



# T Level Technical Qualification in Education and Early Years

## Occupational specialism assessment (OSA)

### Assisting Teaching

Assignment 2 - Observation 2 - Distinction

Guide standard exemplification materials

# Observation Planning Form

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

<b>Student name</b>		<b>T Level Technical Qualification in Education and Early Years (603/5829/4)</b>	
<b>Assessor name</b>		<b>Provider</b>	<b>Employer</b> Primary School KS1
<b>Planned activity</b> Observation 2: Promote effective inclusive teaching, learning and assessment opportunities for pupils		<b>Structured observation number and criteria to be covered</b>	
<p><b>What will I do:</b> I will liaise with the class Teacher to make sure that I have a clear understanding of the lesson plan and the objectives, ensuring that I look at the child's progress record so that any approaches and strategies are in line with the Teacher's usual approach. This will offer consistency. I will be working alongside the class Teacher to explore the child's interest and take on board learning from expert intervention to support this child's specific learning</p> <p>Focus: meeting a child's individual needs, promoting inclusion in the teaching and learning environment.</p>		<p><b>Mapping to criteria:</b></p> <p><b>S1.8</b> Work closely with teachers to ensure own contribution aligns with the teaching.</p> <p><b>S1.9</b> Ensure regular communication with teachers to provide clarity and consistency of role within lessons.</p> <p><b>S1.10</b> Provide clear and accurate explanations of instructions, processes and concepts.</p> <p><b>S1.11</b> Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.</p> <p><b>S1.12</b> Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.</p> <p><b>S2.7</b> The student must be able to deliver appropriate interventions to support progress for identified pupils.</p> <p><b>S2.8</b> Apply pedagogical understanding to deliver/lead small-group teaching within clearly defined/planned parameters.</p> <p><b>2.9</b> Contributing to the assessment process.</p> <p><b>S2.13</b> Use appropriate strategies to enable pupils' to access and engage in learning.</p> <p><b>S2.14</b> Support pupils in developing ownership of their learning and education, through student-led approach.</p> <p><b>S2.17</b> Identify and use unplanned opportunities to develop mathematical understanding as they</p>	

		<p>arise.</p> <p><b>S2.18</b> Build professional relationships in order to work collaboratively as part of their role.</p> <p><b>S2.19</b> Work collaboratively with other professionals, (for example, speech and language therapists), as required as part of a multi-agency approach.</p> <p><b>S3.25</b> Implement current statutory guidance and legislation linked to safeguarding</p> <p><b>S3.33/S4.18</b> Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.</p> <p><b>S3.36</b> Use appropriate strategies to support pupils in managing failure and disappointment.</p> <p><b>S3.37</b> Help pupils to choose realistic goals that are challenging but achievable.</p> <p><b>S3.40</b> Model professional behaviours.</p> <p><b>S4.13</b> Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum.</p> <p><b>S4.14</b> Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.</p> <p><b>S4.17</b> Support pupils with disabilities or special educational needs by providing care and encouragement</p> <p><b>S4.21</b> Promote equality of opportunity and anti-discriminatory practice.</p>	
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Observation of Skills Recording Form

<b>Student name</b>		<b>Date</b>	
<b>T Level Technical Qualification in Education and Early Years (603/5829/4)</b>	Target intervention, a specific need		
<b>Assessor name</b>			
<b>Observation number</b>	Observation 2: Promote effective inclusive teaching, learning and assessment opportunities for pupils		

