HM Government

T-LEVELS

T Level Technical Qualification in Education and Early Years (Level 3) QN: 610/5748/4

Employer set project (ESP)

Assisting Teaching

Grade A

Guide Exemplar Responses

v2.0: Guide exemplar responses
30 April 2026

NCFE CACHE

Contents

Introduction

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

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

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

Audio evidence has been transcribed.

About the employer set project (ESP)

Introduction

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

Please note that:

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

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

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

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

Aims

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

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

Health and safety considerations

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

Assessment

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

Assessment objectives (AOs)

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

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

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

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

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

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

Administering the external assessment

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

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

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

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

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

Marking the external assessment

The external assessment tasks are set and marked by NCFE. This means that providers **must not** assess, internally quality assure **or** provide any feedback to the student about their performance in the external assessment tasks. The only exception to this rule is the preliminary research activity (see page 13 for further details) and task 2 (a) (see page 23 for further details) where feedback to students is required. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

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

Instructions for tutors

Assessment conditions

Students **must** complete the employer set project (ESP) independently and under supervised conditions, as per the assessment and task-specific instructions (page 12 onwards).

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

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

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

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

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

Appendices should not be included and will not be marked.

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

Plagiarism and use of artificial intelligence (AI)

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

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

Resources

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

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

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

Accessibility and fairness

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

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

Spellcheck

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

Referencing

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

Timings

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

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

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

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

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

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

- task 2 (a) = 1 hour and 30 minutes
- task 2 (b) = up to 1 hour and 25 minutes dependent upon group size*
    - students will have 10 minutes to refamiliarise themselves with their activity plan, prior to the peer discussion and feedback
    - students will each have up to a maximum of 5 minutes to share their activity plan
    - all other students within the group will have a combined total of up to a maximum of 10 minutes to feed back to the student who discussed their activity plan (see page 24)
- task 2 (c) = a maximum of 1 hour.

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

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

- task 3 (a) = a maximum of 1 hour and 45 minutes for preparation
- task 3 (b) = 20 minutes for each student:
    - up to 10 minutes for each student to present information
    - up to 10 minutes for tutors to ask questions and receive answers (see the task guidance on page 26 for more detail).

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

Total = 15 hours and 45 minutes

Assessment and task-specific instructions

Employer set project (ESP)

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

Selection of pathway

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

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

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

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

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

Distribution of documents

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

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

Employer set project (ESP): preliminary research activity

Time limit

3 hours

(this preliminary research activity is unmarked)

Task-specific student instructions

You **must**:

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

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

Your research notes **must:**

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

Additional information

For this task, you will have access to:

- a computer and relevant software
- the internet
- Department for Education – The national curriculum in England: Key stages 1 and 2 framework document (2013)
- Statutory guidance – National curriculum in England: mathematics programmes of study (2021)
- Mathematics guidance: key stages 1 and 2: Non-statutory guidance for the national curriculum in England (2020)
- any class notes
- any resources including textbooks, articles and journals.

Evidence required for submission to tutor

The following evidence **must** be submitted:

- a maximum of four pages of research notes.

Scenario overview

The primary school you work at has identified that one of the children in year 1 is falling behind in some areas of their studies after completing interim assessments. The class teacher and special educational needs and disabilities co-ordinator (SENDCo) feel the child would benefit from further support in mathematics.

As a result of this concern, you have been asked by the class teacher to work with the child to support their mathematical development of number. You will need to carry out research to inform your planning and provision in order to effectively support this child's progress and development.

You **must** consider the following:

- developmental norms and strategies that would be appropriate to support development
- the national curriculum and selection of suitable resources
- the role of observation, assessment, planning and reflection
- partnership working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.

Employer set project (ESP) brief: Assisting Teaching

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

Student instructions

You must read the following scenario, control document 1 (pupil profile) and control document 2 (interim progress report (mathematics)) before beginning task 1 (a): intervention plan.

Scenario

You are a teaching assistant in a small community primary school, working within a year 1 class of 25 pupils. The school is based in a rural area with access to an outdoor provision within the school grounds. You are about to begin the summer term.

You have been asked to work with the class teacher to support the development and progress of Emily, aged 6 years. Assessments have shown that Emily is not meeting some of the expected targets in mathematics, specifically in using objects / pictures and arrays to solve one-step multiplication and division problems. Emily has a cognitive learning difficulty and is supported by the special educational needs and disabilities co-ordinator (SENDCo).

You are provided with diagnostic and formative assessment in the form of interim teacher assessments. You also have Emily's profile notes, which outline background information recorded by the teachers.

Emily's profile notes indicate that she struggles with counting in multiples and tends to get frustrated when faced with problem-based multiplication and division questions. Her interim progress report shows that she requires extra support in this area. Emily is performing below the expected benchmark in mathematics as indicated by national assessments and the class teacher's ongoing assessment throughout the year.

You are required to analyse all of the information provided in order to plan an approach, including an intervention plan and an activity plan, to support the development of Emily's mathematics. The approach will be shared with, and approved by, the class teacher.

Regular reviews will take place to monitor Emily's progress, and the class teacher will formally review Emily's mathematics skills against the expected benchmark in mathematics after 6 weeks.

Control document 1: pupil profile

Setting:	Oakdale Primary School
Name:	Emily
Age:	6 years
Family background notes:	Emily joined the reception class at Oakdale Primary School when her parents relocated to the area during the summer holidays, just before the start of term one. Emily's parents selected the school because of its strong focus on outdoor learning and its commitment to creating a supportive, inclusive community for all pupils. The drive from their rural farmhouse to school typically takes around 25 minutes on most days, although traffic can cause delays on occasion. Emily has a 2-year-old brother and a newborn younger sister. Her mother is a freelance writer who works from home several days each week, while her father owns a small business that allows him to be flexible with his work schedule and prioritise family time. At home, Emily enjoys spending time with her family's pets – a cat named Luna and a dog named Rufus – and helping her parents in the garden. Her mother often helps out at school by volunteering for various events and activities, which Emily responds positively to.
Health and wellbeing notes:	Emily is a confident pupil who consistently demonstrates a strong sense of self-assurance in class. She has developed positive relationships with her peers through her involvement in extracurricular activities at school. However, Emily occasionally struggles to manage her emotional response to the demands of being a big sister, particularly since the arrival of younger siblings on the family farm. This can sometimes lead to feelings of frustration, and she is often overwhelmed during lessons, especially when she is expected to focus during structured activities. This is exacerbated by her cognitive learning difficulty. Emily often shouts, scribbles on her work and can refuse to engage in tasks, which has had an impact on her progress in some developmental areas.
Other professional involvement:	The school special educational needs and disabilities co-ordinator (SENDCo) continues to work with the class teacher and Emily's parents to support with teaching and learning strategies.
Teacher comments:	Emily is a confident pupil who has made progress in many areas of her learning this year. However, she has sometimes struggled to transition from play-based learning to more formal structured lessons as she has progressed from reception into year 1. Emily enjoys spending time outdoors and has in-depth knowledge related to animals and the natural world. She works well with other children demonstrating strong social skills. She sometimes struggles to transition from break times back into the classroom, and it can take some time for her to settle and focus during teacher instruction. **Strengths**: Emily has made good progress with her counting, number recognition and solving problems involving numbers in real-life situations (for example, collecting the correct number of resources for friends in a game).

	Emily can read and write numbers from 0 to 20 with confidence. Emily enjoys using measurement in activities and demonstrates a good understanding of key mathematical vocabulary. **Areas for improvement**: Emily finds it difficult to remember and recall counting in multiples of 2, 5 and 10. Emily can find it difficult to understand written mathematical problems using symbols (+ – x ÷). Emily struggles to solve one-step problems, particularly involving multiplication and division, and can get frustrated when asked to answer mathematical questions.

Control document 2: interim progress report (mathematics)

Year 1 Teacher assessment outcomes (based on continuous assessment)	Emily's performance	% of year 1 children working towards the expected standard	% of year 1 children working at the expected standard	% of year 1 children working at a greater depth within the standard
Number				
Number and place value	1	14	70	16
Addition and subtraction	1	16	65	19
Multiplication and division	1	13	71	16
Fractions	1	15	66	19
Measurement				
Measurement	2	5	81	14
Geometry				
Properties of shapes	2	11	63	36
Position and direction	3	12	68	20
(1) Working towards the expected standard **(2) At the expected standard** **(3) At a greater depth within the standard**				

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

Time limit

2 hours and 30 minutes.

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

[16 marks]

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

Task-specific student instructions

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

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

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

English, mathematics and digital skills

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required for submission to NCFE

The following evidence **must** be submitted:

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

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

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Task 1 (b): activity plan

Time limit

2 hours and 30 minutes.

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

[25 marks]

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

Task-specific student instructions

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

You should include an explanation of how the planned activity:

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

English, mathematics and digital skills

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required for submission to NCFE

The following evidence **must** be submitted:

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

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

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Task 2 (a): preparation for discussion

Time limit

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

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

[this task is unmarked]

Task-specific student instructions

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required

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

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

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

Student name and task number

Task 2 (b): peer discussion and feedback

Time limit

Up to a maximum of 1 hour and 25 minutes.

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

[this task is unmarked]

Task-specific student instructions

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required

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

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

Task 2 (c): reflection upon peer feedback

Time limit

1 hour.

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

[9 marks]

Task-specific student instructions

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required for submission to NCFE

The following evidence **must** be submitted:

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

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

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Task 3 (a): digital presentation preparation

Time limit

1 hour and 45 minutes.

[this task is unmarked]

Task-specific student instructions

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

- You may wish to make brief notes of no more than one side of A4 to support you in the delivery of your presentation. Your tutor will give you copies of your completed work from task 1 and task 2 to help you prepare for the presentation.

Your preparation should include:

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

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

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- your completed digital presentation alongside any notes created.

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

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Task 3 (b): digital presentation and tutor questions

Time limit

20 minutes.

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

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

Task-specific student instructions

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

You must:

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

Your tutor will ask you questions on the following areas:

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

Digital skills

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required for submission to NCFE

The following evidence **must** be submitted:

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

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

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Task 4: reflective account

Time limit

1 hour and 45 minutes.

[12 marks]

Task-specific student instructions

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

- Gibbs' Reflective Cycle.

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

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

Additional information

For this task, you will have access to:

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

Please note:

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

Evidence required for submission to NCFE

The following evidence **must** be submitted:

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

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

(Provider number)_(Unique learner number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and unique learner number from your tutor.

Employer set project (ESP) mark scheme

Marking instructions

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

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

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

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

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

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

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

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

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

Table 1

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

Table 2

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

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

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

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

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

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

Task 1 (b) (activity plan)

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

The activity plan should include:

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

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

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

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

Task 2 (c) (reflection upon peer feedback)
Updates to activity plan with justifications following peer feedback.

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

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

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

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

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

Preparation to include:

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

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

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

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

Task 4 (reflective account)

Complete a reflective account using the identified model to reflect on:

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

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

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

Student evidence

Task 1 (a) – early support plan

Use this template to complete your intervention plan.

Child / pupil's name	Emily	**Child / pupil's strengths and interests**	Emily is a confident, sociable pupil who has made positive friendship groups at her school both in class and through her active engagement in extra-curricular activities. Emily enjoys the outdoors and also spending time with her pets at home. Emily is resilient in her approach to learning but is finding some aspects of mathematics challenging. Despite this, Emily's profile notes show that she is making good progress with counting, number recognition, solving problems involving real-life situations such as counting items needed for a group game, reading numbers confidently from 0–20, and enjoys measurement work showing appropriate use of key mathematical vocabulary. More detail considering Emily's challenges in mathematical learning has been included in the development needs section. Emily responds well to adult guidance and is keen to seek feedback, which she uses constructively to improve her work. She flourishes in less structured learning environments where she can explore topics at her own pace and follow her interests. Emily is developing strong independence and shows a high level of intrinsic motivation, often remaining engaged in open-ended tasks and demonstrating a love for learning.
Child / pupil's age	6 years old		

Setting	Oakdale Primary School – rural, community-based primary school with outdoor learning provision	**Child / pupil's developmental needs**	Emily has a cognitive learning difficulty, which impacts her ability to access and engage with certain areas of the curriculum, particularly in mathematics. According to her most recent teacher assessments, Emily is currently working towards the expected standard in key areas such as number, addition and subtraction, multiplication and division, and fractions. For example, only 13% of Year 1 pupils are working towards the expected standard in multiplication and division, compared to 71% working at the expected level – highlighting that Emily is part of a small group needing additional support. Emily is finding the following mathematical concepts challenging: Emily finds it difficult to remember and recall counting in multiples of 2, 5 and 10. Emily can find it difficult to understand written mathematical problems using symbols (+ – x ÷). Emily struggles to solve one-step problems, particularly involving multiplication and division, and can get frustrated when asked to answer mathematical questions. In addition to her learning needs, Emily can become frustrated when she feels disappointed in her own understanding and may shout or scribble on her work to express how she is feeling. The school's SENDCo is actively involved in supporting Emily, working closely with the class teacher and her parents to monitor her progress and implement appropriate teaching strategies.

