Criteria
<p>Narrative</p> <p>The student greets the assessor at reception. The children are just returning to their classrooms. Today, the student will be working with one girl aged 7 years who has no recognised SEND but who benefits from the student's one-to-one support as she is developing English as an additional language.</p> <p>The assessor checks that there have been no changes to the plan. The student confirms that there are no changes and that the Teacher has shared her lesson plan with her (student shares the plan). The student explains the lesson plan, which will be looking at friendship groups. The Teacher wants to try to reinforce learning around 2 key words, trust and respect, so that is also something I will bear in mind during the lesson.</p> <p>The student sits at the front of the classroom with the child. The Teacher is explaining the lesson objectives and has these on the smart board:</p> <ul style="list-style-type: none"> • making friends • being a good friend • new key words: trust and respect. <p>The student asks the child if she is OK and she replies 'yes' but that she doesn't understand the Teacher's words. The student uses the flashcards and pictures to try and explain. The student asks the child if she has made any friends at the school so far and who she plays with by pointing at the card showing children playing together.</p> <p>The student uses this to explain what the lesson is focusing on and explains to the pupil that the Teacher is talking about making friends and how it feels to have friends.</p> <p>The student continues to use the cards to support the understanding of friendships. It is difficult to introduce the key words of respect and trust so instead, the student uses another picture card that shows a group of children laughing and pointing in a group at</p>	<p>S1.12 S3.33/S4.18 S3.35 S3.37. S3.40. S4.19 S4.21 S1.8 S1.9/S2.9 S1.11 S1.15 S2.8 S2.13 S2.17 S3.36 S3.38 S3.39</p>

Record of observation	Criteria
<p>a child who is on her own and obviously upset.</p> <p>The student shows the pupil another card that includes the same girl playing with the group earlier but now they are not including her. The pupil responds:</p> <p>Pupil: She is sad, with no friends.</p> <p>Another pupil looks across and giggles with her peers and the pupil I am working with is distracted. I remind the pupil working on a different table that she must focus on what she is doing and that this session is all about being friendly and showing respect to each other. The pupil nods and says sorry, smiling, and that she 'wishes she could use the picture cards, that was all.'</p> <p>The student is pleased with the outcomes of the lesson and supports the pupil to select some of the picture cards to discuss and then to write a few sentences about each one, including how the picture makes her feel as well as how the child in the picture may be feeling. (extension activity on lesson plan)</p> <p>The student makes some notes on the lesson plan to share with the Teacher and praises the pupil for her work.</p>	

Professional Discussion Form

T Level Technical Qualification in Education and Early Years (603/5829/4)		Student name	
Date and time of discussion		Assessor name	
Observation number	Observation 3: Facilitate educational experiences to support holistic learning and wellbeing.		

Record of the discussion. Please include:	Criteria
<ul style="list-style-type: none"> • people present • what you discussed/questions/answers 	
<p>The assessor praises the student explaining it can be challenging working with pupils for whom English is a second or additional language until strategies are found.</p> <p>The student remarks that the pupil is learning fast, and that she understands the work, reflecting that when she gets it she is really clever, it is just the language barrier at the moment. Sometimes, her cousin from the secondary school campus is invited in to support translation; he is her buddy and this works really well. This provides a safe environment for the pupil too.</p> <p>The assessor enquires about the extension activity at the end of the session. The student explains that the pupil will borrow some of the picture cards and work on the 2 key words of respect and trust, hopefully looking at how trust and respect are an important aspect of relationships and friendships.</p> <p>The pupil can take the picture cards home, and she can also work with her cousin at buddy time. All of the children have a buddy from the secondary school so this doesn't single the pupil out.</p> <p>The assessor discusses the disruption from another pupil and asks the student to comment on how well this was managed. The student responds by explaining that she was able to make sure both pupils stayed on task and remind the other pupil that we were thinking about the importance of friendships, which seemed to resolve the situation. The student continued to explain that she didn't think this was a concern but if others had joined in, it could have been difficult for the pupil. The student thought that sometimes taking learning outside could really support children to relax and can make a difference to how children learn.</p> <p>The assessor focused on the lesson objectives and if the student believed these had been met. The student thought that she had and was able to identify ways in which her actions had aligned to the</p>	<p>S1.12 S3.33/S4.18 S3.35 S3.37 S3.40 S4.19 S4.21 S1.8 S1.9/S2.9 S1.11 S1.15 S2.8 S2.13 S2.17 S3.36 S3.38 S3.39</p>

planned objectives.			
Student name and signature		Date	
Assessor name and signature		Date	

Structured observation 3: Marking Criteria and Assessor Commentary

When completing the marking criteria, the assessor will score each discreet criterion. You will find the marking bands arranged per criteria in this document. A holistic approach has been used in this example.

