



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

QN: 610/5748/4

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 1 part 2 – pass

Guide Standard Exemplification Materials

Contents

Structured observation 1: Observation Planning Form.....	3
Structured observation 1: Observation of Skills Recording Form	5
Structured observation 1: Observation notes	7
Structured observation 1: Professional Discussion Form	9
Structured observation 1: Marking criteria and assessment justification	10
Structured observation 1: Final Mark Form	12
Structured observation 2: Observation Planning Form.....	13
Structured observation 2: Observation of Skills Recording Form	15
Structured observation 2: Observation notes	16
Structured observation 2: Professional Discussion Form	18
Structured observation 2: Marking criteria and assessment justification	20
Structured observation 2: Final Mark Form.....	22
Structured observation 3: Observation Planning Form.....	23
Structured observation 3: Observation of Skills Recording Form	25
Structured observation 3: Observation notes	27
Structured observation 3: Professional Discussion Form	28
Structured observation 3: Marking criteria and assessment justification	29
Structured observation 3: Final Mark Form	31
Final Mark Form	32
Document information.....	33
Change history record	33

Structured observation 1: Observation Planning Form

The student will be given time to plan an activity / experience that meets criteria associated with this structured observation. This plan is not marked but should be added as part of the overall evidence for the observation.

Student name	Russell King	T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name	Kirsty Rogers	Provider	Riverside 3- to 5-year-olds
Planned activity: Support mathematical development		Criteria expected to be covered:	
Support mathematical development Activity: baking How I will meet the criteria: S1.11 The children will be baking. This will support mathematics. I will use the baking activity to support the children's emergent mathematics through the different tasks involved such as measuring, weighing, counting and the mathematical language I can introduce. S1.6 The activity will support and promote the children's speech, language and communication as they will be introduced to new vocabulary when we talk about the ingredients and I will encourage the children through conversation throughout the activity. S1.4 I will be able to apply strategies to develop and extend children's education and thinking by talking about what happens when we mix the ingredients together, the different consistencies and also what happens when the cakes are baked in the oven. I will talk to the children about the different ingredients to see if they recognise any or if they bake at home. S1.12 I will ask my placement mentor if I can plan my baking activity in line with observations and assessments for children so that I am planning to meet their next steps and encourage progress. S2.19, S2.10 I will always be a positive role model and also support children to manage their own behaviour in relation to others by managing the		S1.4 Apply strategies to develop and extend children's education and thinking. S1.6 Support and promote children's speech, language and communication. S1.10 Implement a range of pedagogical strategies to support children's early literacy skills. S1.11 Identify and use unplanned opportunities to develop mathematical understanding. S1.12 Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities. S2.9 Model and encourage positive behaviours expected of children. S2.10 Support children to manage their own behaviour in relation to others.	

baking activity, keeping everyone safe and supporting an inclusive environment. S1.10 If there is time I will look at recipe cards, look at the different words of the ingredients and could create a table-top display to show how baking supports literacy and mathematics.			
Student name and signature	Russell King	Date	10.04.2027
Assessor name and signature	Kirsty Rogers	Date	10.04.2027

Structured observation 1: Observation of Skills Recording Form

Student name	Russell King		Date	14.04.2027
Observation 1: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)				
Assessor name	Kirsty Rogers			
Brief description of setting and age of child / children	Set in an early years setting with a small group of children aged between 3 and 5			
Band	0	1	2	3
Mark	0	1	2	3
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective , mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective , fully accurate
Content points	Assessor judgement and notes			
S1.4 Apply strategies to develop and extend children's education and thinking.				
S1.6 Support and promote children's speech, language and communication.				
S1.10 Implement a range of pedagogical strategies to support children's early literacy skills.				
S1.11				

Identify and use unplanned opportunities to develop mathematical understanding.				
S1.12 Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.				
S2.9 Model and encourage positive behaviours expected of children.				
S2.10 Support children to manage their own behaviour in relation to others.				

Structured observation 1: Observation notes

This is a narrative of the observation. This narrative is to help support this Guide Standard Exemplification Material (GSEM) and is **not** an evidence requirement and therefore does not need to be submitted to NCFE. A detailed observation is required in order to support justification of the criteria by the assessor and support score allocation. Provider assessors do not need to produce such a detailed record of what took place within the setting, but it should be full enough to support with examples in support of the assessment justification. The Observation of Skills Recording Form must be used by provider assessors and submitted to NCFE as evidence. For the GSEMs, the narrative is typed out; this does not need to be the case for live observations – handwritten observations must be legible.

