



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

QN: 610/5748/4

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 2 – pass

Guide standard exemplification materials

Contents

Contents..... 2

Introduction 3

Assignment 2..... 4

Student evidence..... 6

Examiner commentary 9

Overall grade descriptors10

 Occupational specialism overall grade descriptors..... 10

Document information11

 Change history record 11

Introduction

The material within this document relates to the Early Years Educator occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade. For guide standard exemplification material pass, the example is from activity plan 2.

The examiner / moderator commentary is provided to detail the judgements and rationale for grades awarded, in context of the grade descriptors. This should be used in conjunction with the Qualification Specification and the relevant external assessment materials, which detail the related qualification content and grade descriptors for assessment.

In assignment 2, the student must produce **two** activity plans according to various specifications. The exemplification sample provided consists of **one** such plan. This partial sample is intended to demonstrate competence in the standard of student work, rather than representing the volume of such work that would be required to complete the whole assignment.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Assignment 2

Read the information carefully before starting your work.

Scenario

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

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

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

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

You have been asked to plan **two** educational activities, **each** lasting at least **20 minutes**, for a small group of children aged **4 to 5 years**. The educational activities must support the children's progression in the areas of **communication and language** and **personal, social and emotional development (PSED)**, particularly **supporting children to manage their own health and wellbeing**.

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

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

Brief

In your role as an early years educator, you are required to support the care, learning and development of all children. In order to do this, you will plan educational activities to promote children's progression.

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

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

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

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

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

All relevant considerations should be made clear, including:

- learning objectives linked to the EYFS
- opportunities for holistic development
- the early years educator's role, including working with others
- links to theoretical and philosophical approaches
- pedagogical strategies used in supporting children's learning and development
- characteristics of effective learning
- opportunities for observations to inform next steps.

Student evidence

Early Years Education and Early Years Occupational Specialism Assignment 2: Activity Plan 2

Magical Me

Student X
May 2027

Educational activity: personal, social and emotional development (PSED)

The role of the early years educator

I have decided to plan an activity for PSED, particularly **supporting children to manage their own health and wellbeing** through focusing on the topic: Magical Me.

I have chosen this as the children enjoy being outside close to nature and my activity will be carried out inside and outside the nursery.

Planning considerations:

- the stage of development of the children
- any individual needs that the children may have and how to overcome them
- how to keep the children safe during the activity
- learning from the Early Years Foundation Stage (EYFS).

The children are aged 4 to 5 years old and there are no reported physical concerns or additional needs. Whilst the activity has to be planned so that all the reception children can participate, I need to be particularly aware of the individual needs of Safia who uses English as an additional language and Noah, who is still settling in at the nursery. The rest of the children should not need any specific attention, but I will make sure that I talk to them and encourage them in the activity and every time I will promote PSED.

I will need to be very observant and make sure I can see all of the children so that they are safe.

Pedagogical approaches for learning and development

I will try to overcome any barriers that the individual needs of the children may bring and support them to join in with the activity. For the child that is settling in, I will ask the child's key person if there are any specific strategies that the child best responds to. For example, Noah may prefer to work in pairs rather than work in small groups or may even need to be close to me during the activity, so I must make sure that I talk to the key person first. I could also ask for permission to look at the child's observations, as this will support me in my activity as it will tell me the child's interests. This is important for all of the children and will have an impact on what I do to motivate them. To make sure that Safia is able to join in the activity I will need to make sure that I speak clearly, that I encourage peer interaction with effective communication. Both children need to feel a sense of belonging, achievement and inclusion.

I will need to risk assess the activity to make sure that any hazards and risks are identified and managed. I will need to look at the outside area immediately before we go out as it may have been raining and the wet leaves are really slippery. I will need to make sure the doors and gates to the outside are closed and that I keep my eyes on the children all of the time so that they can explore the environment safely. I will not take any photographs as this may be a security risk. I will need to follow policy and procedure at all times and get help from a practitioner if I find that I am not managing well or if there is an accident or an incident that needs to be passed on.

The activity: Magical Me outside in the nursery garden

What do I need: speaker to play music, benches, mats, hoops, x3.

I will: prepare the Magical Me activity by setting up equipment to allow the children to move in response to music, and to negotiate the space, demonstrating the ability to travel, balance on apparatus, jump off safely and roll where appropriate.

The children will: listen to what the activity is about, and I will show them the equipment so that they are familiar. I will show them that on some of the equipment they will need to balance, and so on, and that when the music is played, they need to move. During the Magical Me activity, the children will use the hoops to develop their gross motor skills and there will be benches and mats to jump and roll, as well as songs to enjoy with the children during the experience. This physical experience will support PSED because the children will share, takes turns and listen to each other's views. Because there is an element of competition involved, there will also be a requirement for the children to manage their emotions effectively. Safia will be able to join in with her peers and enjoy the experience of being outside. It is an activity that does not look for educational outcomes, but that promotes a sense of wellbeing from physical activity and being outdoors.

Theoretical perspectives or philosophical approaches

It is important that children get fresh air and exercise, Margaret McMillan was interested in getting fresh air for children as it kept children healthy and fit to fight off infections, and also people like Steiner encouraged children to be outside too, to enjoy their childhood and the freedom it can mean. The EYFS encourages children to spend time outside too. I will need to make sure the child that is settling in feels alright and talk to the child during the activity to make sure everything is OK and that he is enjoying it. I will also watch to see if he is making any friends and think of ways to encourage this.