<b>Record of observation</b>	<b>Criteria</b>
<p><b>Narrative</b></p> <p>The student is working with a small group of children as they engage with a maths activity. The student has been asked to work with child A who has specific learning difficulties.</p> <p>The student shares the lesson plan and objectives with me and explains the aim of the session, giving me some background to child A's needs and how the Teacher applies strategies and techniques so that they are consistent with specialised intervention support from other professionals. Notes and records have been made available for me to gain insight and these are returned to the class teacher who smiles at me and nods to the student as a cue that the session is about to begin.</p> <p>The pupil sits with other children towards the front of the class and the student joins the teacher at the front of the class. The Teacher explains that this activity is about maths but using a budget and then passes over to the student. The student then addresses the class to explain that the children have £20 and they are making some cakes for a charity sale. They have access to a lot of recipes and should think about which cake, or cakes, they will choose. They then have to use the budget list (ingredient cost break down list), to cost the items they will need. The Teacher reminds them that they will be making cakes next week with Mrs Casey for Children in Need, and they need to make sure that the £20 they have raised from a non-uniform day is enough.</p> <p>The student joins child A to support her with the task.</p> <p>Pupil: 'Are we baking?'</p> <p>Student: 'Yes, next week, but let's choose the cake we might bake' – pointing and talking about the different photos of the cakes. Eventually after lots of discussion, and reasoning, the pupil chooses some chocolate crispies and the student encourages the pupil to list the ingredients from the recipe, taking time to praise her and reminding her often to find the price from the budget list and record this. It takes child A a little longer than her peers but, whilst the Teacher is facilitating the activity, she nods to the student to carry on and she talks about the different cakes</p>	<p>S1.8                      S1.9/2.9                      S1.10                      S1.11                      S1.12                      S2.7                      S2.8                      S2.13                      S2.14                      S2.17                      S2.18                      S2.19                      S3.25                      S3.33/S4.18                      S3.36                      S3.37                      S3.40                      S4.13                      S4.14                      S4.17                      S4.21</p>

<b>Record of observation</b>			<b>Criteria</b>
<p>with the rest of the class. Child A completes the task and the student praises her and ask if she would like to share her choice with the Teacher. The Teacher welcomes child A to the front to share her work, and the Teacher and student then support the completion of a tally chart to make a decision on the different cakes and which one they would bake next week with Mrs Casey.</p>			
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Professional Discussion Form

<b>T Level Technical Qualification in Education and Early Years (603/5829/4)</b>		<b>Student name</b>	
<b>Date and time of discussion</b>		<b>Assessor name</b>	
<b>Observation number</b>	Observation 2: Promote effective inclusive teaching, learning and assessment opportunities for pupils		

<b>Record of the discussion. Please include:</b>		<b>Criteria</b>	
<ul style="list-style-type: none"> <li>• <b>people present</b></li> <li>• <b>what you discussed/questions/answers</b></li> </ul>			
<p>Assessor undertakes the discussion by asking about the activity, 'It was great to see you so involved with the class Teacher at the front of the class.'</p> <p>Student talks about how this was her idea, 'based on ways to engage child A in maths, as she has been excited by non-uniform day for Children in Need and loves talking about Bake Off!'</p> <p>'Ah brilliant idea!'</p> <p>The Teacher informs me that the student is working well in the setting and could easily lead the classroom activities. She stresses how child A has been impacted by her motivation and feels this could be just what child A needs.</p> <p>We then continue to discuss strategies, multidisciplinary teamwork and the importance of praise for achievement whilst nurturing autonomy.</p> <p>The student is then called over to support the reveal of the tally chart. I let myself out and thank the student for a great morning.</p>		S1.8 S1.9/2.9 S1.10 S1.11 S1.12 S2.7 S2.8 S2.13 S2.14 S2.17 S2.18 S2.19 S3.25 S3.33/S4.18 S3.36 S3.37 S3.40 S4.13 S4.14 S4.17 S4.21	
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

## Structured Observation 2 Marking Criteria

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

**Criteria:** S1.8, S1.9/2.9, S1.10, S1.11, S1.12, S2.7, S2.8, S2.13, S2.14, S2.17, S2.18, S2.19, S3.25, S3.33/S4.18, S3.36, S3.37, S3.40, S4.13, S4.17, S4.21

### Feedback

The student has an obvious rapport with the class. The student was able to support the pupil, engaging in a range of practical activities to support the lesson objectives for mathematical learning. The pupil was able to respond to questions, reassuring them and supporting their understanding appropriate to their stage, and needs. The environment was calm and relaxed with a sense of engagement; the student established and maintained this throughout.