Narrative of activity	Criteria
At the setting the student is sitting with two children reading a story. The student smiles and continues reading to the children. The children have been distracted now though, and one chases off outside and the other child asks the student: 'is that your mummy?' The student copes with the distraction well and when one of the children decides that they want to go outside he manages the situation well: Child: 'Oh, can we play football again now?' Student: 'Well I was hoping you would help me to bake some cakes, what do you think, would you like to do that first?' Child: 'I'm going outside.' Student: Smiles and says 'Ok off you pop, it's a bit cold, put your coat and hat on.' The student finishes reading the story and moves over to the kitchen area to set up the table. The student reminds the children that if they are baking they need to wash their hands properly. The student leaves a blunt knife on the table and I remind him to remove this until he is back at the table. He does so and joins the children in the bathroom area to supervise handwashing. Back at the table, the children are encouraged to identify the different ingredients: flour, sugar, eggs and sultanas (no-one knew sultanas although some knew raisins). The student asked if the children knew what the scales were for. One child replied: 'is that the balance? My nan says it's a balance.' The children laugh but the student reassures the child: 'Yes, it is a balance.' He makes a seesaw with his arms: 'butter makes the balance go...down and we have to find a weight to make it balance again, let me show you.' The student refers to the recipe card, which has been enlarged and shows the weight in g and also in tablespoons and pictures. He slices the butter and adds this to the scale and he balances it with a weight.	S1.4 S1.6 S1.11 S1.12 S2.9 S2.10

Narrative of activity			Criteria
Next, he asks the children to take turns counting out the flour and sugar and eventually adding the eggs. The children join in counting the spoonfuls whilst stirring the mixture. One child starts to throw the sultanas onto the floor. The student manages the situation calmly and distracts the children by asking questions about baking at home. One child has English as an additional language and the student is mindful to include him in the conversations and allows more time for him to add his spoonful of flour. The student pours the mixture into the baking cases and puts the cakes into the oven. The children are asked to wash their hands and told that he will come and call them when the cake timer goes off (he set the timer in the kitchen). One child reminds the student that he said they would play football after baking and the student says: 'yes we will play football very soon.'			
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	14.04.2027

Structured observation 1: Professional Discussion Form

This form must be completed with the provider assessor's comments on the professional discussion and must be submitted along with the recording of the professional discussion. Grading is supplied in the Assessor Guidance document.

T Level Technical Qualification in Education and Early Years (610/5748/4)		Student name	Russell King	
Date and time of discussion	14.04.2027 at 11am	Assessor name	Kirsty Rogers	
Observation number	1			
Record of the discussion			Criteria	Score
Assessor: I begin by commenting on the baking activity, praising the student for doing such a good job motivating the children. I steer the discussion to lesson objectives and refer to the student's planning to discuss the only criterion not occurring and therefore not seen during the observation: S1.10 – implementing a range of pedagogical strategies to support children's early literacy skills. I ask about strategies that could have been used to support the children's literacy within the context of the baking activity. Student: I was able to consider the individual children's needs and I used appropriate language for the children in this situation. I could have added more work around the recipe as there were some common words that the children knew already so I could have used those for scaffolding. A recipe is just like a story, and I could have approached it from that direction as a warmer for example. Rather than simply use as a distraction, it may have been better to plan for this beforehand as part of the activity. In my plan I did want to look at recipe cards and also a display so that we could talk about the activity later in the day and even with parents. There was not time to do this. Both of these experiences would support opportunities for further literacy development. The student was able to talk about the holistic benefits of baking for the children's development and how this activity could be differentiated for older children, offering suggestions. Assessor: I thank the student for their time and ask them to share their feedback notes with the teacher and bring the discussion to a close.			S1.10	
Student name and signature	Russell King		Date	14.04.2027
Assessor name and signature	Kirsty Rogers		Date	14.04.2027

Structured observation 1: Marking criteria and assessment justification

When completing the marking criteria, the assessor will score each discrete criteria using the Observation of Skills Recording Form. To support these decisions, an assessment justification is to be supplied in one of two ways, either criteria by criteria, or as shown below, a holistic summary approach.