Area of development	Support strategies: • **your role** • **partnerships** – ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs building upon diagnostic and formative assessment information • **communication** – appropriate communication strategies to use with the child.	Appropriate resources and / or techniques	Links to educational theory / concepts / pedagogy	Intended outcomes
Physical	Based on the pupil profile and classroom observations, Emily enjoys the outdoors and spending time playing with her pets. To support Emily's physical development, I will include a range of fine motor activities into her daily routine. These will include threading beads, using tweezers to sort small objects, and cutting along lines with scissors. These tasks will help strengthen the small muscles in her hands and fingers, improving her pencil grip and control. Emily will also be encouraged to use tactile resources such as sand trays and finger painting to practise letter and number formation in a more sensory and engaging way. Given Emily's love for the outdoors and animals, I will also plan gross motor activities that align with her interests. I will work closely with the class teacher and SENDCo to monitor Emily's physical development and ensure that activities are	Resources to support Emily's physical development include threading beads, tweezers, and child-safe scissors to strengthen her fine motor skills through sorting and cutting activities. Sand trays and finger paints will provide opportunities for practising letter and number formation in a more sensory and engaging way. By providing a range of different materials, Emily will develop confidence with her finer motor skills and co-ordination. I will encourage Emily and support her with praise along the way.	A theory that links to physical development is Piaget's theory of sensorimotor development (0 to 2), which highlights the importance of physical interaction with the environment. Piaget believed that children in the early stages of development learn best through direct sensory experiences and motor activities. For Emily, who enjoys outdoor learning, this theory supports the use of practical, movement-based activities to help her develop fine and gross motor skills. Activities such as planting seeds, digging soil, or using tools to measure growth allow her to explore and learn through physical engagement, which is essential at Emily's developmental stage. Whilst	At age 6, Emily would be expected to continue building fine motor skills – like using scissors, threading beads, and picking up small objects with tweezers – which will help her hold a pencil properly, write letters clearly, and finish writing tasks more easily. Fun sensory activities like finger painting and writing in sand will help her remember how to form letters and numbers by using her sense of touch. These hands-on tasks are especially helpful for young

	developmentally appropriate and link with her individual support plan. I will also communicate with her parents to find out what physical activities Emily enjoys at home, so we can use similar tasks at school to maintain consistency and motivation. These activities are mostly focused on Emily's physical development where there is no concern raised. However, any activity can have many benefits and threading beads to match a pattern, counting sequences and discriminating different sizes and shapes will introduce Emily to simple mathematical concepts and offer her manipulatives to promote counting and multiplication at the level she is at in order to progress her understanding.	For gross motor development, child-sized gardening tools such as spades and watering cans will allow Emily to participate in outdoor tasks like digging and planting, which link to her interests. I will encourage communication with Emily. I could work alongside her to plant seeds if there is an area for this or we could use large pots indoors. This will build a trusting relationship with Emily and myself as the TA. It is important to get to know Emily as well as I can so that I can really tune in to her needs and support her with her mathematics as well as holistically. Nature scavenger hunt cards will encourage movement and exploration, supporting co-ordination and balance.	Emily is at the pre-operational stage in her development according to Piaget, it will always be important to value sensory experiences and give Emily the time and the freedom to explore materials at her own pace in order to make sense of things. Bandura's Social Learning Theory also applies to Emily's physical development. In his Bobo doll experiment, Bandura demonstrated that children imitate behaviours they observe in others, especially when those behaviours are reinforced. For Emily, who responds well to peer interaction and adult guidance, placing her in group activities where she can observe positive physical behaviours – such as careful tool use or controlled movement – will encourage her to model those actions.	children who learn best by doing. Outdoor activities such as gardening and scavenger hunts will support her gross motor development by improving her balance, co-ordination, and awareness of space.
Cognitive	Based on the pupil profile and interim assessment data, Emily is currently working towards some key areas in the expected standard in several areas of mathematics, particularly in	To help Emily understand multiplication and division, a variety of concrete and visual	Firstly, the use of concrete manipulatives such as Numicon, bead strings, and counting cubes aligns with Piaget's theory of cognitive	The strategies aim to help Emily develop a secure understanding of early multiplication

	multiplication and division. These difficulties are likely to be compounded by her cognitive learning difficulty, which affects her ability to retain and apply abstract concepts, especially when tasks are presented in unfamiliar or symbolic formats. To support Emily's cognitive development, I will focus on using concrete, hands-on learning strategies that allow her to explore mathematical concepts in a meaningful and accessible way. For example, Emily will be given opportunities to use physical manipulatives such as Numicon, counting cubes, and bead strings to solve one-step multiplication and division problems. These resources will help her visualise number relationships and reduce reliance on abstract symbols, which she currently finds confusing. Tasks will be broken down into small, manageable steps with clear visual instructions. I will use pictorial representations and real-life contexts to help Emily make connections between mathematical ideas and her everyday experiences. For instance, we might set up a pretend pet shop where Emily uses toy animals and food bowls to group and share items, reinforcing the concept of division in a familiar and engaging way. This approach will also allow her to apply her knowledge of animals and nature, which are areas of personal interest and strength.	resources will be used. These include Numicon, counting cubes, bead strings, counters and number lines, which allow her to physically manipulate and see number relationships. These tools are essential for making abstract concepts more accessible. Symbol cards and visual number sentences will support her recognition and understanding of mathematical symbols such as +, –, ×, and ÷. Step-by-step visual guides will break down tasks into manageable parts, helping her follow instructions more easily. To connect maths to real-life experiences, role-play materials like toy animals, bowls, and shop props will be used. These will allow Emily to practise grouping and sharing in familiar, meaningful contexts.	development, particularly the concrete operational stage (typically ages 7–11, but applicable earlier for children with additional needs). At this stage, children learn best through hands-on experiences that allow them to manipulate and explore physical objects. For Emily, these tools help bridge the gap between abstract mathematical concepts and tangible understanding, making learning more accessible and less intimidating. The integration of visual supports and pictorial representations reflects Bruner's theory of representation, which outlines three modes of learning: enactive (action-based), iconic (image-based), and symbolic (language-based). Emily's learning is supported through the enactive and iconic stages, which are essential before she can confidently engage with symbolic representations like written number sentences. This scaffolding approach ensures that she builds a strong conceptual	and division, in line with the Key Stage 1 mathematics curriculum. By using concrete resources such as Numicon and bead strings, Emily will begin to grasp the concept of equal groups and repeated addition, which are foundational for understanding multiplication and division. Through visual supports and real-life contexts, Emily will improve her ability to interpret and solve simple number sentences involving +, –, ×, and ÷. This supports the Key Stage 1 goal of developing fluency in basic operations and applying them in practical situations. Repetitive, multisensory activities such as songs, games, and outdoor maths trails are intended to strengthen Emily's recall of number facts, particularly

	Emily will also benefit from repeated exposure to key concepts through varied activities, including games, songs, and outdoor maths trails. These will be designed to reinforce counting in multiples and basic number facts in a low-pressure, enjoyable format. I will also incorporate opportunities for Emily to explain her thinking verbally, using sentence stems and visual prompts to support her language development alongside her mathematical reasoning. To ensure consistency and progression, I will work closely with the class teacher and SENDCo to align activities with Emily's individual support plan and the Year 1 curriculum. I will also communicate regularly with her parents to share strategies that can be reinforced at home, such as using everyday objects for counting and grouping during play or household routines.	For reinforcement, interactive games, counting songs, and outdoor maths trails will be used to practise counting in 2s, 5s, and 10s in a fun and engaging way. Sentence stems and visual prompts will also be provided to support Emily in explaining her thinking and developing her mathematical language. At home, Emily's parents will be encouraged to use everyday objects such as buttons, snacks, or toys for counting and grouping activities, ensuring consistency between school and home learning. A summary of the techniques that have been explained as part of my role in the previous column include: Providing a variety of opportunities for hands-on learning, allowing Emily the opportunity to practise techniques through repetition, a	foundation before moving on to more abstract tasks. The use of real-life contexts and role-play, such as a pretend pet shop, draws on Vygotsky's sociocultural theory, particularly the concept of the Zone of Proximal Development (ZPD). By embedding learning in familiar, meaningful scenarios and providing adult guidance or peer support, Emily can perform tasks she might not manage independently. These experiences also leverage her interests, which increases motivation and engagement – key components of effective learning. The work of Skinner for positive reinforcement and reward will also work here.	counting in 2s, 5s, and 10s. This aligns with the curriculum's emphasis on developing mental maths skills and number fluency. Finally, by using sentence stems and visual prompts, Emily will be supported in explaining her reasoning. This contributes to her mathematical communication skills, a key part of the Key Stage 1 focus on reasoning and problem-solving.

		consistent approach with Emily's teacher, myself and the SENDCo, and developing clear and effective communication with Emily's parents to exchange information and support home/school partnership working.		
Communication	Based on the pupil profile report, Emily demonstrates strong social interaction skills and enjoys engaging with others, particularly in outdoor and group-based activities. However, due to her cognitive learning difficulty and emotional sensitivity, she can sometimes struggle to express her thoughts clearly, especially when she feels overwhelmed or under pressure. Supporting Emily's communication development is essential to help her articulate her needs, build confidence in her learning, and engage more fully in classroom activities. To support Emily's communication skills, I will create a language-rich environment that encourages her to use and develop vocabulary in both structured and informal contexts. This will include the use of open-ended questions during group discussions and learning tasks, allowing Emily to expand on her ideas and build sentence structure. Visual prompts and sentence starters will be used to scaffold her responses, particularly	To support Emily with these strategies, a variety of resources could be used. Visual supports such as communication boards, picture cards, and visual timetables will help Emily understand and express ideas more clearly. Now and Next boards will support her understanding of routines and transitions, to reduce anxiety and encourage conversation. Role-play materials like puppets, costumes, and themed play sets will encourage expressive language in imaginative contexts.	The use of visual supports such as communication boards and picture cards is linked to Vygotsky's sociocultural theory, which emphasises the role of tools and social interaction in learning. These supports act as scaffolds within Emily's Zone of Proximal Development (ZPD), helping her access and use language she may not yet be able to produce on her own. This also links to Bruner's theory of scaffolding, where adult guidance supports the learner. These resources help Emily build sentence structure and vocabulary gradually, promoting expressive language development and emotional literacy.	The strategies used to support Emily's communication development are designed to help her meet Key Stage 1 expectations in speaking and listening. Visual supports such as communication boards and Now and Next boards will help Emily understand spoken instructions and routines. This will improve her ability to follow directions and reduce anxiety, which in turn supports her engagement and participation in learning.