The student is highly skilled at role modelling to encourage pupils to develop positive relationships, empathy and care for others being at the core of the lesson plan. The student appropriately supports the pupil to create realistic, challenging and achievable targets in line with setting approach, this is evidenced by collaborative planning.

The student confidently and consistently offers specific praise and encouragement and sensitively encourages the pupil to recognise own achievement, as well as being perceptive to the needs of other pupils, and responds to them in appreciation of their contributions and achievements.

Throughout the interactions with the pupils, the student demonstrates a high level of confidence when supporting the pupil through targeted intervention for numeracy to take opportunities to be independent and take ownership of their learning. Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice.

The student was an effective and consistent role model throughout the process, praising, encouraging and attentive throughout. Able to recognise when the pupil needed encouragement and when to extend learning.

Highly effective communicator, actively listening to and sensitively acknowledging pupils' experience and feelings, allowing pupils to safely express their feelings. This is evident in all interactions and way of working with the pupil as the student consistently models high levels of professional behaviours.

The student effectively follows agreed behaviour management strategies in line with school policy throughout and conducts herself in an inclusive way. Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. The student uses positive behaviour

strategies routinely and clarifies rules fairly and promptly.

Appropriate responses are given that show clear understanding of how to support the target intervention pupils, to create realistic, challenging and achievable targets in line with setting approach. High level of understanding of how to support and promote positive self-concept through positive practice. The student maintained the engagement and motivation throughout and was able to achieve the lesson objective around measuring.

**Assessor Signature**  
**Date**

**Student Signature**  
**Date**



### Structured observation 2: Marking criteria

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

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

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

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

<b>Specification reference</b>	S1.10
<b>Criteria</b>	Provide clear and accurate explanations of instructions, processes and concepts.
<b>Assessed skills</b>	The student has provided: <ul style="list-style-type: none"> <li>• clarification of purpose and expectations</li> <li>• a breakdown and rewording of complex ideas</li> <li>• demonstration of process and concepts in action.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited ability to provide clear and accurate explanations of instructions, processes and concepts to pupils.	Consistently provides clear and accurate explanations of instructions, processes and concepts to pupils.	Effective communication within explanations that supports pupils' accurate understanding related to instructions, processes and concepts.	Highly effective communication through use of differentiated explanation that supports each pupil's accurate understanding related to instructions, processes and concepts.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

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

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

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

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

<b>Assessment justification</b>	
This criteria should be assessed through direct observation of the skill.	
<b>Final mark</b>	

<b>Specification reference</b>	S2.7
<b>Criteria</b>	Deliver teaching and learning interventions to support individual pupil progress.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• interventions that are appropriate to the individual(s) in line with teacher agreed strategy.</li> </ul> <p>Examples of interventions may include:</p> <ul style="list-style-type: none"> <li>• targeted support</li> <li>• catch up support</li> <li>• peer support through group work.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited or inconsistent skills in using interventions that are appropriate to support individual pupil progress, in line with teacher strategy.	Consistent appropriate use of interventions to support individual pupil progress, in line with teacher strategy.	Consistent use of a range of appropriate interventions, used effectively to support individual pupil progress in line with teacher strategy.	Highly effective use of a range of differentiated interventions to support individual pupil progress and effective contribution to teacher intervention strategy discussion.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