Criteria: S1.8, S1.9/S2.9, S1.11, S1.12, S1.15, S2.8, S2.13, S2.17, S3.33/S4.18, S3.35, S3.36, S3.37, S3.38, S3.39, S3.40, S4.19, S4.21

Assessor commentary

The student takes time to make sure she understands the lesson plan and what the aims of the lesson are, as well her own role in supporting the child during a 1:1 lesson. The student is sensitive to the needs of the child and models expected behaviour of the Teaching Assistant at all times. There is evidence of this throughout the lesson, for example, at the beginning by checking the pupil was 'OK' as well as when managing a distraction from another pupil. The student has an obvious rapport with the pupils and the Teacher and this is evident throughout all interactions.

The student is able to apply strategies effectively and confidently to support the child for whom English is an additional language and is skilful in her technique when using the cards as a learning tool, she also introduces the extension activity and makes notes for the Teacher to help with monitoring and assessment.

The student demonstrates a consistent and effective approach when listening to and acknowledging the pupil's experience and feelings, allowing the pupil to express her thoughts during the session. The student managed to keep the pupil engaged and motivated throughout the activity, applied teaching and learning strategies effectively and showed an appreciation for the home learning environment.

Assessor Signature
Date

Student Signature
Date

Structured observation 3: Marking criteria

Specification reference	S1.8
Criteria	Work closely with teachers to ensure own contribution aligns with the teaching.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • working within boundaries of own role within lessons in line with teacher’s expectations • understanding of the lesson plan and the learning objectives.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Working within boundaries of own role in line with teacher’s expectations is limited. This is evident through the need for ongoing teacher prompt or direction throughout the delivery of the planned lesson.	Working appropriately and consistently within boundaries of own role in line with teacher’s expectations. This is evident through appropriate contribution throughout the delivery of the planned lesson with little need for teacher prompt or direction.	Working effectively and consistently within boundaries of own role in line with teacher’s expectations. This is evident through positively contributing to the delivery of the planned lesson without the need for teacher prompt.	Working highly effectively within boundaries of own role in alignment with teacher’s expectations. This is evident through positive and highly effective contributions to the planning and evaluation of lessons in line with agreed objectives and lesson planning.
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S1.9, S2.9, Contributing to the assessment process
Criteria	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • communication with the teacher that is appropriate to the circumstances • sharing ideas to plan next steps • providing feedback on pupil progress.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Communication with the teacher does not always meet expectations which is evident through lack of clarity of role in lessons.</p> <p>Limited contribution when sharing feedback on pupil progress to plan next steps.</p>	<p>Communication with the teacher consistently meets expectations which is evident through clarity of role within lessons.</p> <p>Contributes to discussion when sharing feedback on pupil progress to plan next steps.</p>	<p>Communication with the teacher consistently and effectively meets expectations with a proactive approach when clarification is needed.</p> <p>Considered contribution when giving feedback on pupil progress and sharing ideas to plan next steps.</p>	<p>Highly effective communication with the teacher, with reliability and flexibility demonstrated in line with teacher expectations and circumstances.</p> <p>Well considered contribution when giving feedback on pupil progress and sharing creative ideas to plan next steps.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S1.11
Criteria	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • introducing and using the appropriate terminology for the subject area or topic • using appropriate strategies to check understanding – either prompts or questioning techniques.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited use of terminology relevant to the subject area. Opportunities taken to use prompts and/or questioning techniques to support pupils' understanding are limited or inconsistent.	Appropriate use of terminology relevant to the subject area. Consistently takes opportunities to use prompts and/or questioning techniques to support pupils' understanding.	Effective use of terminology relevant to the subject area. Chooses prompting and questioning strategies effectively to develop and support pupils' understanding. Strategies are used that are appropriate and differentiated to meet the needs of pupils.	Highly effective and differentiated use of subject terminology to extend pupils' understanding. Highly effective use of prompts and targeted questioning techniques used to assess each pupil's understanding and adapt vocabulary and strategies to differentiate and extend individual pupils' understanding.
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S1.12
Criteria	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • consistency in following the setting's behaviour management policy strategies • clarification of classroom rules to pupils • fairness when reinforcing positive behaviour • timely response to challenging behaviour.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited or inconsistent ability to implement agreed behaviour management strategies in line with school policy. Lacks confidence in clarifying classroom rules and/or reinforcing pupils' positive behaviour.	Consistently able to implement agreed behaviour management strategies in line with school policy, with some support from the teacher. Confidence is demonstrated when clarifying classroom rules and/or reinforcing pupils' positive behaviour, sometimes with support from the teacher.	Effectively implements agreed behaviour management strategies in line with school policy. Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. Uses positive behaviour strategies routinely and clarifies rules fairly and promptly.	High level of skill and empathy when implementing agreed behaviour management strategies in line with school policy. Highly confident when clarifying classroom rules and reinforcing pupils' positive behaviour. Able to apply a range of positive behaviour strategies that are responsive to pupils' needs and clarifies rules fairly and promptly. Pupils are facilitated to develop skills to problem solve and resolve conflicts.