Criteria: S1.4, S1.6, S1.10, S1.11, S1.12, S2.9, S2.10	Assessment justification
	Appropriate confidence is demonstrated when supporting children's mathematical development during the baking activity. Direct observation showed how the student was able to use appropriate language to maximise emerging mathematical learning and concepts throughout. Observations and assessments of children's mathematical understanding were used to plan appropriately for a baking activity that supported their mathematical skills (S1.12). The student was a positive role model throughout and managed challenging situations in a calm manner through effective communication; evidence can be derived from the observation including reassuring the child around the use of a 'balance' to weigh ingredients and also calmly managing the situation when one child started to throw the sultanas onto the floor (S2.9, S2.10). During the baking activity the student was able to consistently recognise and use spontaneous opportunities to support children's mathematical understanding and this is further demonstrated when engaging confidently in opportunities for conversation and promoting speech, language and communication. The student encouraged all children to share their thoughts and created a sense of inclusivity; children were encouraged to listen to others as well as contribute their own reflections throughout. The student was able to move discussions forward and enable contributions from all children in ways that extend their learning and thinking (S1.6). New vocabulary was introduced, and children were able to use the new vocabulary in context, talking to the student as well as to each other. The student listened well and altered his communication methods to differentiate throughout. The student used small group work to support thinking, and questioning to support sustained shared thinking. The student is aware of the holistic benefits of mathematics and uses appropriate strategies to develop and extend children's learning in this area, for example using mathematical language such as full, less than and more than, measuring and weighing the ingredients, counting the spoonfuls of mixture and sharing the mixture into baking cases (S.11). Throughout the observation the student responded to the children's needs and any questions that they had; this was evident when talking about the different ingredients and considering the term 'balance' in the context of weighing the ingredients for baking. The activity itself promoted a range of strategies to extend children's learning and thinking such as explanation, questioning and practical skills application (S1.4).

The PD supported the student's understanding of S1.10 and showed knowledge of how literacy could have been further developed. For example, looking at the recipe cards together would support literacy development; additionally, the student was aware of the benefits of reflecting on baking at home as well as a table-top display and how this would extend children's thinking and literacy development.

Assessor name and signature: Kirsty Rogers

Date: 14.04.2027

Student name and signature: Russell King

Date: 14.04.2027

Structured observation 1: Final Mark Form

Student name		T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name		Provider	
Total marks achieved (observation and professional discussion)			
Student signature		Date	
Assessor signature		Date	

Structured observation 2: Observation Planning Form

The student will be given time to plan an activity / experience that meets criteria associated with this structured observation. This plan is not marked but should be added as part of the overall evidence for the observation.

Student name	Russell King	T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name	Kirsty Rogers	Provider	Riverside 3- to 5-year-olds
Planned activity Contributing to an enabling environment: creating and supporting children's engagement with an interactive display, for example a wall display or a table display		Criteria expected to be covered:	
Planning a table-top, nature display How I will meet the criteria: Allow for all children to participate and contribute at their own level. Plan activities to explore the different items for the display through discussion, story and art, planning across the areas of the EYFS. The activities will be planned by adults and allow for child-led play opportunities too such as collage for the display as well as child-led role-play opportunities informed by the nature display. The identified criteria and how I meet them: S1.4 Apply strategies to develop and extend children's education and thinking: I will meet this by using a range of different activities, I will ask open-ended questions, encourage sustained shared thinking and support peer interaction such as sharing and turn taking. There will also be opportunities for language and communication, sounds and new learning as the children take part in the different experiences too. I will talk about the different items which will extend learning about nature and the outdoor environment. S1.7 Promote equality of opportunity and anti-discriminatory practice: I will meet this by making sure all children are involved and feel able to participate at their own level and pace S3.2 Plan educational opportunities to enable children to progress. The activity will include this from		S1.4 Apply strategies to develop and extend children's education and thinking. S1.7 Promote equality of opportunity and anti-discriminatory practice. S2.7 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities. S2.9 Model and encourage positive behaviours expected of children. S2.10 Support children to manage their own behaviour in relation to others. S3.2 Plan educational opportunities to enable children to progress. S3.3 Provide and lead care, educational experiences and purposeful play opportunities.	