	during maths activities where she may find it difficult to explain her thinking. Emily will also benefit from role-play opportunities that link to her interests, such as setting up a pretend vet clinic or garden centre. These scenarios will allow her to practise using topic-specific vocabulary in a meaningful and engaging way. A quiet reading and storytelling area will be set up in the classroom, featuring fiction and non-fiction books related to animals and nature – topics Emily is passionate about. She will be encouraged to retell stories, describe pictures, and create her own short narratives, either verbally or through drawing and writing. This will help her develop sequencing, descriptive language, and narrative structure. To ensure consistency, I will work closely with the class teacher and SENDCo to align communication strategies with Emily's individual support plan. I will also maintain regular communication with her parents, who are actively involved in school life, to share progress and gather insights into how Emily communicates at home. This partnership will help reinforce strategies across settings and ensure Emily feels supported and understood.	Books with repetitive and predictable language will support vocabulary development and sentence structure through shared reading.	Role-play and imaginative play are supported by Piaget's theory of symbolic play, which highlights the importance of pretend play in developing language, social understanding, and cognitive flexibility. These activities give Emily opportunities to practise expressive language in a creative, low-pressure environment. Finally, repetitive and predictable books support language acquisition through pattern recognition, a concept rooted in emergent literacy theory. Repetition helps Emily internalise sentence structures and vocabulary, building a foundation for both spoken and written language.	Through activities like retelling stories with props, Emily will develop her narrative skills. This means she will be able to describe events in order and use time-related language, which is an important part of the Key Stage 1 curriculum for communication and language. Role play and imaginative play will give Emily opportunities to practise using expressive language in social situations. This will help her develop important skills such as turn-taking, asking questions, and staying on topic during conversations with peers and adults. Finally, repeated exposure to language through songs, interactive tools, and predictable storybooks will help Emily build her

				vocabulary and sentence structure.
Emotional	Based on the pupil profile report for Emily, emotional development is an area requiring focused support. While Emily is a confident and sociable pupil, she has shown increased emotional sensitivity since the arrival of her younger siblings. This change in her home environment appears to have impacted her ability to express her emotions during the school day. Emily can become overwhelmed during structured lessons and transitions, often expressing her frustration through shouting, scribbling on her work, or refusing to engage. These behaviours have affected her progress in some developmental areas, particularly in mathematics. To support Emily's emotional development, I will introduce a daily check-in system using a visual emotion chart. Each morning, Emily will be encouraged to select an emotion that reflects how she is feeling and place her name or photo next to it. This will help her begin to recognise and label her emotions, and it will also provide a valuable insight for staff to tailor support throughout the day. At the end of the day, she will revisit the chart to reflect on any changes in her emotional state, promoting self-awareness and emotional literacy. In addition, Emily will have access to a calm corner within the classroom, equipped with sensory tools such as fidget toys, soft cushions, and	To help Emily recognise and express her emotions, a visual emotion chart will be used for daily check-ins. This allows her to identify how she feels and helps staff respond to her emotional needs throughout the day. A calm corner will be set up in the classroom, equipped with sensory tools such as fidget toys, soft cushions, and breathing prompt cards. This space gives Emily a safe place to self-regulate when she feels overwhelmed. Emotion-based activities, like colouring emotion faces and writing short reflections, will support Emily in developing emotional literacy while also improving her fine motor skills. To reduce anxiety and increase engagement, personalised learning resources will be used – such as maths tasks involving animals and	Maslow's hierarchy of needs highlights the importance of meeting a child's emotional and psychological needs before effective learning can take place. Emily's increased emotional sensitivity suggests that her need for emotional safety and belonging needs to be met. Strategies like the calm corner and emotion check-ins help meet these foundational needs, enabling her to engage more fully in learning. John Bowlby's attachment theory emphasises the importance of secure relationships in a child's emotional development. Consistent communication with Emily's parents and collaboration with staff (e.g. the SENDCo) help create a stable support network. This consistency across home and school will reinforce emotional security and trust. For Emily, Vygotsky's concept of the Zone of Proximal Development (ZPD) applies to emotional learning as well as academic skills. With adult guidance and emotional	These strategies have two key intended outcomes to support Emily to achieve her Key Stage 1 personal, social, and emotional development goals. Firstly, Emily will be able to recognise and name her emotions more confidently. Using a visual emotion chart each day will help her understand how she feels and give her a way to express this to adults. This supports her emotional literacy and helps staff respond to her needs more effectively. Secondly, Emily will begin to manage her emotions more independently. With access to a calm corner and sensory tools, she will learn how to calm herself when she feels upset or overwhelmed. Over

	breathing prompt cards. This space will be available to her when she feels overwhelmed or needs time to self-regulate. Structured emotional literacy activities will also be introduced, such as colouring emotion faces and writing short descriptions of how she feels and why. These activities will support both her emotional and fine motor development. To further support Emily's emotional wellbeing, I will plan lessons that incorporate her interests – such as animals and nature – into the learning content. For example, a maths activity could involve measuring pet food or creating a chart of animal sizes. This approach will help Emily feel more connected to the learning and reduce anxiety around academic tasks. Communication with Emily's parents will be key. I will regularly share updates on her emotional progress and seek input on strategies that work well at home. I will also liaise with the SENDCo to ensure that any strategies align with Emily's individual support plan and that her emotional needs are being monitored alongside her academic progress.	nature – which reflect Emily's interests and help her feel more connected to the learning.	scaffolding – such as naming emotions, modelling calming strategies, and using visual supports – Emily can gradually learn to manage her feelings more independently.	time, this will reduce negative behaviours and help her stay focused and ready to learn.
Social	Based on the pupil profile report for Emily, we can see that social development is one of her strengths. To support Emily's social development further, I will provide regular opportunities for her to engage in small group activities where she can work with peers on practical, hands-on tasks. For example, during maths	Appropriate resources would include a small group table with Numicon, counting cubes, and tally charts for collaborative maths tasks. Outdoor resources such as clipboards, rulers,	Vygotsky's Social Development Theory emphasises the importance of social interaction in learning. His concept of the ZPD suggests that children learn best when supported by more knowledgeable peers or adults. In Emily's	The key intended social outcomes for Emily are that she will continue to build strong, positive relationships with her peers and develop greater confidence when

	sessions, Emily can work with a peer buddy to solve real-life problems using concrete resources such as counters or Numicon. This will allow her to observe and learn from others while also contributing her own ideas in a supportive environment. As Emily enjoys nature and animals, we could also incorporate group-based outdoor learning tasks, such as measuring plant growth or creating a nature tally chart, which will allow her to apply mathematical skills in a familiar and enjoyable context. Emily has a younger brother and a newborn sister at home, which may be contributing to her increased emotional sensitivity. By encouraging her to take on small leadership roles within group activities – such as helping to explain a task or distribute materials – we can help her build confidence and a sense of responsibility, which may also support her emotional wellbeing. It is also important to maintain strong communication with the class teacher, SENDCo, and Emily's parents to ensure that strategies are consistent and tailored to her needs. I would also seek input from the SENDCo regarding any previous interventions that have supported Emily's social engagement, particularly during times of emotional difficulty or transition.	and plant observation sheets would support nature-based group activities. Peer buddy badges could also be used to encourage teamwork and leadership.	case, working with a peer buddy during group maths tasks supports her to observe, imitate, and internalise new skills within her ZPD. Bandura's Social Learning Theory also supports these strategies. Bandura demonstrated through his Bobo doll experiment that children learn behaviours by observing and imitating others, especially those they see as role models. By taking on small leadership roles, such as helping to explain a task or distribute materials, Emily not only reinforces her own learning but also becomes a role model for others, which further strengthens her social confidence. Maslow's Hierarchy of Needs provides another important perspective. According to Maslow, children must have their emotional and social needs met before they can fully engage in learning. Emily's increased emotional sensitivity, possibly linked to changes at home, means that fostering a sense of belonging and purpose is essential.	working in group settings. She will improve her ability to take turns, share ideas, and collaborate effectively during practical tasks. Emily will also begin to take on small leadership roles, helping her feel more responsible and valued within the group. These outcomes align with the expected social development for a Year 1 pupil, supporting her sense of belonging and helping her feel secure and connected in the classroom environment.

How progress will be tracked and monitored towards their 6-week summative review	To effectively support Emily's development and ensure her intervention strategies are having the desired impact, a robust and holistic approach to tracking and monitoring her progress will be used. This approach combines formative and summative assessment methods, regular collaboration with key adults, and ongoing communication with her family. Formative assessment will be embedded into Emily's daily learning experiences. I will use structured observation checklists to monitor specific skills, such as her use of mathematical language, engagement in group tasks, and emotional literacy strategies. Anecdotal notes will capture insights into her behaviour, responses to support, and interactions with peers. Additionally, time and event sampling will be used to track patterns in Emily's emotional responses – such as when she uses the calm corner or expresses frustration – helping to identify triggers and evaluate the effectiveness of these strategies in real time. These informal assessments will guide daily adaptations to teaching and support. Summative assessment will take place through a formal review every 6 weeks, led by the class teacher in collaboration with the SENDCo. This review will evaluate Emily's progress against her individual targets and compare her development to age-related expectations and national benchmarks where appropriate. Evidence will be drawn from samples of Emily's work, observation records, and progress in structured tasks. This process ensures that Emily's support remains focused, measurable, and responsive to her changing needs. I will gather parent feedback through weekly updates, either via a home-school communication log or informal conversations. These updates will include information about Emily's learning focus, emotional wellbeing, and any achievements or areas of concern. Her parents will also be encouraged to share observations from home, including how Emily responds to learning tasks or emotional challenges. This two-way communication will support consistency between home and school and allows for a more holistic understanding of Emily's progress. SENDCo collaboration will be ongoing, with regular reviews and planning meetings involving the class teacher and myself. These meetings will focus on evaluating the effectiveness of current interventions, identifying any new barriers to learning, and adjusting strategies as needed. I will also work with the SENDCo to support the analysis of assessment data and ensure that Emily's support remains aligned with her individual needs and wider school policies.

Task 1 (b) – activity plan

Use this template to complete your activity plan.

Child / pupil's name	Emily
Aims of activity	The aim of this activity is to support Emily in developing her early multiplication and division skills through a familiar, hands-on role-play experience. This activity is designed to support her confidence with some aspects of mathematics that Emily is struggling with and leave her feeling frustrated. This activity will use a context she enjoys, animals and imaginative play, while also supporting her communication and emotional literacy. This activity is carefully paced and structured to match Emily's developmental stage, being mindful of her recognised cognitive learning difficulty. It also supports her holistic development by encouraging peer interaction, verbal reasoning, and emotional literacy strategies. The long-term goal is to help Emily build confidence in using mathematical concepts in real-life contexts and to support her progress towards the expected standard for her age group. Emily will take part in a small group role-play activity with myself (the teaching assistant) and 3–4 peers who are confident in early maths. The session will last around one hour and will be broken into manageable parts to support Emily's attention and emotional stability. To begin with, I will spend 5–10 minutes with Emily using a visual emotion chart. She will choose how she feels and put her name or photo next to the matching emotion. This will help Emily to recognise and label her emotions, which is important as she has shown increased emotional sensitivity since becoming a big sister. If she appears unsettled, I will offer reassurance or guide her to the calm corner, where she can use sensory tools like fidget toys, soft cushions, or breathing prompt cards. This step helps her feel emotionally safe and ready to learn. Once Emily is settled, I will introduce the activity using clear, simple language and visual prompts. I will explain that she is going to be the shopkeeper in an "Animal Shop", helping her friends buy toy animals using play money. I will model an example using resources like toy animals, coins, and number lines to show how to solve a problem such as "How much for 3 rabbits at 2p each?" This supports Emily's understanding of multiplication and division through hands-on learning, which is essential due to her difficulty with abstract concepts. I will avoid using written number sentences at this stage, as these may cause frustration and disengagement for Emily. Emily will then be given sentence starters (e.g. "I think it's ___ because…") and visual aids like pictorial arrays and number tracks to help her explain what she is thinking. These tools will support her confidence using mathematical language in relation to her needs.

