



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 / Early Years Educator

Mark Scheme

v2.0: Additional sample material
30 April 2026

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	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • 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	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • 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	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • 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	<p>The early support plan (EYE) or intervention plan (AT):</p> <ul style="list-style-type: none"> • 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	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • 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

		<p>appropriate reference to teaching and learning strategies that may be linked to the activity</p> <ul style="list-style-type: none"> • 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	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • 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)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>0 marks: no creditworthy material.</p>
Mathematics (2 marks)	<p>2 marks: plans demonstrate that the student has accurately processed / analysed the assessment data presented in the brief in a highly effective way.</p> <p>1 mark: plans demonstrate that the student has processed / analysed the assessment data presented in the brief effectively.</p> <p>0 marks: no creditworthy material.</p>
Digital skills (4 marks)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>0 marks: no creditworthy material or did not include any digital skills.</p>

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	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • 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	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • 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)	<p>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).</p> <p>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).</p> <p>0 marks: no creditable material or did not include any digital skills.</p>

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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• reference to all four points above, including reasoned reflection with appropriate evaluation and some justified actions.
2	4 to 6 marks	Reflective account demonstrates: <ul style="list-style-type: none">• reference to some points above, including appropriate reflection with limited evaluation and limited justified actions.
1	1 to 3 marks	Reflective account demonstrates: <ul style="list-style-type: none">• reference to some points above, including limited, relevant reflection and no evidence of evaluation or justified actions.
0	0 marks	No creditworthy material.

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	06 October 2025	30 October 2025
v1.1	Watermark updated	31 October 2025	31 October 2025
v2.0	Task 1 (a) / 1 (b) updated to include child / pupil Copyright information updated	26 March 2026	30 April 2026

SAMPLE

Document information

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