Assessment justification	
Direct observation should be used to assess this criteria.	
Final mark	

Specification reference	S1.15
Criteria	Facilitate learning outside the classroom.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • providing the right opportunities and the right environment • providing appropriate challenge • checking for and making learners aware of health and safety • looking at practical considerations • considering the needs of all pupils.
Professional discussion allowed?	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	An awareness of the benefits of outside experiences is limited to one area of development.	An appreciation of the benefits of outdoor educational experiences considers holistic learning and development. Examples are limited. There is a basic consideration of health and safety through risk assessment.	An appreciation of the benefits of outdoor educational experiences considers holistic learning and development with relevant examples offered through reflection. Health and safety management in line with school policy and procedures is referred to in context.	An appreciation of the benefits of outdoor educational, inclusive experiences considers holistic learning, development and emotional wellbeing with relevant examples offered confidently through reflection. Health and safety management in line with school policy and procedures is referred to and reflected upon in context.

Assessment justification

The Assessor must encourage discussion around outdoor experiences and the requirements of the national curriculum. The discussion should show student awareness of educational experiences outdoors such as group tasks outdoors, walks and trips, but also aware of the advantage of good weather and spontaneous occasions to take learning outdoors. The student should be able to reflect on outdoor experiences in the context of their industry placement.

Professional discussion should also capture the student's appreciation of the benefits to holistic health and wellbeing of outdoor activities and the significance of health and safety management in line with school policy and procedures as appropriate.

Final mark

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Specification reference	S2.8
Criteria	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • following the lesson plan/learning objectives agreed with the teacher • ensuring pupils' motivation and interest is maintained • supporting and challenging pupils appropriately • ensuring inclusion of all pupils.
Professional discussion allowed?	Yes, only as per guidance in assessment justification below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited effectiveness when delivering/leading planned teaching objectives when working with small groups. Lacks confidence when motivating and engaging pupils.	Consistently delivers/leads planned teaching objectives appropriately when working with small groups. Confidence to motivate and engage most pupils.	Consistently delivers/leads planned teaching objectives effectively when working with small groups so all pupils are included and motivated. Confidence shown when motivating, engaging and appropriately challenging pupils' learning.	Highly effective in delivering/leading planned teaching objectives to work skillfully with small groups to ensure high levels of engagement and inclusion. Confidence shown in differentiating to motivate, engage and skillfully challenge individual pupils' understanding.

Assessment justification
It is possible that the student is working in a 1:1 or small or large group situation and in order to cover the breadth of the criteria within the Occupational Specialism, the student should be involved in a discussion around how this would be managed, as well as being invited to reflect on small and larger group situations. For the sake of this criteria, a small group implies 2–4 children.

Final mark	
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Specification reference	S2.13
Criteria	Use appropriate strategies to enable pupils to access and engage in learning.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • appropriate scaffolding to support and engage pupils in learning • explanation of instructions and questioning techniques to check understanding • modelling use of practical equipment or resources.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited effectiveness in using scaffolding to support and engage pupils in learning.</p> <p>Lacks confidence in supporting learning through use of modelling and questioning.</p>	<p>Uses scaffolding to support and engage pupils in learning.</p> <p>Confidence shown in supporting learning through appropriate use of modelling and questioning.</p>	<p>Uses scaffolding strategies effectively to engage and challenge pupils in learning.</p> <p>Confidently uses modelling and questioning techniques to explain instructions and check pupil understanding.</p>	<p>Scaffolding is highly effective with differentiated strategies to challenge and engage each pupil in learning.</p> <p>Confidently differentiates modelling and questioning techniques through approaches supporting meta-cognition.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S2.17
Criteria	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • recognition and use of unplanned opportunities to develop mathematical understanding • skills to develop and extend pupils' mathematical understanding.
Professional discussion allowed?	Yes, but only as per assessment justification guidance below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Unable to or shows inconsistent ability to recognise and use spontaneous opportunities to support pupils' mathematical understanding. Limited ability to develop and extend pupils' mathematical understanding.	Able to consistently recognise and use spontaneous opportunities to support pupils' mathematical understanding. Shows ability to develop and extend pupils' mathematical understanding.	Consistently recognises and uses spontaneous opportunities to effectively support and develop pupils' mathematical understanding. Effectively develops and extends pupils' mathematical understanding.	Excellent recognition of a range of spontaneous opportunities to enhance pupils' mathematical understanding. Skilfully consolidates and extends pupils' mathematical understanding in different contexts and across a range of mathematical concepts.
Assessment justification				
There may be opportunities to apply mathematical concepts in sessions planned for literacy. For example, stories offered for younger children may include counting, size and elements of time and therefore students should be prepared to discuss any mathematical learning opportunities that are relevant to the session observed in their professional discussion as appropriate.				
Final mark				