	During the role-play, Emily will need to solve simple multiplication and division problems by grouping animals or counting in multiples of 2, 5, or 10. I will support her to do this initially by modelling the language and strategies, then gradually step back to allow her to build independence. This approach is based on Vygotsky's theory of the Zone of Proximal Development, where adult scaffolding helps the child achieve more than they could independently. I will also ensure that the pace is slow and supportive to avoid Emily feeling overwhelmed if she feels rushed or confused. If Emily becomes distressed or disengaged at any point, I will gently guide her to the calm corner, where she can take a short break before rejoining the group. It also reinforces the idea that it's okay to take a break when needed, which is important for building her emotional resilience. After the role-play, Emily will return to her seat and we will complete a short reflection activity. She will revisit the emotion chart and talk about how she felt before and after the task. I will ask her what she enjoyed and what helped her, using simple prompts and visuals to support her responses. This supports her metacognitive development and emotional awareness to help her understand how her feelings can change and what strategies support her best. I will record observations throughout the session using a checklist and anecdotal notes, focusing on Emily's use of mathematical language, emotional responses, and peer interaction. I will share these with the SENDCo and Emily's parents to ensure consistent support and inform her six-week review. I will also reflect on what went well and what could be improved for next time, to ensure the activity continues to meet Emily's changing needs. If Emily participates well and uses her strategies to manage her emotions, she will be given 10 minutes of free choice time at the end of the day. If she shows consistent effort across the week, she will be able to choose a small animal-themed sticker or bookmark to take home. This mirrors reward systems I've seen used effectively in placement and helps reinforce positive behaviour and engagement. I will also use verbal praise and encouragement throughout the activity to boost her confidence and motivation. I believe this activity will support Emily's progress in maths while also contributing to her key communication and emotional skills. It is tailored to her interests and needs, using concrete resources, structured language, and emotional support strategies to help her feel confident and successful in her learning. By combining academic learning with emotional and social development, this activity supports Emily's holistic growth and helps her work towards meeting the expected standards for key stage 1 in a way that is both meaningful and enjoyable for her.

Links to wider curriculum and the child / pupil's development	Emily attends a mainstream primary school and is in Year 1. It is very likely that she is following the National Curriculum and statutory framework for Key Stage 1. However, due to her cognitive learning difficulty and current working level, it is important to consider both the expectations from the Early Years Foundation Stage (EYFS) and what she will be working towards in Year 2. This helps us understand Emily's starting point and the trajectory of her progress, particularly in mathematics. According to her most recent teacher assessments, Emily is working towards the expected standard in number, addition and subtraction, multiplication and division, and fractions. She finds structured mathematical tasks particularly difficult, especially those involving abstract concepts. For example, she struggles with counting in multiples of 2, 5, and 10, and often becomes confused when asked to apply this knowledge independently. However, she responds well to practical, hands-on activities that allow her to use physical objects and visual aids to explore mathematical ideas. The Year 1 programmes of study state that pupils should be taught to count in multiples of 2, 5, and 10, solve one-step problems using concrete objects and pictorial representations, and begin to understand multiplication and division through grouping and sharing. The activity I have planned for Emily is designed to support these objectives by using concrete resources and structured language to help her access the learning. It also incorporates emotional literacy strategies to help her remain calm and engaged throughout. If Emily participates well and uses her strategies to manage her emotions, she will be given 10 minutes of free choice time at the end of the day. If she shows consistent effort across the week, she will be able to choose a small animal-themed sticker or bookmark to take home. This mirrors reward systems I've seen used effectively in placement and helps reinforce positive behaviour and engagement. I will also use verbal praise and encouragement throughout the activity to boost her confidence and motivation. English is woven through all learning and so there are inevitable links to the English curriculum at key stage 1: they (children) should learn to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge, negotiate, evaluate and build on the ideas of others, and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language. The activity will encourage speaking, listening and questions that whilst applied to mathematical knowledge, remain linked to English. RSHE at key stage 1 also appreciates the importance of relationships and social collaboration. These are the main links to the wider curriculum from my activity.

	In addition to her academic needs, Emily experiences feelings of frustration and disappointment. She can become overwhelmed during lessons and may express this through shouting, scribbling, or refusing to engage. These behaviours have impacted her progress in some developmental areas. To support Emily holistically, the activity is designed to provide a calm, predictable learning environment with clear expectations. Visual timetables, gentle transitions, and emotional regulation strategies such as breathing exercises and sensory breaks can be useful for all children. The school's SENDCo is actively involved in monitoring Emily's progress and working closely with the class teacher and her parents to implement appropriate teaching strategies. This activity supports Emily's progress in maths while also helping her develop key communication and emotional literacy skills. It is tailored to her interests and needs, using concrete resources, structured language, and emotional support strategies to help her feel confident and successful in her learning. By combining academic learning with emotional and social development, this activity supports Emily's holistic growth and helps her work towards meeting the expected standards for key stage 1 in a way that is both meaningful and enjoyable for her.
Links to teaching and learning strategies and / or educational theory / concepts / pedagogy	This activity links to many different educational theories, concepts and pedagogies and supports holistic development for Emily. The activity links to a range of theories and these will be explained in this section. Lev Vygotsky is important in understanding how Emily can be supported in her learning, particularly using adult guidance and peer modelling. Emily benefits from strong, supportive interactions with the adults around her, especially when she is working within her Zone of Proximal Development (ZPD). This means that while she may not be able to complete certain mathematical tasks independently, with the right scaffolding such as structured language, concrete resources, and emotional support she is able to engage and make progress. This support is important in helping Emily to build her confidence and develop her understanding of mathematical concepts involving multiplication and groupings of 2, 5, 10s. This activity also links to Bandura's Social Learning Theory, which highlights the importance of learning through observation and imitation. Emily is more likely to engage positively in the activity when she is surrounded by calm, focused peers and adults who model appropriate behaviour and learning strategies. By observing others using counting strategies or managing their emotions effectively, Emily can begin to observe these behaviours and apply them herself. This is important as a positive, structured environment with clear role models helps Emily feel safe and motivated to participate. Feeling safe also relates to Maslow's Hierarchy of Needs. Emily needs to feel safe, calm, and emotionally secure before she can engage in learning. This activity will build Emily's self-esteem as she progresses in maths at her own pace, using resources to build around her interest. When these basic needs are met, Emily is more likely to engage in the

	activity and make progress in her mathematical development. This activity also links closely with Bruner's theory of learning, particularly his Concrete–Pictorial–Abstract (CPA) approach. Emily struggles with abstract mathematical tasks, so the activity is designed to use concrete resources such as counters or number lines to help her physically explore mathematical calculations. From there, she can move to pictorial representations, such as diagrams or visual models, before attempting to understand and use abstract symbols like number sentences. Skinner's Behaviourist Theory, especially the use of positive reinforcement, is used in the reward system used in this activity. Emily is given 10 minutes of free choice time at the end of the day to reflect on the day, thinking about what went well and areas for improvement. These rewards are meaningful to Emily and help reinforce the behaviours we want to encourage such as staying calm, trying her best, and engaging with the task. Verbal praise is also used throughout the activity to boost her confidence and motivation. Over time, this consistent use of positive reinforcement helps Emily develop confidence in her learning.
Appropriate resources	Resources needed for this activity include toy animals, play coins, number lines, and pictorial arrays. Role-play props like a shopkeeper badge, shopping baskets, and customer cards to create the "Animal Shop" scenario. Sentence starters and polite language prompt cards guide. A visual emotion chart and name/photo tags. Calm corner with fidget toys, cushions, breathing cards, and a timer. Reflection prompts and an emotion chart revisit sheet for post-activity discussion. An observation checklist and paper/pen for anecdotal notes. Blank price tags and drawing sheets, and a reward chart with stickers.
Support strategies: • **your role** • **partnerships** – ways to work with parents, practitioners and specialists to prepare for the activity and to inform next steps • **communication** – the instructions to be given to the child / pupil to ensure understanding and engagement in the activity.	There will be a range of support strategies in place throughout the activity to ensure that Emily is able to access the learning, feel emotionally secure, and remain engaged. **Your Role** As the adult leading the activity, my role is central to both Emily's learning and emotional development. I will model mathematical language and problem-solving by demonstrating how to use the resources, for example, "Let's count how many animals we have. Each one costs 2p, so we'll count in twos: 2, 4, 6…" This aligns with Bandura's Social Learning Theory, where children learn through observation and imitation. My role modelling will provide a clear example for Emily to follow, helping her understand both the language and the mathematical process. I will scaffold Emily's responses using sentence starters such as "I know this because…" and visual supports like number lines and pictorial arrays. This reflects Bruner's theory of scaffolding and Vygotsky's Zone of Proximal Development, supporting Emily to complete tasks just beyond her independent ability with guided support. I will also observe and record Emily's progress using structured checklists and anecdotal notes, focusing on her use of mathematical language and peer interaction. These observations will inform future planning and contribute to her six-week summative review. In addition, I will support Emily's emotional well-being by observing and supporting her to use the calm corner if she becomes overwhelmed. This ensures her emotional needs are met, in line with Maslow's hierarchy of needs,

	which states that children must feel safe and emotionally secure to engage in learning. Emily sometimes becomes frustrated when she is disappointed in her own progress and level of understanding. A safe environment helps to promote a secure space for Emily to express herself and to remain resilient as she practises and improves her mathematical understanding. **Partnerships** Working in partnership with others is essential to ensure consistency and continuity in Emily's support. I will work closely with the SENDCo to review Emily's progress, evaluate the effectiveness of strategies, and make updates as needed. This ensures that her support remains tailored and responsive to her changing needs. I will also share the activity plan and outcomes with Emily's parents, explaining how they can reinforce learning at home, for example, by using coins to count in multiples or playing shop together. This strengthens the home-school link and supports development of skills both at school and at home. I will use feedback from her parents to work with the class teacher to inform future planning for Emily. For example, if Emily's parents share that she responds well to certain calming strategies or enjoys themes (such as animals or gardening), I can include these in future activities. This collaborative approach respects the family's knowledge of the child and supports a holistic view of her development. I will also communicate with the class teacher and any other practitioners who have worked closely with Emily, such as her previous teaching assistant, to ensure continuity and build on strategies that have already worked well. Working collaboratively in this way promotes the intended outcomes for Emily and ensures consistent practice and strategy is applied in class and at home. **Communication with Emily** Effective communication is key to support Emily to understand and engage with the activity. I will use clear, simple instructions aimed at her level of understanding. For example, "We're going to play animal shop today. You'll be the shopkeeper and help your friends buy animals if that's ok? You'll use your number cards to help count how many animals and how much they cost." This reduces cognitive load and sets clear expectations. I will offer choices and visual prompts to support understanding and give Emily a sense of control, for example, letting her choose which animals to sell or which number line to use. This supports her independence and engagement with the activity. Throughout the activity, I will use praise and encouragement to build Emily's confidence and reinforce her effort. Specific praise such as "You explained that really clearly!" or "Great counting in twos!" helps Emily to see that her effort is valued and leads to progress. By combining clear communication, strong partnerships, and responsive adult support, this activity is designed to meet Emily's academic, emotional, and social needs in a way that is both structured and nurturing.
Use of formative assessment (such as observation opportunities) during the	**Observation Opportunities** During the activity, structured formative assessment will be carried out using a range of observation methods to monitor Emily's learning and emotional development. A checklist will be used to track specific

activity. You must consider: • how the diagnostic assessment (child / pupil profile) and (individual progress review) has contributed to your planning • how this formative assessment may inform summative assessment (at the 6-week review) • why it is important to follow policy and procedure when recording information during observation • how to ensure observations are valid and reliable • how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with colleagues, the family and other professionals.	behaviours and skills, such as her use of mathematical language (e.g. "I counted in twos"), her engagement with peers, and her ability to regulate her emotions throughout the task. This provides consistent data on Emily's key learning and developmental targets. Anecdotal notes will be recorded to capture additional insights into how Emily behaves during the activity. These notes help to build a more holistic picture of Emily's progress. Time and event sampling will also be used to monitor when Emily accesses the calm corner or shows signs of emotional distress. **Diagnostic Assessment Contribution** This activity is designed in response to Emily's diagnostic profile, which indicates challenges with symbolic mathematical tasks and emotional security. It builds on her strengths while targeting areas of need. The activity supports her development in using mathematical language, practising counting in multiples of 2, 5, and 10, and managing frustration and transitions through embedded emotional support strategies. By aligning the activity with Emily's known likes and areas for support, it creates a tailored and supportive activity. **Link to Summative Assessment** The formative observations gathered during the session will contribute to Emily's 6-week summative review. Evidence of progress toward her Individual Education Plan targets and national curriculum benchmarks will be taken from specific examples, such as her use of sentence starters to explain mathematical reasoning or positive engagement with peers and use of the calm corner independently. These observations will help determine the effectiveness of the current strategies and inform future planning. **Recording Observations** All observations will be recorded in line with school policy and safeguarding procedures (UK GDPR). Records will be kept confidential, securely stored, and shared only with relevant professionals such as the SENDCo, class teacher, and Emily's parents. Observations will be objective and specific, for example, "Emily counted in twos using the number line and said, '2, 4, 6'" rather than general comments like "Emily did well." Recording will be done quickly to ensure accuracy and reliability, making the data collected valid and relevant for informing decisions about Emily's ongoing support. **Use of Observations** The observations will be used to inform next steps in planning, such as introducing more complex grouping tasks, extending vocabulary, or adjusting emotional support strategies. They will also be shared with Emily's parents and the SENDCo to maintain a joined-up approach. Also, the data may contribute to assessments, including end-of-key-stage evaluations or evidence for an Education, Health and Care Plan (EHCP) review. If further intervention is needed, these observations will provide a clear and detailed account of Emily's strengths, challenges, and responses to support.