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

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



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

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

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Limited effectiveness in using scaffolding to support and engage pupils in learning.  Lacks confidence in supporting learning through use of modelling and questioning.	Uses scaffolding to appropriately support and engage pupils in learning.  Confidence shown in supporting learning through appropriate use of modelling and questioning.	Uses scaffolding strategies effectively to support and engage pupils in learning.  Confidently uses modelling and questioning techniques to explain instructions and check pupil understanding.	Scaffolding is highly effective with differentiated strategies to support and engage each pupil in learning.  Confidently differentiates modelling and questioning techniques to explain instructions and check each pupil's understanding.
<b>Assessment justification</b>				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S2.14
<b>Criteria</b>	Help pupils develop ownership of their learning and education, through student-led approach.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>facilitating pupil feedback on learning, by giving opportunities for pupils to reflect on learning.</li> </ul> <p>Through follow-up discussion, the student has demonstrated understanding of:</p> <ul style="list-style-type: none"> <li>supporting pupils to independently set targets and action plans.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Response shows limited understanding of appropriate actions to support pupils to help set own targets and/or actions.	Response identifies appropriate actions to support pupils to help set own targets and/or actions.	Detailed response, which shows clear understanding of a range of effective strategies to support pupils to set own targets and/or actions.	More detailed response, which discusses a range of effective strategies and their effectiveness in supporting pupils to set own targets and/or actions and encourage pupils' reflection on their own learning.
<b>Assessment justification</b>				
Professional discussion is allowed for assessment of this skill, where the skill cannot be naturally observed in the structured observation.				
<b>Final mark</b>				

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

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

<b>Specification reference</b>	S2.18
<b>Criteria</b>	Build professional relationships in order to work collaboratively as part of their role.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• using appropriate language</li> <li>• maintaining appropriate professional boundaries</li> <li>• adhering to rules around confidentiality</li> <li>• communicating in a positive way</li> <li>• monitoring impact of own behaviour on others</li> <li>• being consistent and fair</li> <li>• keeping promises and commitments.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement	<p>Collaboration is limited. The student does not take time to check understanding of the teaching plan either before or during the lesson and no feedback is offered.</p> <p>Communication with the children is positive and language is appropriate. Positive behaviour is</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson and feeds back how the children managed the task.</p> <p>Communication with the children is positive and language is appropriate. Positive behaviour is modelled throughout and individual pupils are</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson, asking questions to clarify own role and responsibilities in line with objectives and curriculum outcomes. During the lesson, the student encourages individual participation and collaboration and at the end of the lesson, feedback is offered to the class teacher regarding how the children managed the task.</p> <p>Communication with the</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson, asking questions to clarify own role and responsibilities in line with objectives and curriculum outcomes, as well as checking individual needs and differentiation strategies, making sure all children have the resources needed. During the lesson, the student encourages individual participation and collaboration and at the end of the lesson, feedback is offered to the class teacher regarding how the children managed the task.</p> <p>Communication with the children is respectful of professional boundaries and language is positive and appropriate, checking the pupils' understanding and contribution/engagement with</p>

	modelled.	encouraged to share their views.	children is positive and language is appropriate. Positive behaviour is modelled throughout.	the task. Positive behaviour is modelled throughout, encouraging pupils to respect the needs of others as appropriate to their age/stage.
<b>Assessment justification</b>				
<p>The Assessor must be able to observe the following positive characteristics of teaching and learning:</p> <ul style="list-style-type: none"> <li>• using appropriate language</li> <li>• maintaining appropriate professional boundaries</li> <li>• adhering to rules around confidentiality</li> <li>• communicating in a positive way</li> <li>• monitoring impact of own behaviour on others</li> <li>• being consistent and fair</li> <li>• keeping promises and commitments.</li> </ul>				
<b>Final mark</b>				

<b>Specification reference</b>	S2.19
<b>Criteria</b>	Work collaboratively with other professionals, for example speech and language therapists, as required as part of a multi-agency approach.
<b>Assessed skills</b>	The student has demonstrated evidence of: <ul style="list-style-type: none"> <li>implementing strategies agreed through collaboration between agencies and teacher, for example strategies on EHCP plan.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>			
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
No markable achievement.	Limited understanding is shown of appropriate collaborative working practices with other professionals as part of a multi-agency approach.  Limited or partly accurate examples are given of agencies/professionals schools may need to work with and why/when.	Clear understanding is shown of appropriate collaborative working practices with other professionals as part of a multi-agency approach.  Clear and accurate examples are given of agencies/professionals schools may need to work with and why/when.	Detailed understanding is shown of a range of appropriate collaborative working practices with other professionals as part of a multi-agency approach.  Detailed and accurate examples are given of agencies/professionals schools may need to work with and why/when.
<b>Assessment justification</b>			
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.			
<b>Final mark</b>			