Specification reference	S3.33, S4.18
Criteria	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • role modelling positive relationships, empathy and care for others • praise and encouragement to recognise achievement • giving pupils opportunities to be independent and take ownership of their learning.
Professional discussion allowed?	Yes, but only as per assessment justification below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited effectiveness or inconsistency in role modelling positive relationships, empathy and care for others.</p> <p>Limited or inconsistent opportunities are used to praise and encourage pupils to recognise own achievement.</p> <p>Lacks confidence in giving pupils opportunities to be independent and take ownership of their learning.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise own achievement.</p> <p>Demonstrates some confidence in giving pupils opportunities to be independent and take ownership of their learning; this may be with teacher support.</p>	<p>Consistently is an effective role model who uses all available opportunities in encouraging pupils to develop positive relationships, empathy and care for others.</p> <p>Confidently, consistently and appropriately praises and encourages pupils to recognise own achievement.</p> <p>Confidence in giving pupils opportunities to be independent and take ownership of their learning.</p>	<p>Highly skilled at role modelling in a range of contexts/situations to encourage pupils to develop positive relationships, empathy and care for others.</p> <p>Confidently and consistently offers specific praise and encouragement and sensitively encourages pupils to recognise own achievement.</p> <p>High level of confidence when supporting pupils to take opportunities to be independent and take ownership of their learning.</p>

Assessment justification	
Direct observation should be used to assess this criteria.	
Students should plan for a discussion around group situations if they are not engaged in the full range during the structured observation. For the sake of this criteria, a small group implies 2–4 children.	
Final mark	

Specification reference	S3.35
Criteria	Contribute to a calm and accepting environment which allows pupils to experience and express their feelings safely.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • a calm and consistent approach to own role • actively listens to and acknowledges pupils' experience and feelings • promotion of differences and similarities.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Inconsistent approach or limited responses to acknowledge pupils' experience and feelings. Lacks confidence in promotion of differences and similarities.	Consistent approach when listening to and calmly acknowledging pupils' experience and feelings. Shows appropriate confidence in promotion of differences and similarities.	Consistent and effective approach when listening to and acknowledging pupils' experience and feelings, allowing pupils to safely express their feelings. Confidently promotes pupils' differences and similarities.	Highly effective when actively listening to and sensitively acknowledging pupils' experience and feelings, allowing pupils to safely express their feelings. Confidently and sensitively promotes pupils' differences and similarities in support of an accepting environment.
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S3.36
Criteria	Support pupils in managing failure and disappointment.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> developing an environment where pupils' best efforts are recognised promoting pupils' resilience by supporting them to manage own failure and disappointment and to learn from experiences.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited or inconsistent ability to recognise and praise pupils' efforts. Limited or inconsistent ability to use opportunities to show empathy for pupils' disappointment, and encourage pupils to persevere.	Consistently recognises and acknowledges pupils' effort and contribution. Appropriate opportunities are taken to show empathy for pupils' disappointment, and encourage pupils to persevere.	Consistent in recognising and acknowledging effort and contribution rather than focusing all praise on the end result. Takes every opportunity to show empathy for pupils' disappointment, and encourages pupils to persevere and learn from their experiences.	Highly skilled in recognising and acknowledging effort and contribution rather than focusing all praise on the end result. Takes every opportunity to develop pupils' resilience, to support them to effectively manage own failure and disappointment and to learn from experiences.
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S3.37
Criteria	Help pupils to choose realistic goals that are challenging but achievable.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • supporting pupils to create realistic, challenging and achievable targets (eg SMART).
Professional discussion allowed?	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited ability to support pupils to create realistic, challenging and achievable targets in line with setting approach. Limited responses are given that show clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting approach.	Appropriately supports pupils to create realistic, challenging and achievable targets in line with setting approach. Appropriate responses are given that show clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting approach.	Effectively supports pupils to be highly engaged in creating their own realistic, challenging and achievable targets in line with setting approach. Clear, detailed responses are given that show effective understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting approach.
Assessment justification			
<p>The Assessor may be able to see this through direct observation but it is highly likely that the student will want to discuss opportunities when they have planned or when they would plan with pupils/students to create realistic, challenging and achievable targets (eg SMART).</p> <p>The student must be aware of policies around safeguarding, including online procedures to keep pupils safe, confidentiality and how to maintain records showing an appreciation of collaborative multi-disciplinary working for next steps planning, including individualised SMART action planning/goal setting. In circumstances where no EHC plans are followed by the class teacher, the student must be able to discuss situations when and how such plans are applied.</p>			
Final mark			