Benchmarking and expectations of standards in children / pupil's learning and development: • how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking).	This activity is designed to link with Key Stage 1 National Curriculum objectives, particularly in mathematics. By engaging Emily in solving one-step multiplication and division problems using concrete objects (e.g. toy animals, coins) and pictorial representations (e.g. arrays, number lines), the activity provides her with accessible entry points into core mathematical concepts. These methods are developmentally appropriate for Emily, who benefits from hands-on, visual learning due to her cognitive learning difficulty. By enabling Emily to practise counting in multiples of 2, 5, and 10 in a meaningful way, the activity supports her in working toward age-related expectations in a way that is both achievable and motivating. This ensures that Emily is included in curriculum content in a way that works for her.
Hazards, risks and controls	The Health and Safety at Work etc. Act (1974) requires us to assess hazards and risks and put appropriate measures into place to control these. Risk assessments: identify hazards, assess the risks, control the risks, record your findings and review the controls. Safe working practices: provide the children with a clean premise with clean and safe furniture and resources. You must make sure the children don't run too much as they might fall and hurt themselves. If anyone hurts themselves, you may need a first aider to help and write an accident form. The outside area will need to be risk assessed. All resources will need to be in a good condition and policies followed at all times such as health and safety and safeguarding.
Intended outcomes	The intended outcomes for this activity are to ensure that Emily is making progress in her early mathematical development, particularly in multiplication and division, while also supporting her emotion and communication skills. I want Emily to begin to develop confidence in using mathematical language to describe her thinking, such as explaining how she grouped animals or counted in multiples using sentence starters and visual aids. This will help her build her fluency and begin to express her reasoning more clearly. This activity links to mathematics at Key Stage 1 in the National Curriculum as well as building on the early learning goals for mathematics from the Early Years Foundation Stage. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions (DfE 2013 National Curriculum). Emily appears to be working within the expectations of children aged 4 to 5. At this stage Emily would be expected to, "explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally" (DfE EYFS 2025). This reference shows how Emily is working at the EYFS learning goal and towards the Key Stage 1 expectation. Mathematically, the activity is designed to help Emily begin counting in multiples of 2, 5, and 10 using concrete and visual supports such as coins, number lines, and pictorial arrays. These tools will help her recognise patterns and build fluency in skip counting, which is a key foundation for future multiplication and division work.

	The activity also aims for Emily to engage positively with her peers during collaborative tasks. By taking on the role of the shopkeeper and interacting with her classmates as customers, Emily will have the opportunity to practise turn-taking, asking and answering questions, and working co-operatively in a structured and supportive environment. The familiar and imaginative nature of the activity, combined with visual prompts and positive reinforcement, is designed to build on her interests and encourage her participation. I want Emily to feel safe enough to take risks, share her thinking, and seek support when she is unsure. Finally, the activity aims to support Emily in using strategies to manage her frustration. She will use a visual emotion chart to check in with her feelings and have access to a calm corner with sensory tools if she becomes overwhelmed. These strategies will help Emily to recognise when she needs a break and return to learning when she is ready, promoting independence and resilience. Overall, the intended outcomes are for Emily to make progress across her cognitive, emotional, social, and communication development, while enjoying the activity and being successful in her learning. Whilst mathematics is the key focus of this activity, the scope of it will allow Emily to work towards the PSHE (RSHE) outcomes in the National Curriculum as well as her mathematics.
The following two boxes are to be completed as part of task 2 (c) – reflection upon peer feedback. Do NOT complete as part of task 1 (b).	
Identify and justify the changes you have made to your activity plan in light of the feedback received	
Identify and justify the feedback that you have not acted upon and why	

Task 2 (a) / 2 (b)

These tasks are unmarked.

Task 2 (c) – reflection upon peer feedback

Use this template to complete your activity plan.

Child / pupil's name	Emily
Aims of activity	The aim of this activity is to support Emily in developing her early multiplication and division skills through a familiar, hands-on role-play experience. This activity is designed to support her confidence with some aspects of mathematics that Emily is struggling with and leave her feeling frustrated. This activity will use a context she enjoys, animals and imaginative play, while also supporting her communication and emotional literacy. This activity is carefully paced and structured to match Emily's developmental stage, being mindful of her recognised cognitive learning difficulty. It also supports her holistic development by encouraging peer interaction, verbal reasoning, and emotional literacy strategies. The long-term goal is to help Emily build confidence in using mathematical concepts in real-life contexts and to support her progress towards the expected standard for her age group. Emily will take part in a small group role-play activity with myself (the teaching assistant) and 3–4 peers who are confident in early maths. I believe it will be beneficial for Emily to work in a group during this activity rather than just 1:1 with me as her pupil profile tells us that she is sociable and able to relate to her peers with confidence. This will allow Emily to stay engaged and on task alongside her peers where she feels comfortable and where she will also benefit from their role modelling of mathematics (added after feedback). The session will last around one hour and will be broken into manageable parts to support Emily's attention and emotional stability. To begin with, I will spend 5–10 minutes with Emily using a visual emotion chart. She will choose how she feels and put her name or photo next to the matching emotion. This will help Emily to recognise and label her emotions, which is important as she has shown increased emotional sensitivity since becoming a big sister. If she appears unsettled, I will offer reassurance or guide her to the calm corner, where she can use sensory tools like fidget toys, soft cushions, or breathing prompt cards. This step helps her feel emotionally safe and ready to learn. Once Emily is settled, I will introduce the activity using clear, simple language and visual prompts. I will explain that she is going to be the shopkeeper in an "Animal Shop", helping her friends buy toy animals using play money. I will model an example using resources like toy animals, coins, and number lines to show how to solve a problem such as "How much for 3 rabbits at 2p each?" This supports Emily's understanding of multiplication and division through hands-on learning,

	which is essential due to her difficulty with abstract concepts. I will avoid using written number sentences at this stage, as these may cause frustration and disengagement for Emily. Emily will then be given sentence starters (e.g. “I think it’s ___ because…”) and visual aids like pictorial arrays and number tracks to help her explain what she is thinking. These tools will support her confidence using mathematical language in relation to her needs. During the role-play, Emily will need to solve simple multiplication and division problems by grouping animals or counting in multiples of 2, 5, or 10. I will support her to do this initially by modelling the language and strategies, then gradually step back to allow her to build independence. This approach is based on Vygotsky’s theory of the Zone of Proximal Development, where adult scaffolding helps the child achieve more than they could independently. I will also ensure that the pace is slow and supportive to avoid Emily feeling overwhelmed if she feels rushed or confused. If Emily becomes distressed or disengaged at any point, I will gently guide her to the calm corner, where she can take a short break before rejoining the group. It also reinforces the idea that it’s okay to take a break when needed, which is important for building her emotional resilience. After the role-play, Emily will return to her seat and we will complete a short reflection activity. She will revisit the emotion chart and talk about how she felt before and after the task. I will ask her what she enjoyed and what helped her, using simple prompts and visuals to support her responses. This supports her metacognitive development and emotional awareness to help her understand how her feelings can change and what strategies support her best. I will record observations throughout the session using a checklist and anecdotal notes, focusing on Emily’s use of mathematical language, emotional responses, and peer interaction. I will share these with the SENDCo and Emily’s parents to ensure consistent support and inform her six-week review. I will also reflect on what went well and what could be improved for next time, to ensure the activity continues to meet Emily’s changing needs. If Emily completes the activity and is still engaged, I will offer her the chance to create a new animal price tag and explain how she would work out the cost for multiple items. This gives her an opportunity to extend her thinking in a low-pressure way and apply her learning creatively based on her interests (added after feedback). If Emily participates well and uses her strategies to manage her emotions, she will be given 10 minutes of free choice time at the end of the day. If she shows consistent effort across the week, she will be able to choose a small animal-themed sticker or bookmark to take home. This mirrors reward systems I’ve seen used effectively in placement and helps reinforce positive behaviour and engagement. I will also use

	verbal praise and encouragement throughout the activity to boost her confidence and motivation. I believe this activity will support Emily's progress in maths while also contributing to her key communication and emotional skills. It is tailored to her interests and needs, using concrete resources, structured language, and emotional support strategies to help her feel confident and successful in her learning. By combining academic learning with emotional and social development, this activity supports Emily's holistic growth and helps her work towards meeting the expected standards for key stage 1 in a way that is both meaningful and enjoyable for her.
Links to wider curriculum and the child / pupil's development	Emily attends a mainstream primary school and is in Year 1. It is very likely that she is following the National Curriculum and statutory framework for Key Stage 1. However, due to her cognitive learning difficulty and current working level, it is important to consider both the expectations from the Early Years Foundation Stage (EYFS) and what she will be working towards in Year 2. This helps us understand Emily's starting point and the trajectory of her progress, particularly in mathematics. According to her most recent teacher assessments, Emily is working towards the expected standard in number, addition and subtraction, multiplication and division, and fractions. She finds structured mathematical tasks particularly difficult, especially those involving abstract concepts. For example, she struggles with counting in multiples of 2, 5, and 10, and often becomes confused when asked to apply this knowledge independently. However, she responds well to practical, hands-on activities that allow her to use physical objects and visual aids to explore mathematical ideas. The Year 1 programmes of study state that pupils should be taught to count in multiples of 2, 5, and 10, solve one-step problems using concrete objects and pictorial representations, and begin to understand multiplication and division through grouping and sharing. The activity I have planned for Emily is designed to support these objectives by using concrete resources and structured language to help her access the learning. It also incorporates emotional literacy strategies to help her remain calm and engaged throughout. If Emily participates well and uses her strategies to manage her emotions, she will be given 10 minutes of free choice time at the end of the day. If she shows consistent effort across the week, she will be able to choose a small animal-themed sticker or bookmark to take home. This mirrors reward systems I've seen used effectively in placement and helps reinforce positive behaviour and engagement. I will also use verbal praise and encouragement throughout the activity to boost her confidence and motivation. English is woven through all learning and so there are inevitable links to the English curriculum at key stage 1: they (children) should learn to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge, negotiate, evaluate and build on the ideas of others, and select the appropriate register for effective communication. They should be taught to give well-structured

	descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language. The activity will encourage speaking, listening and questions that whilst applied to mathematical knowledge, remain linked to English. RSHE at key stage 1 also appreciates the importance of relationships and social collaboration. These are the main links to the wider curriculum from my activity. In addition to her academic needs, Emily experiences feelings of frustration and disappointment. She can become overwhelmed during lessons and may express this through shouting, scribbling, or refusing to engage. These behaviours have impacted her progress in some developmental areas. To support Emily holistically, the activity is designed to provide a calm, predictable learning environment with clear expectations. Visual timetables, gentle transitions, and emotional regulation strategies such as breathing exercises and sensory breaks can be useful for all children. The school's SENDCo is actively involved in monitoring Emily's progress and working closely with the class teacher and her parents to implement appropriate teaching strategies. This activity supports Emily's progress in maths while also helping her develop key communication and emotional literacy skills. It is tailored to her interests and needs, using concrete resources, structured language, and emotional support strategies to help her feel confident and successful in her learning. By combining academic learning with emotional and social development, this activity supports Emily's holistic growth and helps her work towards meeting the expected standards for key stage 1 in a way that is both meaningful and enjoyable for her.
Links to teaching and learning strategies and / or educational theory / concepts / pedagogy	This activity links to many different educational theories, concepts and pedagogies and supports holistic development for Emily. The activity links to a range of theories and these will be explained in this section. Lev Vygotsky is important in understanding how Emily can be supported in her learning, particularly using adult guidance and peer modelling. Emily benefits from strong, supportive interactions with the adults around her, especially when she is working within her Zone of Proximal Development (ZPD). This means that while she may not be able to complete certain mathematical tasks independently, with the right scaffolding such as structured language, concrete resources, and emotional support she is able to engage and make progress. This support is important in helping Emily to build her confidence and develop her understanding of mathematical concepts involving multiplication and groupings of 2, 5, 10s. This activity also links to Bandura's Social Learning Theory, which highlights the importance of learning through observation and imitation. Emily is more likely to engage positively in the activity when she is surrounded by calm, focused peers and adults who model appropriate behaviour and learning strategies. By observing others using counting

