



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

Occupational specialism assessment (OSA)
Assisting Teaching
Assignment 2 – Mark Scheme

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The Mark Scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a student's response holistically for the relevant task or question and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if they are the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement that students must cover all of the indicative content to be awarded full marks.

Performance outcomes (POs)

This assignment requires students to be able to:

PO1: Support the class teacher to enhance children's education, individually and in groups [12 marks]

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults [12 marks]

PO4: Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum [8 marks]

[Total marks: 32 marks]

Planning activity

Complete the lesson plan. Demonstrate, **in detail**:

- how you would adapt your lesson plan to align with the teacher's plan to meet the individual needs of Amin and Freya
- suitable extension activities and a plenary to support Amin and Freya's progress
- a range of pedagogical strategies and resources to enhance and support Amin and Freya's literacy skills.

You must use the explanation box at the bottom of the lesson plan to **explain** how:

- the selected resources will be used to support Amin and Freya's individual learning needs, in line with the requirements of the curriculum
- information from formative and summative assessment will be used to identify Amin and Freya's individual needs and plan for their next steps
- differentiation to your lesson plan and strategies and / or interventions will support the inclusion of Amin and Freya.

[32 marks]

Mark scheme

PO1: Support the class teacher to enhance children's education, individually and in groups

Band	Mark	Descriptor
3	9 to 12	Adaptations to the lesson plan show excellent ability to align own contribution with the teaching. Identifies a very wide range of pedagogical strategies that are highly effective in enhancing pupils' education. Highly sophisticated understanding of the requirements of the school curriculum and exceptional ability to select appropriate resources.
2	5 to 8	Adaptations to the lesson plan show good ability to align own contribution with the teaching. Identifies a good range of pedagogical strategies that effectively enhance pupils' education. Good understanding of the requirements of the school curriculum and confident ability to select appropriate resources.
1	1 to 4	Adaptations to the lesson plan show limited ability to align own contribution with the teaching. Identifies a very narrow range of pedagogical strategies that enhance pupils' education with limited effectiveness. Minimal understanding of the requirements of the school curriculum and basic ability to select appropriate resources.
0	0	No creditworthy material.

Indicative content

Within adaptations to the lesson plan to align own contribution with the teaching, students may include:

- adaptation of activities to support the specific needs of Amin and Freya, for example, using Amin's enjoyment of computers to help look up mythical creatures or focusing on Freya's preferred learning style to adapt activities to suit her needs
- ways to support the lesson objectives and reinforcing and explaining language used by the teacher, for example, considering the use of language and phrases to offer alternative explanations to reinforce understanding
- planning opportunities within the lesson to check understanding by enabling Amin and Freya to offer responses, for example, use of targeted and specific questioning to check understanding of each new concept introduced
- opportunities to reinforce engagement with literacy in ways to meet Amin and Freya's needs, for example, using story cards, iPad, picture cards, worksheet or games
- understanding of the national curriculum requirements for key stage 2 literacy and application to the lesson plan, for example, reference to the learning outcomes of literacy and the application to the specific learning needs of Amin and Freya.

Within the lesson plan, students may demonstrate pedagogical strategies to enhance the pupils' education that include:

- discussion to demonstrate understanding of pedagogical strategies and ways in which their application can support the learning and development of Amin and Freya, for example, strategies based on observation and assessment to provide a consistent approach within the team
- scaffolding learning using other professionals with specialist skills, for example, involving a multi-disciplinary team based on theoretical approaches
- understanding of relevant learning theories, including constructivists / behaviourists / social learning / cognitivist, to support learning. Consideration of these theories to the practical application of strategies agreed by the team, for example, the use of praise, collaborative learning and peer learning
- planned use of strategies, such as positive reinforcement, targeted use of language, collaborative and peer support groups.

Within the lesson plan and explanation regarding the selection of appropriate resources, students may include:

- the use of appropriate resources to support Amin and Freya, including adaptations for pupils with specific needs, for example, adapted worksheets and literacy resources such as SALT (speech and language) work sheets and use of iPad, using Freya's learning style and love of art and design to adapt resources to meet her needs, or using technology and Amin's success with reading to meet his needs
- the use of technology and specialist programmes to support literacy development relevant to the task, for example, Learning Village programme or recommendations from the SALT, adapting these to meet Amin and Freya's learning and development needs
- ways in which the teaching assistant could give feedback to the teacher on Amin and Freya's progress, for example, verbal communication through observation and assessment of Amin and Freya
- consideration of space available and access to resources within the classroom to support Amin and Freya's needs, for example, the introduction of technology and space for practical tasks

- understanding of the ways in which specialist professionals can support literacy development, for example, teaching assistant or other support staff, provision of alternative resources, repetition, real-life situations and maintaining a positive approach.