Specification reference	S3.38
Criteria	Support the development of perseverance, self-reliance and curiosity.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • supporting pupils' curiosity and perseverance • providing opportunities to encourage independence.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited skills or inconsistent in supporting pupils' curiosity and perseverance. Lacks confidence or inconsistent in providing opportunities to encourage pupils' independence.	Consistently supports pupils' curiosity and perseverance appropriately. Appropriate confidence in providing opportunities to encourage pupils' independence.	Consistently effective in supporting pupils' curiosity and encouraging perseverance. Shows confidence in providing a range of opportunities to encourage pupils' independence.	Highly effective in supporting pupils' enhanced curiosity in a way that enhances and challenges their learning and sensitively encourages perseverance and resilience. Confidently provides a range of targeted opportunities to encourage pupils' independence.
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S3.39
Criteria	Encourage pupils to make informed choices.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> supporting pupils to consider all available information to make informed choices and decisions.
Professional discussion allowed?	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Inconsistent or limited ability in supporting pupils to consider all available information to make informed choices and decisions.	Consistently and appropriately supports pupils to consider all available information to make informed choices and decisions.	Consistently and effectively supports pupils to consider all available information to make informed choices and decisions in a range of contexts.	Highly effective use of differentiated approaches in a range of contexts to support pupils to consider all available information to make informed choices and decisions.
Assessment justification				
The student must be able to discuss, preferably through reflection, the importance of planning with pupils to ensure they are involved in next steps and are able to make well-informed choices.				
Final mark				

Specification reference	S3.40
Criteria	Model professional behaviours.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • punctuality and appropriate personal presentation • courtesy and respect for others.
Professional discussion allowed?	No

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Inconsistent or limited ability to model expected professional behaviours.	Consistently and appropriately models expected professional behaviours.	Consistently models high levels of professional behaviours.
Assessment justification			
Direct observation should be used to assess this criteria.			
Final mark			

Specification reference	S4.19
Criteria	Support the development of positive self-concept.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> • use of positive language to reframe how the pupil sees themselves • reaffirming positive attitudes and behaviours • acknowledging diversity in the setting.
Professional discussion allowed?	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited understanding of how to support development of positive self-concept through positive practice.	Appropriate understanding of how to support development of positive self-concept through positive practice.	High level of understanding of how to support and promote positive self-concept through positive practice.
Assessment justification			
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.			
Final mark			

Specification reference	S4.21
Criteria	Promote equality of opportunity and anti-discriminatory practice.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> ensuring pupils' individual needs and interests are considered in planning and provision of resources celebrating diversity of culture and family backgrounds within the setting modelling appropriate behaviour and where appropriate is confident to challenge discrimination.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Awareness of setting's equality and anti-discrimination policies and procedures is shown, although inconsistent in incorporating into own practice.</p> <p>Lacks confidence in recognising and addressing discriminatory behaviour.</p>	<p>Complies with setting's equality and anti-discrimination policies and procedures and is consistent in incorporating into own practice.</p> <p>Confident in recognising and responding to discriminatory behaviour.</p>	<p>Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice.</p> <p>Confident in recognising, responding to and challenging discriminatory behaviour.</p>	<p>Highly proactive when effectively differentiating resources and activities to promote inclusive practice.</p> <p>Excellent awareness of equality of opportunity, with confidence to sensitively challenge and address discriminatory behaviour in an effective manner.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Final Mark Form

Student name		T Level Technical Qualification in Education and Early Years (603/5829/4)	
Assessor name		Provider	Employer
Total marks achieved			
Structured observation 1			
Structured observation 2			
Structured observation 3			
Student signature		Date	
Assessor signature		Date	

Document information

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

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	Changes to align with sample materials	January 2022	February 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023