planning, collecting and discussing items and promoting extension activities for the children to consolidate learning experiences. S3.3 Provide and lead care, educational experiences and purposeful play opportunities: I will meet this by planning and leading activities and experiences that allow for holistic learning and development across the EYFS. S2.7 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities: I will make sure there is a balance of adult-led and child-led activities in the setting to promote learning and development and independent choice in play. S2.9 Model and encourage positive behaviours expected of children. S2.10 Support children to manage their own behaviour in relation to others. For S2.9 and S2.10 I will always be aware of my responsibility to be a positive role model and to encourage children to manage their own behaviour in relation to others too.			
Student name and signature	Russell King	Date	10.04.2027
Assessor name and signature	Kirsty Rogers	Date	10.04.2027

Structured observation 2: Observation of Skills Recording Form

Student name	Russell King	Date	14.03.2025	
Observation 2: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)				
Assessor name	Kirsty Rogers			
Brief description of setting and age of child / children	Set in an early years setting with a small group of children aged between 3 and 5.			
Band	0	1	2	3
Mark	0	1	2	3
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective, mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective, fully accurate
Content points	Assessor judgement and notes			
S1.4 Apply strategies to develop and extend children's education and thinking.				
S1.7 Promote equality of opportunity and anti-discriminatory practice.				
S2.7 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities.				
S2.9 Model and encourage positive behaviours expected of children.				
S2.10 Support children to manage their own behaviour in relation to others.				
S3.2 Plan educational opportunities to enable children to progress.				
S3.3 Provide and lead care, educational experiences and purposeful play opportunities.				

Structured observation 2: Observation notes

This is a narrative of the observation. This narrative is to help support this Guide Standard Exemplification Material (GSEM) and is **not** an evidence requirement and therefore does not need to be submitted to NCFE. A detailed observation is required in order to support justification of the criteria by the assessor and support score allocation. Provider assessors do not need to produce such a detailed record of what took place within the setting, but it should be full enough to support with examples in support of the assessment justification. The Observation of Skills Recording Form must be used by provider assessors and submitted to NCFE as evidence. For the GSEMs, the narrative is typed out; this does not need to be the case for live observations – handwritten observations must be legible.

Narrative of activity	Criteria
The student works with a small group of children looking at objects in a sensory box. The children are asked to select an item from the sensory box and explore the item. The student asks open-ended questions such as 'does anyone know what this is?' or 'how does it feel?' to extend learning and provoke interest. The student did this with a variety of objects such as a cone and spinning jenny / sycamore seed. The children were then able to talk about the different features of their objects such as sharp, sparkly, rough, smooth. The student wrote down all of their words and then the objects were taken to the table-top display and the words were added to the notice board that was positioned behind the table. The student has set up the role-play area as a forest. There was a large green rug with forest 'animals' on and also large green streamers made of crepe paper hanging from the ceiling. The student had left some books out for the children about animals such as 'Going On A Bear Hunt' and 'Where The Wild Things Are' as well as an animal lotto game. The children were really enjoying playing in this area by themselves. The student steps in to remind the children how to play the game when he notices that one young boy is not following the game and the other children are struggling to explain how the lotto game works. He praises the other children for trying to explain how the lotto game works and for being kind. The student had also put some animal lotto cards out on a table and he sat with a group of children to play the lotto and encourages children to play the game. The student makes some of the animal sounds which the children respond to positively. The student engages all children in the activity and demonstrates patience when one child is struggling to name one of the animals on the card. Children come over to the table and four children sit down quickly. More children want to play and the student gently tells them that they can play next time in a few minutes but he makes room for the children to stand either side of him to watch the game. The student uses the sound lotto game by sounding out the letters and encouraging the children to repeat the sounds. They all hiss when the student holds up the snake picture. The student continues in this way with the other cards, repeating the name of the animal and the noise they make or how they move.	S1.4 S1.7 S2.7 S2.9 S2.10 S3.3

Narrative of activity			Criteria
The children swap over and the student plays the game again. One child loses interest and walks away and the student thanks her for playing. The student puts the lotto game away and joins the children at the role-play area. He picks up the book 'Where the Wild Things Are' and puts on one of the animal masks. The children sit on the green rug and listen to the story followed by 'down in the jungle' action rhyme.			
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	14.04.2027

Structured observation 2: Professional Discussion Form

This form must be completed with the provider assessor's comments on the professional discussion and must be submitted along with the recording of the professional discussion. Grading is supplied in the Assessor Guidance document.