Accept any other suitable response.

SAMPLE

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Band	Mark	Descriptor
3	9 to 12	Excellent adaptation of the lesson plan to promote all pupils' progression. Highly sophisticated identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils. Exceptional understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.
2	5 to 8	Good adaptation of the lesson plan to promote all pupils' progression. Confident identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils. Good understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.
1	1 to 4	Basic adaptation of the lesson plan to promote all pupils' progression. Minimal identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils. Simplistic understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.
0	0	No creditworthy material.

Indicative content

Within adaptations to the lesson plan to promote the pupils' progression, students may include:

- inclusion of suitable adaptations to activities to support the learning needs and progression of Amin and Freya, for example, differentiated resources and modification of the environment, breaking down the activities into smaller tasks, organising group work so that children can learn from others, and adapting activities to be practical ones for both pupils and focusing on illustration for Freya
- understanding of the need for ongoing formative and summative assessment to support progression, for example, the importance of observation and assessment to identify and monitor needs, to collect detailed information that can be used to plan to support Amin and Freya in the short and long term and to build on what Amin and Freya are naturally interested in
- appropriate adaptations to ensure the lesson outcomes are met for Amin and Freya, for example, adapting the pace of the lesson for both pupils, adapting the instructions for activities, considering the language used or reinforcing imaginative and creative learning
- ways to ensure the adaptations support Amin and Freya's understanding of the task, reinforcing existing knowledge and revisiting content that has not been understood, for example, what is meant by mythical creatures or what is a story mountain?
- incorporating opportunities for collaborative and independent working where appropriate, for example, group work, games, encouraging children to find learning partners, changing the groups around, working in pairs then doubling up or encouraging independent learning to promote ownership.

Within the lesson plan and explanation related to interventions and / or strategies for differentiated support and feedback, students may include:

- delivering appropriate interventions to support the progress of Amin and Freya, for example, using a flexible approach, small group / one-to-one situation or planning additional activities to address gaps in knowledge
- use of a range of strategies to promote knowledge and understanding through the use of language both verbal and non-verbal; this may include drawing or use of picture cards
- use of resources and technology to extend learning new vocabulary and words
- providing time to explore word meanings that support English as an additional language (EAL) and communication or PSED delays
- how and when feedback to the teacher relating to pupil progress and next steps is given, for example, during / after the lesson or verbal / written reflection on the best way to achieve this to ensure adaptations can be made to meet the needs of Amin and Freya in a timely way.

Within the explanation related to the use of formative and summative feedback to plan for next steps, students may include:

- use of summative and formative assessments to support future planning for Amin and Freya and to track their progress, for example, questioning techniques, evaluation tasks, short quizzes, observations or identify gaps in learning
- ways in which specific and timely feedback can positively support learning, to enable reflection and adjustments to strategies and planning to be made to improve the learning process
- the importance of ongoing assessment using tools such as questioning and how this supports the assessment and planning of next steps for learning to build on Amin and Freya's strengths and ensure that the process is ongoing
- ways in which to feed back positively to support Amin and Freya's confidence and behaviour for learning, for example, specific feedback with positive gestures and body language or building on strengths.

Accept any other suitable response.

PO4: Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum

Band	Mark	Descriptor
4	7 to 8	Adaptations to the lesson plan show exceptional recognition of the particular needs of individual pupils. Excellent suggestions of ways to support the inclusion of all pupils within the lesson. Highly sophisticated differentiation and extension planning to support pupils' learning and development.
3	5 to 6	Adaptations to the lesson plan show highly considered recognition of the particular needs of individual pupils. Very good suggestions of ways to support the inclusion of all pupils within the lesson. Highly effective differentiation and extension planning to support pupils' learning and development.
2	3 to 4	Adaptations to the lesson plan show considered recognition of the particular needs of individual pupils. Good suggestions of ways to support the inclusion of all pupils within the lesson. Effective differentiation and extension planning to support pupils' learning and development.
1	1 to 2	Adaptations to the lesson plan show minimal recognition of the particular needs of individual pupils. Limited suggestions of ways to support the inclusion of all pupils within the lesson. Basic differentiation and extension planning to support pupils' learning and development.
0	0	No creditworthy material.