	strategies or managing their emotions effectively, Emily can begin to observe these behaviours and apply them herself. This is important as a positive, structured environment with clear role models helps Emily feel safe and motivated to participate. Feeling safe also relates to Maslow's Hierarchy of Needs. Emily needs to feel safe, calm, and emotionally secure before she can engage in learning. This activity will build Emily's self-esteem as she progresses in maths at her own pace, using resources to build around her interest. When these basic needs are met, Emily is more likely to engage in the activity and make progress in her mathematical development. This activity also links closely with Bruner's theory of learning, particularly his Concrete–Pictorial–Abstract (CPA) approach. Emily struggles with abstract mathematical tasks, so the activity is designed to use concrete resources such as counters or number lines to help her physically explore mathematical calculations. From there, she can move to pictorial representations, such as diagrams or visual models, before attempting to understand and use abstract symbols like number sentences. Skinner's Behaviourist Theory, especially the use of positive reinforcement, is used in the reward system used in this activity. Emily is given 10 minutes of free choice time at the end of the day to reflect on the day, thinking about what went well and areas for improvement. These rewards are meaningful to Emily and help reinforce the behaviours we want to encourage such as staying calm, trying her best, and engaging with the task. Verbal praise is also used throughout the activity to boost her confidence and motivation. Over time, this consistent use of positive reinforcement helps Emily develop confidence in her learning. Lastly, Bronfenbrenner's Ecological Systems Theory is also relevant to Emily as it recognises that her development is influenced by multiple layers of her environment. Her learning is not only shaped by what happens at school, but also by her family, the SENDCo, and the wider school culture. For example, recent changes at home such as becoming a big sister have increased Emily's emotional sensitivity, which in turn affects her behaviour and engagement in school (added after feedback).
Appropriate resources	Resources needed for this activity include toy animals, play coins, number lines, and pictorial arrays. Role-play props like a shopkeeper badge, shopping baskets, and customer cards to create the "Animal Shop" scenario. Sentence starters and polite language prompt cards guide. A visual emotion chart and name/photo tags. Calm corner with fidget toys, cushions, breathing cards, and a timer. Reflection prompts and an emotion chart revisit sheet for post-activity discussion. An observation checklist and paper/pen for anecdotal notes. Blank price tags and drawing sheets, and a reward chart with stickers.
Support strategies: • **your role** • **partnerships** – ways to work with parents, practitioners and specialists to prepare	There will be a range of support strategies in place throughout the activity to ensure that Emily is able to access the learning, feel emotionally secure, and remain engaged. **Your Role** As the adult leading the activity, my role is central to both Emily's learning and emotional development. I will model mathematical

for the activity and to inform next steps • **communication** – the instructions to be given to the child / pupil to ensure understanding and engagement in the activity.	language and problem-solving by demonstrating how to use the resources, for example, “Let’s count how many animals we have. Each one costs 2p, so we’ll count in twos: 2, 4, 6…” This aligns with Bandura’s Social Learning Theory, where children learn through observation and imitation. My role modelling will provide a clear example for Emily to follow, helping her understand both the language and the mathematical process. I will scaffold Emily’s responses using sentence starters such as “I know this because…” and visual supports like number lines and pictorial arrays. This reflects Bruner’s theory of scaffolding and Vygotsky’s Zone of Proximal Development, supporting Emily to complete tasks just beyond her independent ability with guided support. I will also observe and record Emily’s progress using structured checklists and anecdotal notes, focusing on her use of mathematical language and peer interaction. These observations will inform future planning and contribute to her six-week summative review. In addition, I will support Emily’s emotional well-being by observing and supporting her to use the calm corner if she becomes overwhelmed. This ensures her emotional needs are met, in line with Maslow’s hierarchy of needs, which states that children must feel safe and emotionally secure to engage in learning. Emily sometimes becomes frustrated when she is disappointed in her own progress and level of understanding. A safe environment helps to promote a secure space for Emily to express herself and to remain resilient as she practises and improves her mathematical understanding. **Partnerships** Working in partnership with others is essential to ensure consistency and continuity in Emily’s support. I will work closely with the SENDCo to review Emily’s progress, evaluate the effectiveness of strategies, and make updates as needed. This ensures that her support remains tailored and responsive to her changing needs. I will also share the activity plan and outcomes with Emily’s parents, explaining how they can reinforce learning at home, for example, by using coins to count in multiples or playing shop together. This strengthens the home-school link and supports development of skills both at school and at home. I will use feedback from her parents to work with the class teacher to inform future planning for Emily. For example, if Emily’s parents share that she responds well to certain calming strategies or enjoys themes (such as animals or gardening), I can include these in future activities. This collaborative approach respects the family’s knowledge of the child and supports a holistic view of her development. I will also communicate with the class teacher and any other practitioners who have worked closely with Emily, such as her previous teaching assistant, to ensure continuity and build on strategies that have already worked well. Working collaboratively in this way promotes the intended outcomes for Emily and ensures consistent practice and strategy is applied in class and at home. **Communication with Emily** Effective communication is key to support Emily to understand and engage with the activity. I will use clear, simple instructions aimed at her level of understanding. For example, “We’re going to play animal shop today. You’ll be the shopkeeper and help your friends buy animals if

	that's ok? You'll use your number cards to help count how many animals and how much they cost." This reduces cognitive load and sets clear expectations. I will offer choices and visual prompts to support understanding and give Emily a sense of control, for example, letting her choose which animals to sell or which number line to use. This supports her independence and engagement with the activity. Throughout the activity, I will use praise and encouragement to build Emily's confidence and reinforce her effort. Specific praise such as "You explained that really clearly!" or "Great counting in twos!" helps Emily to see that her effort is valued and leads to progress. By combining clear communication, strong partnerships, and responsive adult support, this activity is designed to meet Emily's academic, emotional, and social needs in a way that is both structured and nurturing. I will use a range of communication strategies including warm and responsive verbal interaction and positive body language to promote a calm and engaging environment for Emily to learn (added after feedback).
Use of formative assessment (such as observation opportunities) during the activity. You must consider: • how the diagnostic assessments (child / pupil profile) and (individual progress review) has contributed to your planning • how this formative assessment may inform summative assessment (at the 6-week review) • why it is important to follow policy and procedure when recording information during observation • how to ensure observations are valid and reliable • how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership	**Observation Opportunities** During the activity, structured formative assessment will be carried out using a range of observation methods to monitor Emily's learning and emotional development. A checklist will be used to track specific behaviours and skills, such as her use of mathematical language (e.g. "I counted in twos"), her engagement with peers, and her ability to regulate her emotions throughout the task. This provides consistent data on Emily's key learning and developmental targets. Anecdotal notes will be recorded to capture additional insights into how Emily behaves during the activity. These notes help to build a more holistic picture of Emily's progress. Time and event sampling will also be used to monitor when Emily accesses the calm corner or shows signs of emotional distress. **Diagnostic Assessment Contribution** This activity is designed in response to Emily's diagnostic profile, which indicates challenges with symbolic mathematical tasks and emotional security. It builds on her strengths while targeting areas of need. The activity supports her development in using mathematical language, practising counting in multiples of 2, 5, and 10, and managing frustration and transitions through embedded emotional support strategies. By aligning the activity with Emily's known likes and areas for support, it creates a tailored and supportive activity. **Link to Summative Assessment** The formative observations gathered during the session will contribute to Emily's 6-week summative review. Evidence of progress toward her Individual Education Plan targets and national curriculum benchmarks will be taken from specific examples, such as her use of sentence starters to explain mathematical reasoning or positive engagement with peers and use of the calm corner independently. These observations will help determine the effectiveness of the current strategies and inform future planning. **Recording Observations**

working with colleagues, the family and other professionals.	All observations will be recorded in line with school policy and safeguarding procedures (UK GDPR). Records will be kept confidential, securely stored, and shared only with relevant professionals such as the SENDCo, class teacher, and Emily's parents in line with data protection legislation (added after feedback). Observations will be objective and specific, for example, "Emily counted in twos using the number line and said, '2, 4, 6'" rather than general comments like "Emily did well." Recording will be done quickly to ensure accuracy and reliability, making the data collected valid and relevant for informing decisions about Emily's ongoing support. **Use of Observations** The observations will be used to inform next steps in planning, such as introducing more complex grouping tasks, extending vocabulary, or adjusting emotional support strategies. They will also be shared with Emily's parents and the SENDCo to maintain a joined-up approach. Also, the data may contribute to assessments, including end-of-key-stage evaluations or evidence for an Education, Health and Care Plan (EHCP) review. If further intervention is needed, these observations will provide a clear and detailed account of Emily's strengths, challenges, and responses to support.
Benchmarking and expectations of standards in children / pupil's learning and development: • how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking).	This activity is designed to link with Key Stage 1 National Curriculum objectives, particularly in mathematics. By engaging Emily in solving one-step multiplication and division problems using concrete objects (e.g. toy animals, coins) and pictorial representations (e.g. arrays, number lines), the activity provides her with accessible entry points into core mathematical concepts. These methods are developmentally appropriate for Emily, who benefits from hands-on, visual learning due to her cognitive learning difficulty. By enabling Emily to practise counting in multiples of 2, 5, and 10 in a meaningful way, the activity supports her in working toward age-related expectations in a way that is both achievable and motivating. This ensures that Emily is included in curriculum content in a way that works for her.
Hazards, risks and controls	The Health and Safety at Work etc. Act (1974) requires us to assess hazards and risks and put appropriate measures into place to control these. Risk assessments: identify hazards, assess the risks, control the risks, record your findings and review the controls. Safe working practices: provide the children with a clean premise with clean and safe furniture and resources. You must make sure the children don't run too much as they might fall and hurt themselves. If anyone hurts themselves, you may need a first aider to help and write an accident form. The outside area will need to be risk assessed. All resources will need to be in a good condition and policies followed at all times such as health and safety and safeguarding.
Intended outcomes	The intended outcomes for this activity are to ensure that Emily is making progress in her early mathematical development, particularly in multiplication and division, while also supporting her emotion and communication skills. I want Emily to begin to develop confidence in using mathematical language to describe her thinking, such as explaining how she grouped animals or counted in multiples using sentence starters and visual aids. This will help her build her fluency and