T Level Technical Qualification in Education and Early Years (610/5748/4)		Student name	Russell King
Date and time of discussion	14.04.2027 at 11 am	Assessor name	Kirsty Rogers
Observation number	2		
Record of the discussion		Criteria	Score
Assessor: Thank you, Russell, I really enjoyed your activity, and you seem to have a lovely relationship with the children. I just want to have a professional discussion now to include one of the criteria that I didn't see, if that's OK? Student: Yeah, of course. I did plan for all of the criteria, but it is difficult you just have to go for it on the day! I steer the discussion to lesson objectives and refer to the student's planning to discuss the only criterion not occurring and therefore not seen during the observation: S3.2 Assessor: OK, let's start by thinking about how the activities you chose enable the children to progress, how would you know this? Student: Well, I know the children quite well now and have a good idea of their interests and what they can do. I talk to the key person and also I have my own observations too, I haven't written down how these activities will promote development or learning in the EYFS but I know that they are useful for the children because I worked alongside the other staff, well the key person and room leader really who thought my plan was going to be good for the children. I think that communication and language as well as personal, social and emotional development will be promoted through this activity, probably other areas if I was to write it down and use the EYFS to support me. And one parent has already said she loved the display, and the role-play area. Assessor: Thank you, is there anything else that you would like to share? Student: No, if it's OK I will need to support outside now, the children want the parachute out before lunch, and I said I would help Assessor: You go, that's fine, see you in college next week.		S3.2	

Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	14.04.2027

SAMPLE

Structured observation 2: Marking criteria and assessment justification

When completing the marking criteria, the assessor will score each discrete criteria using the Observation of Skills Recording Form. To support these decisions an assessment justification is to be supplied in one of two ways, either criteria by criteria, or as shown below, a holistic summary approach.

Criteria: S1.4, S1.7, S2.7, S2.9, S2.10, S3.2, S3.3	Assessment justification
	The student refers to past observation cycles to plan effectively for the children as appropriate. He was able to evidence this through his partnership working with others at the early years setting, specifically the key person. The educational learning experiences included: • sensory boxes and table-top display • role play • action rhyme / storytelling • lotto game There was evidence of appropriate planning, implementation and ability to lead the activity throughout (S3.3). The student demonstrates knowledge, understanding and skill when selecting activities as part of next step planning to promote the interests and needs of the children in line with the early years foundation stage (EYFS) statutory framework requirements and was able to discuss how the activity enabled children to progress. During the professional discussion the student was able to clearly rationalise how the activities that he planned are linked to the interests and stage of learning for the children, and subsequently how the educational opportunities enable children to progress within early years foundation stage learning. The work could be improved with specific examples that link the activity to the EYFS but the intention of meeting children's needs and supporting progress was evident (S3.2). The student supported a balance of learning experiences achieving a balance of adult-led and child-initiated activities. This is clearly seen in the observation as the activities promote both structured experiences as well as child-led opportunities for the children (S2.7). During the lotto game, the student uses strategies reasonably confidently and effectively to develop and extend children's learning and thinking. For example, when communicating, when asking questions and when encouraging contribution and participation with the sound lotto, describing the features of the items and talking about what they are, often applying open-ended questioning (S1.4). The student was a positive role model throughout and was mindful of the needs of all children. The student was responsive to the needs of the children when engaged in role play and intervened to support the activity when one child was struggling to participate (S2.9, S1.7, S2.10).

This work could be improved with greater application of knowledge in line and in tune with the early years statutory framework and the specific needs of the children he was working with to enable him to draw useful, purposeful conclusions to inform his future interactions.

Assessor name and signature: Kirsty Rogers

Date: 14.04.2027

Student name and signature: Russell King

Date: 14.04.2027

Structured observation 2: Final Mark Form

Student name		T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name		Provider	
Total marks achieved			
Student signature		Date	
Assessor signature		Date	

Structured observation 3: Observation Planning Form

The student will be given time to plan an activity / experience that meets criteria associated with this structured observation. This plan is not marked but should be added as part of the overall evidence for the observation.