<b>Specification reference</b>	S3.25
<b>Criteria</b>	Implement current statutory guidance and legislation linked to safeguarding.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• adherence to current statutory guidance through following the setting's safeguarding policies and procedures.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>			
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
No markable achievement.	Limited ability to consistently follow setting's safeguarding policies and procedures without prompting.	Follows setting's safeguarding policies and procedures consistently with minimal prompting	Consistently follows setting's safeguarding policies and procedures without prompting

**Assessment justification**

A professional discussion may be used to supplement the structured observation. For example, where technology has not been applied in the literacy session, students should be questioned on policy and safeguarding as well as considering how technology may enhance the educational experience for pupils. It may be that the session is planned for younger children such as phonics at Key Stage 1, with more grammatical construction implied at Key Stage 2 and so on. In order that the student embraces literacy development across the age range, they must be prepared to discuss opportunities for literacy development across the national curriculum by offering relevant learning experiences.

The student may reflect on policy and procedures followed in the school for safeguarding and wellbeing.

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

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	<p>Inconsistent role modelling in relation to positive relationships, empathy and care for others.</p> <p>Limited or inconsistent opportunities are used to praise and encourage pupils to recognise their own achievement.</p> <p>Lacks confidence in recognising opportunities for pupils to be independent and take ownership of their learning.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p> <p>Empowers pupils to reflect and review their own learning and achievement through strategies involving metacognition.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p> <p>Empowers pupils to reflect and review their own learning and achievement through strategies involving metacognition.</p> <p>Recognises opportunities to promote autonomy and peer to peer learning.</p>

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

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

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

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

<b>Marking bands</b>			
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
No markable achievement.	<p>Limited ability to support pupils to create realistic, challenging and achievable targets in line with setting's approach.</p> <p>Limited responses are given showing no clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting's approach.</p>	<p>Appropriately supports pupils to create realistic, challenging and achievable targets in line with setting's approach.</p> <p>Appropriate responses are given that show clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting's approach.</p>	<p>Effectively supports pupils to be highly engaged in creating their own realistic, challenging and achievable targets in line with setting's approach.</p> <p>Clear, detailed responses are given that show effective understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting's approach.</p>

**Assessment justification**

The Assessor may be able to see this through direct observation but it is highly likely that the student will want to discuss opportunities when they have planned or when they would plan with pupils/students to create realistic, challenging and achievable targets (eg SMART).

The student must be aware of policies around safeguarding, including online procedures to keep pupils safe, confidentiality and how to maintain records showing an appreciation of collaborative multi-disciplinary working for next steps planning, including individualised SMART action planning/goal setting. In circumstances where no EHC plans are followed by the class teacher, the student must be able to discuss situations when and how such plans are applied.

**Final mark**

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

<b>Marking bands</b>			
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
No markable achievement.	Inconsistent or limited ability to model expected professional behaviours.	Consistently and appropriately models expected professional behaviours.	Consistently models high levels of professional behaviours.

**Assessment justification**

Direct observation should be used to assess this criteria.