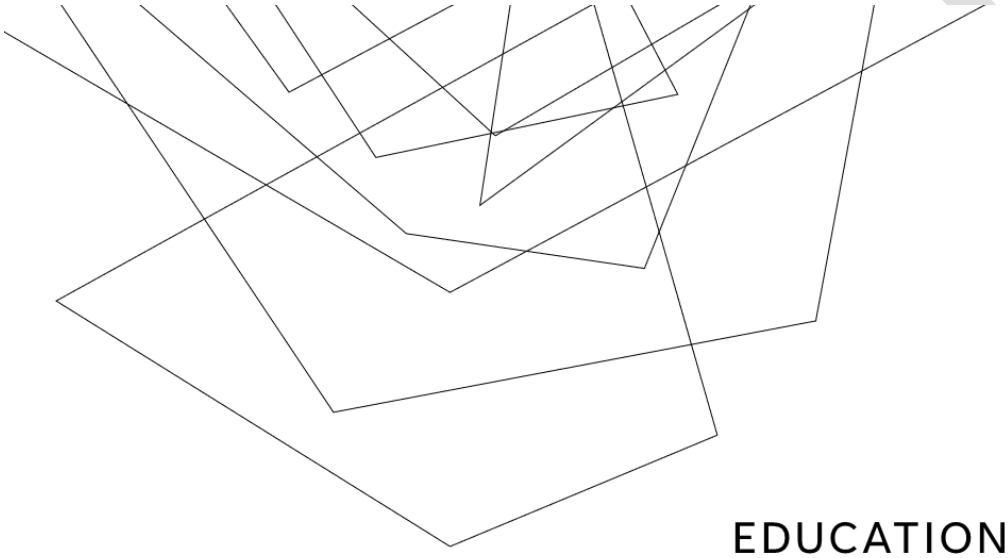
	begin to express her reasoning more clearly. This activity links to mathematics at Key Stage 1 in the National Curriculum as well as building on the early learning goals for mathematics from the Early Years Foundation Stage. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions (DfE 2013 National Curriculum). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. This reference shows how Emily is working at the EYFS learning goal and towards the Key Stage 1 expectation. (DfE EYFS 2025). Mathematically, the activity is designed to help Emily begin counting in multiples of 2, 5, and 10 using concrete and visual supports such as coins, number lines, and pictorial arrays. These tools will help her recognise patterns and build fluency in skip counting, which is a key foundation for future multiplication and division work. The activity also aims for Emily to engage positively with her peers during collaborative tasks. By taking on the role of the shopkeeper and interacting with her classmates as customers, Emily will have the opportunity to practise turn-taking, asking and answering questions, and working co-operatively in a structured and supportive environment. The familiar and imaginative nature of the activity, combined with visual prompts and positive reinforcement, is designed to build on her interests and encourage her participation. I want Emily to feel safe enough to take risks, share her thinking, and seek support when she is unsure. Finally, the activity aims to support Emily in using strategies to manage her frustration. She will use a visual emotion chart to check in with her feelings and have access to a calm corner with sensory tools if she becomes overwhelmed. These strategies will help Emily to recognise when she needs a break and return to learning when she is ready, promoting independence and resilience. Overall, the intended outcomes are for Emily to make progress across her cognitive, emotional, social, and communication development, while enjoying the activity and being successful in her learning. Whilst mathematics is the key focus of this activity, the scope of it will allow Emily to work towards the PSHE (RSHE) outcomes in the national curriculum as well as her mathematics.
The following two boxes are to be completed as part of task 2 (c) – reflection upon peer feedback. Do NOT complete as part of task 1 (b).	
Identify and justify the changes you have made to your activity plan in light of the feedback received	I have added an extension task to my aim as my feedback asked what I would do with Emily if she finished the activity more quickly than I had planned for. It is important that Emily remains motivated and engaged with her mathematics and so I want to be able to always have a next steps activity ready for her to keep her interest high. This is a feature of effective teaching and learning as there should always be something

	prepared in case the children need to move on, or if a plan needs to be adapted. I would need to monitor Emily's engagement with the task to make sure her motivation and interest remained high. If not, switching to another strategy is always useful. I have added a link to Bronfenbrenner's ecological systems theory in the links to teaching and learning strategies and / or educational theory / concepts / pedagogy section as this was identified as something I may have missed in my peer feedback. We have studied Bronfenbrenner at college and I do think this works well as Emily will be influenced by many things and it reminds me to be aware of those partnerships, for example, the parents, the SENDCo and the class teacher as well as how Emily is feeling from day to day. I added an explanation of why I had chosen a group of 3–4 peers for the activity rather than do this 1:1 with Emily to make it clear why I had chosen this option. I did this to acknowledge that Emily likes to be with her peers and actually can learn from them too as they role model the task. I will make sure Emily does not become too frustrated as this may affect her social interaction and friendships. Learning from each other, problem-solving and engaging in collaborative work will help Emily to stay engaged in her peer group. Her peers will also contribute to the scaffolding of learning. I added further information around the importance of verbal and non-verbal communication and the role that this plays in engaging motivational learning for Emily. I had hinted at this, but not strongly enough, especially the importance of sensitive interaction, tone of voice and positive body language as a contributing factor for learning.
Identify and justify the feedback that you have not acted upon and why	My feedback suggested I could have planned the activity around babies given that Emily has a new baby sister that may be causing some issues with her emotional regulation. I didn't act upon this feedback as I felt it would be better to focus on something that Emily is interested in rather than something she is finding a challenge.

Task 3 (b) – digital presentation

To note:

- In this Guide Exemplar Response (GER) document, the digital presentation slides cover the first half of task 3 (b) (digital presentation – up to a maximum of 10 minutes). The transcript (on page 78) covers the second half of the task (tutor questions – up to a maximum of 10 minutes).
- On submission of a live assessment, a single audio recording of the presentation and tutor questions would be made and uploaded alongside a copy of the digital presentation. A transcription is **not** required and has been included here for clarity only.
- The student should identify themselves by name at the start of the audio recording.



EDUCATION AND EARLY YEARS ESP – TASK 3(A)

(Student name)

EMILY

- Emily is a confident, socially adept 6-year-old with strong interpersonal skills and a love for outdoor learning.
- She thrives in hands-on environments and enjoys nature, animals, and real-life problem-solving tasks.
- Emily has a cognitive learning difficulty and is performing below expected benchmarks in mathematics.
- She struggles with counting in multiples and problem-based multiplication/division tasks, often becoming frustrated.
- Her Individual Progress Review and national assessments confirm the need for extra support in mathematics

PLANNED APPROACH / INTERVENTION PLAN

- Use Emily's strong social skills and love of hands on activities to develop her mathematical skills
- Support Emily with her developmental needs including mathematics and emotional responses
- Support Emily to meet most of the developmental norms for her age group, Physical, Intellectual, Communication, Emotional and Social
- Link Emily's love of the outdoors, animals and natural world to mathematical concepts

DEVELOPMENTAL NORMS

- Physical - fine and gross motor skills through hands-on, sensory-rich activities like threading, finger painting, and outdoor play, which support her writing, coordination, and spatial awareness. (Piaget, Bandura).
- Intellectual - build a secure understanding of early multiplication and division through hands-on, visual, and real-life activities, improving her fluency, reasoning, and confidence in basic mathematical operations in line with Key Stage One expectations (Piaget, Bruner, Vygotsky).
- Communication - improving her understanding of instructions, narrative skills, expressive language, and vocabulary through visual supports, storytelling, role-play, and repeated language exposure in engaging, structured contexts. (Vygotsky, Bruner, Piaget).
- Emotional - recognise and express her feelings using visual tools, while developing independence in managing emotions through calming strategies, ultimately reducing negative behaviours and supporting her readiness to learn. (Maslow, Bowlby).
- Social - strengthening peer relationships, building confidence in group settings, and developing collaboration and leadership skills to support her sense of belonging and connection in the classroom (Vygotsky, Bandura, Malsow and Bronfenbrenner).

MY ACTIVITY

- Goal: Build confidence in early multiplication/division through animal-themed role-play.
- Structure: Small group session with visual/emotional check-in and calm corner access.
- Activity: Emily acts as shopkeeper, solving simple maths problems using toy animals and coins.
- Support: Uses sentence starters, visual aids, and adult modelling to scaffold learning.
- Skills Developed: Maths fluency, communication, emotional regulation, and peer interaction.
- Assessment: Observations recorded to inform six-week review and shared with SENDCo/parents.
- Motivation: Praise, free choice time, and small rewards reinforce engagement and effort.

HOW THIS WILL SUPPORT MY PLANNED APPROACH

- Emily will be working in a group throughout the activity. She is sociable and will enjoy interacting with her peers
- Emily's developmental needs will be promoted as she will be supported to use mathematical concepts with concrete resources .
- Emily's emotional needs will be supported with a range of strategies to enable her to self regulate
- Emily will work towards developmental norms for PILES and continue to develop good behaviour through positive reinforcement
- Emily will be working on more than one area of the curriculum, meaning holistic learning and development is happening

PEER FEEDBACK AND DISCUSSION

As a result of the peer discussion and feedback I made some amendments to my activity plan which included:

- An explanation of my choice of using 3-4 peers rather than 1-1 in recognition of Emily's social confidence
- Links to Bronfenbrenner's ecological systems theory to explore the impact of relationships and the environment to Emily's learning
- An extension task which could be an alternative task if Emily found any aspects of this activity frustrating, otherwise the extension task would support next steps for her progress
- Communication strategies to appreciate the significance of verbal and non-verbal communication for learning

ANY OTHER QUESTIONS?

I will now take any questions if you have them.

Thank you for listening

Task 3 (b) – tutor questions

To note:

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

Transcript of discussion between tutor and student

Tutor: Thank you very much, for the information that you have presented in your intervention plan and activity plan. I now have four questions to ask you.
My first question**, *can you explain how your approach is informed by your knowledge of strategies used in the classroom to support mathematical development?***

Student: Yes, of course. My approach is based on strategies I've observed during placement and from what I've learned during the course. I've seen how using concrete resources like toy animals and coins helps children understand maths by making it visual and hands-on. This is especially useful for children like Emily who find abstract concepts difficult as it gives them something physical to support their thinking.

I also used role-play because I've seen how it increases engagement and makes learning more meaningful. When children are having fun, they're more likely to take part and remember what they've learned and Emily loves animals.

I've included scaffolding in the activity, where I model the task first and then gradually reduce support for Emily. This is based on Vygotsky's theory and helps children build independence and confidence in their own skills.

Visual aids like number lines and pictorial arrays support children in explaining their thinking, and I've seen sentence starters used effectively to build confidence in speaking about maths in my placement. I've also included emotional regulation strategies like the calm corner and emotion chart, which I've seen used in school to help children feel safe and ready to learn. This should help to support Emily to regulate her emotions which she can struggle with.

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

Student: Yes, that's fine, thank you.

Tutor: OK, so my next question is: ***Can you explain why you have chosen the resources that you have selected for your activity plan?***

Student: Yes. I have chosen resources that are both educational and emotionally supportive. The toy animals and play money link to Emily's interests, which helps reduce her anxiety and increase motivation. They also make the maths more concrete and easier to understand which she can struggle with.

I have included visual aids like number tracks and pictorial arrays to support her problem-solving and communication. These are especially helpful for children who need more structure when explaining their thinking like Emily does.

The emotion chart helps Emily identify how she's feeling, and the calm corner gives her a safe space to regulate her emotions. I added sensory tools and breathing cards to support her if she becomes overwhelmed.

I also use verbal praise and small rewards like stickers or bookmarks to reinforce positive behaviour and effort. These are strategies I've seen used effectively in my school placement to support children to build confidence and motivation.

Tutor: Thank you, do you have anything else that you would like to add?

Student: No thank you, I can't think of anything else to add to that.

Tutor: Thank you. My next question is: ***Can you describe the techniques you have identified in your activity plan to enhance Emily's confidence in mathematics?***

Student: Sorry, could you repeat the question please?

Tutor: Of course, can you describe the techniques you have identified in your activity plan to enhance Emily's confidence in mathematics?

Student: Thank you, yes. One of the main techniques is using practical, play-based learning. This helps Emily feel more relaxed and makes maths feel less intimidating.

I also use modelling and scaffolding to show her how to solve problems step-by-step, then gradually encourage her to try on her own. This builds her confidence and independence.

Sentence starters and visual prompts help her explain her thinking clearly, which supports both her maths and communication skills.

To support her emotionally, I've included the emotion chart and calm corner, which help her feel safe and in control.

Finally, I use positive reinforcement throughout the activity – praising her effort and giving small rewards to help her feel proud of her progress and more willing to keep trying.

Tutor: Thank you. Are you OK to move on, or would you like to add anything else to this response?

Student: I'm fine thank you.

Tutor: OK thank you, my final question is: ***Can you explain how well you feel your approach could impact on Emily's mathematical development?***

Student: I believe my approach will have a positive impact on Emily's maths development because it's tailored to her needs and learning style. By using hands-on resources and real-life contexts, I'm helping her understand key concepts like multiplication and division in a way that makes sense to her.
The activity is carefully paced and broken into smaller steps, which supports Emily's attention and reduces the chance of her feeling overwhelmed. I have used visual aids and structured language in the activity which will also help her build reasoning skills and confidence in explaining her ideas.