Indicative content

Within adaptations to the lesson plan that recognise the pupil's individual needs, students may include:

- adapting the intended learning outcomes to make them more manageable for Amin and Freya, for example, by reducing or extending the content to be covered, making changes to enable Amin and Freya to access the curriculum and process what has been taught, the use of different teaching approaches, provision of more concrete examples or teaching pre-concepts prior to the lesson

- taking account of any education, health and care (EHC) plans and / or targets and / or external advice regarding Amin and Freya, for example, ways to include support staff in planning to meet any additional needs
- adapting the expectation for pupils' individual needs, for example, smaller 'chunks' for Amin and Freya by using sentences instead of paragraphs or a more creative approach for both pupils by using more art and design to communicate their stories
- use of visual aids to understand the concept such as cartoon characters or characters from story books that reflect their interests
- consideration of a different environment to support Freya to avoid situations that may overstimulate her
- adapting resources to support different stages of literacy understanding, such as using sentence builder flip book, different coloured paper, match and spell games, sequencing cards, story sacks and hand puppets
- pupils to use 'Fred talk' including flashcards to support phonics
- understanding of the impact of developmental delays to ensure pupil is accessing learning in an age-appropriate way
- use of praise and encouragement to develop self-esteem and encourage independent learning, for example, strategic use of praise for small achievements
- consideration of how Amin and Freya may use software packages to support understanding and concentration, for example, SPAG checkers, games or interactive story building programmes.

Within the explanation related to differentiation and inclusion, students may include:

- explanation relating to the importance of differentiation to meet the specific individual needs of Amin and Freya to ensure the most appropriate and effective learning experience and support progression, focusing on the child's learning style, interests and abilities
- additional learning resources to meet the specific individual needs and encourage learning
- 'Fred talk', story boards and flashcards
- time out of the classroom to support learning in different environments conducive to the individual needs of the pupils.
- explanation of ways in which the lesson may be differentiated, for example, additional resources, pace of learning, reinforcement of concepts and practical examples of how this can be achieved to support literacy and reading
- understanding of the need to adapt and change planning to meet the individual needs of Amin and Freya, explaining the rationale for this and giving reasons why it is important
- understanding of the importance of inclusion and its potential impact on Amin and Freya, ensuring they are fully included in the lesson, for example, when using digital resources or planning behaviour management

Within the lesson plan, students may demonstrate suitable extension activities and a plenary that include:

- activities in addition to the lesson to provide additional challenge for Amin and Freya, for example, additional activities that reinforce learning for Amin and Freya, which will create a challenge suitable for their needs and stage of literacy such as using sentence builders; asking questions such as 'what was she wearing in your story?', 'what words could you use instead of the dragon is tired?'; including a variation on descriptive and expressive language
- build on descriptive language, use of punctuation, nouns, verbs and adjectives
- strategies to reinforce the learning that has taken place in the lesson to meet specific needs, for example, reinforcement of learning, use of praise and positive reinforcement

- planning to support Amin and Freya's needs to enable them to develop strategies to enhance their understanding of literacy, for example, reviewing the lesson with the class teacher and planning to build on existing learning
- discussion relating to the progress of Amin and Freya on a regular basis with parents, for example, providing regular feedback to parents from both formative and summative assessment where appropriate
- provide opportunities to blend CVVC / CVVVC words with increasing accuracy
- expose pupils to new vocabulary
- use now and next boards to help create depth to the stories: 'the dragon is in the castle; I wonder what it does next?'
- work in partnership with the SENDCo and other external professionals including SALT to support Freya's learning and development
- discussion relating to the progress of Amin's progress with his parents, using resources and translation support for EAL
- the value of receiving feedback on performance with extension activities, for example, verbal or written communication, the value of positive feedback to raise confidence and self-esteem.

Accept any other suitable response.

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	30 June 2026	31 July 2026

SAMPLE

Document information

Copyright in this document belongs to, and is used under licence from, the Department for Education, © 2026.

'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.

SAMPLE