My role is to keep the children safe and secure. I will do this by checking stage appropriate resources and managing risk through a risk assessment.

I will make sure I am prepared, that I have the resources and also that there is enough time and that the staff are OK about me doing the activity too.

I will remind myself of the children's stage of development, needs and interests and also liaise with their key person to make sure I am being consistent with their education and care. I will make notes too as this can support progress and checkpoint focus through the observation cycle.

I will extend the activity by setting up some mark making areas with physical activity picture cards and a variety of drawing pencils / paints and crayons, also some natural display areas so that I can talk about being outdoors, what we did, what we saw and enjoyed when outside. I will need to tidy the cards and other resources away at the end.

Meeting the early learning goals of the Early Years Foundation Stage (EYFS)

Opportunity for speech, language and communication: will be encouraged throughout such as engaging in conversation all the time and by introducing new vocabulary too. How I will meet this:

- new words
- picture cards, identifying the physical activities
- discussion: turn taking in conversation, describing and reflecting
- listening skills
- displays
- rhymes and song.

Personal, social and emotional development: this activity is about learning through play, that is gaining its skills from being part of a process and not praising the achievement of a product. It is true that the children may want to rush around and be the first to develop dances, but we won't go back inside until everyone has finished. I will make sure that I have some spare cards for the children who finish it quickly and this may be especially useful for Noah as he may not be comfortable working in a pair or small group. I will talk to him a lot, and hopefully this will help and the group work with another child may help him to start to listen to others, to take turns and to enjoy co-operative experiences. I will make sure any guidance is clear for Safia. As well as supporting Noah and Safia I will need to make sure all children are joining in with the activity and support a sense of inclusion.

Physical development: encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and contributes to wellbeing. Physical development involves opportunities for young children to be active and interactive, and to develop their co-ordination.

Opportunities for holistic development

Cognitive: different names of apparatus, sensory exploring of the objects, looking at demonstrating strength and balance, discussing health and wellbeing.

Speech, language and communication: I will encourage conversation all the time and introduce new vocabulary too, as well as supporting Safia who uses English as an additional language (EAL).

The characteristics of effective teaching and learning:

- **playing and exploring** – children investigate and experience things, and 'have a go'.

I will do this when the children join in and have fun running around and developing their dance, and using the apparatus to balance, jump and roll, talking about how they used them.

- **active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

I will do this when the children run around and develop their dance, some of the apparatus will be more difficult to use, and they will need to use their physical skill to access them all.

- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

I will do this when the children talk about what they have been doing and when they discuss the different apparatus and how they used them, also during the next steps, I will think about what I can do next to help children to carry on with their learning.

REFERENCES

The Early Years Foundation Stage Framework, 2025, DfE, Coventry.

Examiner commentary

Pass

The evidence is presented in a logical way, the headings are useful and make reference to the demands of the brief, allowing for a coherent response.

The student has a reasonable knowledge of pedagogical approaches and identifies the following as relevant to the quality of the planned experience: communication, interaction, social group preferences, relationship / liaison with the key person, and child-centred activities that allow for a sense of achievement and build on children's interests, as well as prior knowledge gained from the observation cycle.

The student is able to identify information from the Early Years Foundation Stage (EYFS) statutory framework, and there is a basic understanding of expectations of children at this age in relation to the areas of early learning, and the activity and resources selected. However, whilst the characteristics of effective learning are applied in some context, the work lacks application of the early learning goals that would support the student's choice of activity. Whilst speech and communication runs through the activity and opportunities for its development identified, not all experiences have been further explored and there are some missed opportunities to demonstrate literacy here too. This could have been further explored to support the child using English as an additional language.

The work of McMillan and Steiner is applied to demonstrate a basic knowledge of the influence of theory to practice. The work reflects the knowledge, understanding and application of skills expected as threshold competent requirements of an early years educator. The work could be further improved with further reference to the early learning goals, stronger links between theory and practice and a deeper engagement with how the activity promotes emotional wellbeing.

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for pass and distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications; the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grade descriptors

Pass
The evidence is logical but displays baseline knowledge in response to the demands of the brief. The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches. The student makes acceptable use of facts / theories / approaches / concepts and attempts to demonstrate breadth and depth of knowledge and understanding. The student is able to identify information from appropriate sources and makes use of appropriate information / appraises relevancy of information and can combine information to make decisions. The student makes judgements / takes appropriate action / seeks clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations. The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies these across different contexts. The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning. Early Years Educator (EYE) only – demonstrates achievement of all EYE criteria.
Distinction
The evidence is precise, logical and provides a detailed and informative response to the demands of the brief. The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives / approaches. The student makes decisive use of facts / theories / approaches / concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills / techniques / methods. The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information / appraises relevancy of information and can combine information to make coherent decisions. The student makes well-founded judgements / takes appropriate action / seeks clarification and guidance and is able to use that to reflect on real-life situations in the sector. The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

Document information

Copyright in this document belongs to, and is used under licence from the Department for Education, © 2025.

‘T-LEVELS’ and ‘T Level’ are registered trade marks of the Department for Education.

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

‘CACHE’ is a registered trade mark of NCFE.

Owner: Head of Assessment Solutions

Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	03 November 2025	04 November 2025