Student name	Russell King	T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name	Kirsty Rogers	Provider	Riverside (Nursery)
Planned activity Meeting the individual needs of children		Criteria expected to be covered:	
Activity Description This activity will assess how I meet the individual needs of children through contributing to their care and wellbeing through daily interactions at the early years setting. I will be a positive role model at all times and support the young children with expected levels of developmental expectations as appropriate to S2.10 (the children are all under 2 years in the baby room). Part of my role will always be to identify and respond to health and safety, security, confidentiality, safeguarding and child welfare as I implement daily care routines in the baby room which support and promote healthy lifestyles. (S4.1, S4.7, S4.8) The structured observation can consist of one of the following activities. I am going to be working in the baby room so I have chosen: - contributing to care routines, for example snack or mealtimes, rest and sleep, personal care needs - I am also likely to meet children's care and educational needs through high-quality interactions with each young child (S1.4) - promoting safe and secure environments (S2.2). I may not meet this bullet point: - group learning and socialisation but I do know that the babies do enjoy being with other children and socialising in a way that is appropriate to their stage of learning and development (S2.3). I will work alongside and collaboratively with colleagues, parents/carers and other professionals		S1.4 Apply strategies to develop and extend children's education and thinking. S2.2 Promote secure attachments with children. S2.3 Support children's group learning and socialisation. S2.9 Model and encourage positive behaviours expected of children. S2.10 Support children to manage their own behaviour in relation to others. S4.1 Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities. S4.7 Carry out a range of care routines. S4.8 Promote healthy lifestyles. S4.10 Undertake tasks, ensuring the prevention and control of infection. S5.4 Work collaboratively with other professionals to meet the needs of the children and enable them to progress.	

to meet the needs of babies and children and enable them to progress. I will also have the opportunity to discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers (S5.4). It may be that I will need to use a professional discussion to achieve the following: how to ensure the prevention and control of infection. I am hoping that this will be seen however if I get the opportunity to clean the nappy changing area for example (S4.10).			
Student name and signature	Russell King	Date	10.04.2027
Assessor name and signature	Kirsty Rogers	Date	10.04.2027

Structured observation 3: Observation of Skills Recording Form

Student name	Russell King			Date	14.04.2027
Observation 3: T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)					
Assessor name	Kirsty Rogers				
Brief description of setting and age of child / children	Set in an early years setting with a small group of children.				
Band	0	1	2	3	
Mark	0	1	2	3	
Descriptors	Limited demonstration of skill, as relevant to the structured observation, that has minimal effectiveness and numerous errors	Basic demonstration of skill, as relevant to the structured observation, that has some effectiveness and some accuracy (though may be inconsistent)	Reasonable demonstration of skill, as relevant to the structured observation, that is mostly effective , mostly accurate	Excellent demonstration of skill, as relevant to the structured observation, that is highly effective , fully accurate	
Content points	Assessor judgement and notes				
S1.4 Apply strategies to develop and extend children's education and thinking.					
S2.2 Promote secure attachments with children.					
S2.3 Support children's group learning and socialisation.					
S2.9 Model and encourage positive behaviours expected of children.					
S2.10 Support children to manage their own behaviour in relation to others.					
S4.1 Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line					

with own responsibilities.				
S4.7 Carry out a range of care routines.				
S4.8 Promote healthy lifestyles.				
S4.10 Undertake tasks, ensuring the prevention and control of infection.				
S5.4 Work collaboratively with other professionals to meet the needs of the children and enable them to progress.				

Structured observation 3: Observation notes

This is a narrative of the observation. This narrative is to help support this Guide Standard Exemplification Material (GSEM) and is **not** an evidence requirement and, therefore, does not need to be submitted to NCFE. A detailed observation is required in order to support justification of the criteria by the assessor and support score allocation. Provider assessors do not need to produce such a detailed record of what took place within the setting, but it should be full enough to support with examples in support of the assessment justification. The Observation of Skills Recording Form must be used by provider assessors and submitted to NCFE as evidence. For the GSEMs, the narrative is typed out; this does not need to be the case for live observations – handwritten observations must be legible.