In the activity the emotional support strategies I have included should help Emily to feel secure and ready to learn, which is essential for children who are sensitive or anxious.

Over time, I think this approach will help Emily to become more confident, more resilient, and more independent in maths, and support her progress towards age-related and curriculum-based expectations.

Tutor: Thank you. That's the end of the task. I will stop the recording now.

Student: OK, thank you.

Task 4 – reflective account

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

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

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

Description: briefly describe the tasks you completed. Consider: • your intervention plan • your planned activity • your contributions to the peer discussion, digital presentation and tutor questions.
To prepare for the ESP, I created four pages of detailed notes covering key areas such as developmental norms, curriculum links, educational theories, and safe working practices. These notes were particularly useful when developing my intervention plan for Emily, as they gave me a strong foundation and helped guide my planned approach. Once the supervised sessions began, we were given additional information, which I used to complete the remaining tasks. The first task was the intervention plan, where I identified Emily's strengths and areas for development. This helped me to plan targeted strategies across different areas of holistic development. The intervention plan then informed my activity plan, where I designed a pet shop role-play activity to support Emily's early mathematical skills. I made sure to include relevant theories, curriculum links, and appropriate resources tailored to Emily's needs. After completing these tasks, I took part in a peer discussion where we shared our activity plans and gave each other feedback. I found this process helpful, and I used the feedback I received to make improvements to my activity plan, such as including more detail about group work and how to adapt the activity if Emily needed additional support. The feedback was also helpful when thinking about extension activities for Emily and links to other theory such as Bronfenbrenner. The next stage was to prepare and deliver a presentation to my tutor, where I explained Emily's background, my intervention and activity plans, and the updates I had made based on peer feedback. I delivered a 10-minute presentation and then took part in a discussion where my tutor asked questions about my approach. This gave me the opportunity to explain my reasoning and demonstrate how my plans supported Emily's development.
Feelings: briefly describe your thoughts and feelings about the tasks completed. Consider: • your approach to planning • your contributions to the peer discussion • the feedback you received in peer discussion • your communication in the digital presentation and tutor questions.
I was pleased with the level of detail I included in my notes based on the pre-release material, as they gave me a strong foundation for completing the tasks once the supervised activities began. My approach to planning involved reviewing all the task requirements at the start and allocating time for each section. I also made sure to leave time at the end to proofread my work and make any final improvements or additions. This helped me feel more organised and confident going into each task. During the peer discussions, I felt that I contributed well by offering helpful and thoughtful suggestions. I engaged fully in the conversations about each person's activity plan and felt that my feedback was

constructive and relevant. In some cases, I felt that my contributions were more detailed and considered than others in the group, which gave me confidence in my understanding of the task.
The feedback I received from my peers was mostly helpful and highlighted areas I hadn't considered in my original activity plan. I used the suggestions that I felt were relevant to make improvements, while also feeling confident in choosing not to act on feedback that didn't align with my planned approach. I had expected the peer discussions to feel uncomfortable or overly critical, but I actually found them supportive and useful for improving my work.
The digital presentation and tutor questions made me feel quite nervous at first, as I don't usually feel confident speaking in front of others. However, once I began presenting, I felt more at ease. I was able to speak clearly and explain my ideas well. When the tutor asked questions, I felt more confident because I knew my plans in detail and could explain how they supported Emily's development.

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

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

Overall, I feel that completing the tasks for Emily's intervention and activity plan was a valuable and mostly positive experience. One of the strongest aspects was the quality of my communication. Despite being nervous I was able to clearly explain my ideas during the tutor presentation and when answering questions, which helped me explain how my planned approach supported Emily's mathematical and emotional development. I also used appropriate language when discussing strategies for communicating with Emily, which showed my understanding of how to adapt communication to meet individual needs.
My contributions during the peer discussion were also effective. I gave constructive feedback to others and was open to receiving feedback on my own work. This helped me identify areas for improvement, such as including more detail about group work benefits and how to adapt the activity if Emily struggled or excelled. I acted on this feedback in Task 2b, which I think improved the overall quality of my activity plan.
In terms of planning, I believe my intervention and activity plans were well thought out and clearly linked to Emily's needs and interests. I used a range of strategies, including visual aids, role-play, and emotional regulation tools, which supported the intended outcomes. My plans were also informed by theory and placement experience, which added depth and relevance.
However, there were some challenges. At times, although I had planned well, I found it difficult to manage my time effectively, especially when deciding on the activity. I spent too long thinking through different ideas, which delayed my progress. I also felt nervous before the presentation, which affected my confidence slightly, although I was able to overcome this once I started speaking.

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

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

One of the key strengths throughout the ESP tasks was the clarity and effectiveness of my communication. During the presentation and tutor discussion, I was able to speak clearly and confidently once I overcame my initial nerves. I used appropriate language and elaborated on my slides, which helped me explain my planned approach and how it supported Emily's development. This showed that I had a strong understanding of the content and could communicate it effectively under pressure.
My contributions to the peer discussion were also a positive aspect. I engaged fully in the group conversation, offered thoughtful feedback, and asked relevant questions. This not only supported my peers but also helped me reflect on my own work. I found the feedback I received particularly useful, as it highlighted areas I had overlooked, such as the benefits of group work and how to adapt the

activity for different outcomes. I was able to use this feedback to make meaningful improvements to my activity plan, which strengthened its overall quality.
The quality of my intervention and activity plans was another area that went well. I made clear links to theory, curriculum, and Emily's individual needs. My activity was creative, engaging, and supported both mathematical and emotional development. However, one area that didn't go to plan was time management. I spent too long deciding on an activity and initially struggled to narrow down my ideas. This delayed my progress and added unnecessary pressure. In future, I would prepare a shortlist of activity ideas in advance to avoid wasting time during the task.
Although I was initially unsure about the value of peer feedback, I found it to be a very helpful part of the process. It gave me a fresh perspective and helped me identify areas for improvement that I hadn't considered. I was selective in the feedback I used, choosing suggestions that aligned with my planned approach while confidently disregarding those that didn't. This showed that I was able to reflect critically and make informed decisions.

Conclusion: summarise your own learning.
Consider:

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

Reflecting on the overall process, I feel that I developed both professionally and personally. I was able to apply theoretical knowledge to practical planning, communicate effectively in both written and spoken tasks, and respond well to feedback. My intervention and activity plans were well-structured and clearly linked to Emily's individual needs, which gave me confidence in my ability to support children's development holistically.
However, I also recognised areas for improvement. My time management during the planning stages could have been better, particularly when deciding on an activity. I also learned that although I initially felt nervous about presenting and receiving feedback, these experiences were valuable and helped me grow in confidence. I now understand the importance of being open to constructive criticism and using it to improve my practice.

Action plan: summarise how you could use your reflections to improve your future practice.
Your response must address the following points:

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

To improve my future practice, I will use the reflections from this experience to build on my strengths and address areas for development. Reflecting on what went well – such as my ability to communicate clearly, respond to feedback, and link theory to practice – has shown me the importance of preparation and self-awareness. I will continue to use reflective practice to evaluate my planning and delivery, ensuring that I meet the needs of individual learners more effectively.
I will use these reflections to further develop my knowledge, planning skills, and collaborative working. For example, I will aim to plan more efficiently by preparing activity ideas in advance and allocating time more effectively across tasks. I will also continue to engage in collaborative discussions with peers and colleagues, as these have proven valuable for gaining new perspectives and improving the quality of my work.
Undertaking continuing professional development (CPD) will be essential in keeping my knowledge and skills up to date. I plan to attend training sessions, workshops, and webinars related to child development, inclusive practice, and curriculum planning. CPD will help me stay informed about current best practices and adapt to changes in educational policy or approaches.
I also recognise the value of developmental feedback in improving my professional performance. Feedback from tutors and peers helped me identify gaps in my planning and encouraged me to think more critically about my approach. In future, I will actively seek feedback and use it to make targeted improvements, rather than waiting for formal reviews.

As part of my ongoing development, I will engage in self-directed learning by reading professional literature and research articles related to primary education and special educational needs. For example, I plan to explore more about supporting children with maths anxiety and emotional regulation, as this will help me design more inclusive and supportive learning experiences. By continuing to reflect, seek feedback, and engage in professional learning, I will be better equipped to support children's development and grow in confidence as a practitioner.
Any other notes: I wasn't feeling very confident with reflection and found studying the reflective models a little difficult as I had not come across these before. However, once I saw the template presented with the prompt questions this made the process of reflection much easier to understand and I could make real links between theory and practice.

Examiner commentary

Task 1

The pro-formas provided were used effectively to plan. The planning is detailed, coherently written and includes appropriate technical terminology. The student took full account of relevant information available to them in the brief and used this to inform their planning. The student demonstrated a sound understanding of theoretical approaches to inform their plans, considering the impact they have on practice and made clear links to the needs of the child.

The student demonstrates an understanding of relevant practice and makes links to the wider curriculum areas, therefore considering the holistic needs of the child, not simply focusing on mathematics. The planning clearly addresses the child's development and support needs, especially emotional wellbeing and confidence, noting that Emily is becoming frustrated with her work. The student has included a range of strategies to support the child and includes methods to track and monitor progress, making relevant links to their placement experience, and drawing upon this experience to demonstrate their knowledge and understanding.

The plans include recognition of working with parents and explains the importance of this. The plans also include clear ways to work in partnership with the class teacher, SENDCo, and other professionals (for example, assessing the child, sharing information and strategies). The student could further demonstrate the core skills of communicating information clearly to engage children and young people (for example, by providing specific examples of clear instructions, questioning, use of body language, modelling) and how / why this could be used to support Emily.

The student has included the importance of observation to track progress throughout the activity and demonstrates a clear understanding of formative and summative assessment to track children's progress to plan and shape educational opportunities (for example, specific methods of observation and assessment activities). Links are also made to relevant legislation (for example, GDPR and the importance of confidentiality).

The student has considered how they assess and manage risks. This could further be developed by including further information and specific examples including risks to their own and others' safety when planning activities.

The plan briefly outlines the resources to be used. For the higher marks to be awarded, the resources and strategies should be further justified and linked to the aim of the activity.

The plans could effectively be used in practice by a practitioner in a setting and represent a coherent set of plans that would address the needs of the child.

Task 2

The amended plan is evaluative and demonstrates a clear focus on the objective of the activity plan. The student has carefully revised and redrafted their plan following peer feedback, which is identified in blue text. Reflection and evaluation are used to inform the updated activity plan. The student considered all feedback offered and made a judgement regarding the choice of activity which was well-reasoned.

Higher marks could be achieved by including further analysis of each piece of peer feedback they had used and why.

Task 3 (b)

A clear and comprehensive summary of the key points within the intervention plan and activity plan was given via the presentation slides, including a detailed explanation of educational theories, concepts, and strategies to support the child's development. Higher marks could be awarded through a deeper engagement with the tutor questions and providing more detailed explanations of their knowledge in relation to practice during the task, making clearer links to their placement experience, showing coherent links between theory and practice. The student was able to demonstrate a sound understanding of planning and discuss this with a high level of confidence when answering tutor questions.

Task 4

The student reflects on the quality of the intervention plan / activity plan to demonstrate their planning skills, using Gibbs' reflective cycle to scaffold the task. The student considered their own communication skills, how peer feedback informed changes to their planned activity and identified some improvements to their own knowledge, planning and collaborative working for future practice. The student makes reference to their own learning in relation to theoretical models of reflection to show an appreciation of this approach for improved outcomes. Higher marks could be achieved with more consistent analytical application woven throughout the task. The work is clear and well-reasoned with comprehensive evaluation and justified actions.

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	06 October 2025	31 October 2025
v2.0	Minor updates to SPaG and abbreviations File naming conventions for submission updated throughout Erroneous sentence removed for task 1 (b) Task 3 (a) – additional clarification regarding notes to support presentation Mark scheme task 1 (a) / 1 (b) updated to child / pupil Pro-forma 1 (a) / 1 (b) / 2 (c) updated to include child / pupil Copyright information updated	26 March 2026	30 April 2026

Document information

NCFE is authorised by the Department for Education to develop and deliver this T Level Technical Qualification.