<b>Final mark</b>	
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<b>Specification reference</b>	S4.13
<b>Criteria</b>	Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• using different communication methods when working with pupils with SEND, including but not limited to:           <ul style="list-style-type: none"> <li>- visual supports</li> <li>- sign language or British Sign Language</li> <li>- technologies such as augmentative and alternative communication (AAC)</li> </ul> </li> <li>• using a range of strategies to communicate when working with pupils with different needs, including but not limited to:           <ul style="list-style-type: none"> <li>- visual prompts and cues including non-verbal communication</li> <li>- picture exchange communication systems (PECS)</li> <li>- developing vocabulary</li> <li>- developing social skills to support communication</li> </ul> </li> <li>• having a flexible approach in order to respond and adapt to pupils' needs and the situation.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Uses communication appropriate to age/stage of children.	Uses communication and strategies in teaching and learning appropriate to age/stage of children	Uses communication and differentiates strategies in teaching and learning to reflect the age/stage and needs of children to support vocabulary development and social skills.	Uses communication effectively and differentiates strategies 'in action' to support teaching and learning for the age/stage and needs of children. Supports vocabulary development and social skills through inclusive approaches and effective utilisation of resources, materials and equipment.
Assessment justification				
<p>The Assessor must meet criteria through discussion to ensure the student's knowledge and skills to cover the range:</p> <ul style="list-style-type: none"> <li>• using different communication methods when working with pupils with SEND, including but not limited to:                             <ul style="list-style-type: none"> <li>– visual supports</li> <li>– sign language or British Sign Language</li> <li>– technologies such as augmentative and alternative communication (AAC)</li> </ul> </li> <li>• using a range of strategies to communicate when working with pupils with different needs, including but not limited to:                             <ul style="list-style-type: none"> <li>– visual prompts and cues including non-verbal communication</li> <li>– picture exchange communication systems (PECS)</li> <li>– developing vocabulary</li> <li>– developing social skills to support communication</li> </ul> </li> <li>• having a flexible approach in order to respond and adapt to pupils' needs and the situation.</li> </ul>				
Final mark				



<b>Specification reference</b>	S4.14
<b>Criteria</b>	Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• understanding pupils' strengths and areas for development</li> <li>• differentiation of activities to meet pupils' needs and abilities</li> <li>• provision of additional support for identified pupils as required during lessons.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	Inconsistent or limited understanding of pupils' strengths and areas for development.  Inconsistent or limited ability to differentiate activities to meet all pupils' needs and abilities.  Limited confidence when providing additional support for identified pupils as required during lessons.	Consistently and appropriately recognises pupils' strengths and areas for development.  Consistent and appropriately differentiates activities to meet most pupils' needs and abilities.  Appropriate level of confidence when providing additional support for identified pupils as required during lessons.	Consistently recognises and considers pupils' strengths and areas for development within tasks/activities.  Consistently and effectively differentiates activities to meet all pupils' needs and abilities.  Confidently provides appropriate additional support for identified pupils as required during lessons.	Effectively considers and incorporates pupils' strengths and areas for development into tasks/activities.  Highly effective differentiation within activities to meet pupils' individual needs and abilities.  Confidently provides high quality additional support for identified pupils as required during lessons.

<b>Assessment justification</b>	
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Direct observation should be used to assess this criteria.	
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<b>Final mark</b>	
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<b>Specification reference</b>	S4.17
<b>Criteria</b>	Support pupils with disabilities or special educational needs by providing care and encouragement.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• appropriate personal care for pupils with disabilities or special educational needs</li> <li>• medical care for pupils with disabilities or special educational needs if appropriate</li> <li>• actively listening to pupils and providing encouragement.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
No markable achievement.	<p>Inconsistent or limited understanding of appropriate personal and medical care for pupils with disabilities or SEN.</p> <p>Inconsistent or limited understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN with a range of examples.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN with examples.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN with a range of examples.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN with examples.</p> <p>Discussion demonstrates the student understands the importance of providing high quality and appropriate care and encouragement for pupils with disabilities or SEN.</p>

<b>Assessment justification</b>	
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.	
<b>Final mark</b>	

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

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

<b>Assessment justification</b>	
Direct observation should be used to assess this criteria.	

<b>Final mark</b>	
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# Final Mark Form

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

## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	Changes made to align with sample materials	January 2022	February 2022
V4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023