Narrative of activity		Criteria	
When I arrived, the student was waiting to sign me in and took me through to the staffroom where he shared information about the policies and procedures related to personal care needs of children. He explained how confidential information was securely stored to safeguard children. The records including information about individual children are also kept here, such as dietary needs or medication records. The student is in the baby room today working with children from 9 to 14 months of age. He is sitting with a young baby and sings action rhymes and plays 'peek a boo' with some transparent material. The baby laughs. The student is asked to feed one of the babies and he has to check the child's records and fill out the parent information exchange card, noting the healthy choices of food provided. The student feeds the baby and settles her to sleep in a cot. He washes his hands and cleans up after lunchtime. He is asked to support in the sleep room. The student shadows other staff as they change nappies and settle babies to sleep. It is the nursery policy not to allow students to change nappies but he can shadow. The student used the appropriate PPE to clean the nappy changing area and he talked me through the process and why he did each step in relation to hygiene procedures to minimise infection. After lunch the student is asked to prepare sensory play with the babies and he selects some heuristic play using the treasure baskets. At the end of the observation he shares information with a parent and has also made some notes that can be used as part of the observation cycle to help plan the next steps of the children in the baby room.		S1.4 S2.2 S2.3 S2.9 S2.10 S4.1 S4.7 S4.8 S4.10 S5.4	
Student name and signature	Russell King	Date	14.04.2027
Assessor name and signature	Kirsty Rogers	Date	14.04.2027

Structured observation 3: Professional Discussion Form

T Level Technical Qualification in Education and Early Years (610/5748/4)		Student name	Russell King	
Date and time of discussion	N / A	Assessor name	Kirsty Rogers	
Observation number	3			
Record of the discussion		Criteria	Score	
The full range of assessment criteria were observed during the observation. As a result, no professional discussion was required.				
Student name and signature				
Assessor name and signature	Russell King		Date	14.04.2027
			Date	14.04.2027

Structured observation 3: Marking criteria and assessment justification

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

Criteria: S1.4, S2.2, S2.3, S2.9, S2.10, S4.1, S4.7, S4.8, S4.10, S5.4

Assessment justification

On arrival the student was able to show me appropriate policies and procedures that are aligned to safeguarding the young children at the setting and how these are important in making sure the individual needs of the children are met. The student was asked to identify the setting's policy on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children and his own role within these. The student had not carried out a risk assessment but had been involved in the process and was able to make the connection between policy documentation and safeguarding as well as how these documents work holistically to promote healthy lifestyles for children (S4.1, S4.8).

During the observation the student was actively engaged in all aspects of care routines with young babies aged 9 months to 14 months in the baby room. For example, the student demonstrated skills of high-quality interaction when participating in action rhymes and the game of peek a boo (S1.4). The student used a gentle, calm tone and maximised non-verbal communication to engage the baby in the experience. There was an effective rapport between the baby and the student who remained sensitive and responsive to this baby's needs as well as those of others (S2.2).

During the observation there were several interactions with staff, such as supporting feeding, supporting sleep routines and nappy changing routines as well as completing parent exchange cards and chatting to a parent when they arrived at the setting to collect their child. The student applied knowledge of the various care routines with mostly accurate skill, following expectations from the policy and procedures of the setting and made a comment in the parent exchange card about healthy eating choices they had provided (S4.1, S4.7, S4.8, S5.4).

The student followed appropriate handwashing techniques and was able to demonstrate effective practice in place to minimise cross infection when engaged with all aspects of care routines, and this is further evidenced through the accurate use of PPE when cleaning the nappy changing area (S4.10).

The student was a positive role model throughout and supported behavioural expectation as well as group learning and socialisation as appropriate to the needs and expectations of very young children. He was able to sustain interest and engagement with the baby during 'peek a boo', and when involved in the treasure basket activity communicated calmly throughout, whilst also being mindful of allowing the children time to absorb the play through sensory exploration (S2.3, S2.9, S2.10). The student is developing confidence and competence when implementing care routines for young children. This work would be improved by a greater use of initiative as he was prompted by staff to participate in specific care routines, it would be helpful to see independent application and engagement with day-to-day practice.

Assessor name and signature: Kirsty Rogers

Date: 14.04.2027

Student name and signature: Russell King

Date: 14.04.2027

SAMPLE

Structured observation 3: Final Mark Form

Student name		T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name		Provider	
Total marks achieved			
Student signature		Date	
Assessor signature		Date	

Final Mark Form

Student name		T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)	
Assessor name		Provider	Employer
Total marks achieved			
Structured observation 1			
Structured observation 2			
Structured observation 3			
Student signature		Date	
Assessor signature		Date	

Document information

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