



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 1 - Planning Activity

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 0 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 levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level 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 either that students must cover all of the indicative content to be awarded full marks.

Performance outcomes

This assessment requires students to be able to:

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

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

PO4: Recognise, adapt and respond to individual children’s needs, including those with SEND, to support development and access to the curriculum

	Weighting	Marks
Performance outcome 1	35%	20
Performance outcome 2	35%	20
Performance outcome 4	30%	15
Total	100%	55

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

- how you would adapt the lesson plan to align with the teachers plan and meet the individual needs of Emily and Isaac
- suitable extension activities and a plenary to support Emily’s and Isaac’s progress
- a range of pedagogical strategies and resources to enhance and support Emily’s and Isaac’s imaginative writing skills.

You must use the answer space after the lesson plan to **explain** how:

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

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

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Adaptions to the lesson plan show limited ability to align own contribution with the teaching.</p> <p>Identifies a very narrow range of pedagogical strategies that enhance pupils’ education with limited effectiveness.</p> <p>Minimal understanding of the requirements of the school curriculum and basic ability to select appropriate resources.</p>	1–4
2	<p>Adaptions to the lesson plan show moderate ability to align own contribution with the teaching.</p> <p>Identifies a narrow range of pedagogical strategies that enhance pupils’ education with some effectiveness.</p> <p>Moderate understanding of the requirements of the school curriculum and moderately effective ability to select appropriate resources.</p>	5–8
3	<p>Adaptions to the lesson plan show good ability to align own contribution with the teaching.</p> <p>Identifies a range of pedagogical strategies that effectively enhance pupils’ education.</p> <p>Good understanding of the requirements of school curriculum and confident ability to select appropriate resources.</p>	9–12
4	<p>Adaptions to the lesson plan show highly developed ability to align own contribution with the teaching.</p> <p>Identifies a wide range of pedagogical strategies that very effectively enhance pupils’ education.</p> <p>Very good understanding of the requirements of the school curriculum and highly effective ability to select appropriate resources.</p>	13-16
5	<p>Adaptions to the lesson plan show excellent ability to align own contribution with the teaching.</p> <p>Identifies a very wide range of pedagogical strategies that are highly effective in enhancing pupils’ education.</p> <p>Highly sophisticated understanding of the requirements of the school curriculum and exceptional ability to select appropriate resources.</p>	17-20

Indicative content

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

- adapting activities to support the specific needs of Emily and Isaac
- reinforcing the lesson objectives and explaining language used by the teacher to ensure understanding
- planning opportunities within the lesson to enable Emily and Isaac to feed back to check understanding
- understanding the national curriculum requirements of key stage 3 English and application to the plan
- strategies to support the teacher-led activities with one-to-one support where required.
- ways to support group activities
- the inclusion of technology to support the educational development.

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

- supporting learning by developing Isaac's concentration to maintain focus
- supporting learning by developing Emily's confidence to write imaginatively
- discussion to demonstrate understanding of pedagogical strategies and ways in which their application can support the learning and development of Emily and Isaac
- supporting learning by facilitating small group work
- the application of relevant learning theories, including, constructivists/behaviourists/social learning/cognitivist/humanist to support learning
- planned use of strategies such as positive reinforcement, targeted use of visual language.

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

- the use of appropriate resources to support Emily and Isaac and adaptability for pupils choosing to use digital resources were appropriate
- the use of technology and specialist programmes
- ways in which feedback could be given to the teacher on Emily's and Isaac's progress (for example, verbally, written communication)
- consideration of space available and access to physical and digital resources within the classroom to support Emily's and Isaac's needs
- understanding of ways in which specialist software applications can support the development of imaginative writing.

Accept other relevant responses.

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

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Basic adaption of the lesson plan to promote all pupils' progression.</p> <p>Minimal identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Simplistic understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	1–4
2	<p>Sufficient adaption of the lesson plan to promote all pupils' progression.</p> <p>Reasonable identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Competent understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	5–8
3	<p>Good adaption of the lesson plan to promote all pupils' progression.</p> <p>Confident identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Good understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	9–12
4	<p>Highly sophisticated adaption of the lesson plan to promote all pupils' progression.</p> <p>Refined identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Highly effective understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	13–16
5	<p>Excellent adaption of the lesson plan to promote all pupils' progression.</p> <p>Highly sophisticated identification of appropriate interventions and strategies to enable differentiated support and feedback to meet the needs of all pupils.</p> <p>Exceptional understanding of how information from formative and summative assessment can be used to plan for pupils' next steps.</p>	17–20

Indicative content

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

- inclusion of suitable interventions/adaptations to activities to support the learning needs and progression of Emily and Isaac (for example, smaller groups/one to one)
- understanding of the need for ongoing formative and summative assessment to track progression and support next steps.
- appropriate adaptations to ensure the lesson outcomes are met for Emily and Isaac
- ways to ensure the adaptations ensure Emily's and Isaac's understanding of the formal elements are used to support own progression needs (for example, repetition, questioning and modelling language)
- incorporating opportunities for collaborative and independent working where appropriate
- incorporating opportunities to build confidence using praise and encouragement.

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 Emily and Isaac (for example, using a flexible approach, small group/one to one engagement)
- use of a range of strategies to promote knowledge and understanding of formal elements (for example, working in pairs to identify key characteristics of each formal elements)
- use visual examples to illustrate how formal elements are used
- how and when feedback to the teacher around pupil progress and next steps is given (for example, during/after the lesson, verbal, written and using visual examples).

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 the planning for Emily and Isaac and to track their progress (for example, questioning techniques, evaluation tasks)
- ways in which specific and timely feedback can positively support learning
- the importance of ongoing assessment through the use of tools such as questioning supports the assessment and planning of next steps for learning
- ways in which to feedback positively in order to support Emily's and Isaac's self-esteem and confidence
- use Emily's and Isaac's practical experimentation work to assess their understanding and application of visual language.

Accept other relevant responses.

PO4: Recognise, adapt and respond to individual children’s needs, including those with SEND, to support development and access the curriculum.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Adaptions to the lesson plan show minimal recognition of the particular needs of individual pupils.</p> <p>Limited suggestions of ways to support the inclusion of all pupils within the lesson.</p> <p>Basic differentiation and extension planning to support pupils’ learning and development.</p>	1–3
2	<p>Adaptions to the lesson plan show sufficient recognition of the particular needs of individual pupils.</p> <p>Adequate suggestions of ways to support the inclusion of all pupils within the lesson.</p> <p>Adequate differentiation and extension planning to support pupils’ learning and development.</p>	4–6
3	<p>Adaptions to the lesson plan show considered recognition of the particular needs of individual pupils.</p> <p>Good suggestions of ways to support the inclusion of all pupils within the lesson.</p> <p>Effective differentiation and extension planning to support pupils’ learning and development.</p>	7–9
4	<p>Adaptions to the lesson plan show highly considered recognition of the particular needs of individual pupils.</p> <p>Very good suggestions of ways to support the inclusion of all pupils within the lesson.</p> <p>Highly effective differentiation and extension planning to support pupils’ learning and development.</p>	10–12
5	<p>Adaptions to the lesson plan show exceptional recognition of the particular needs of individual pupils.</p> <p>Excellent suggestions of ways to support the inclusion of all pupils within the lesson.</p> <p>Highly sophisticated differentiation and extension planning to support pupils’ learning and development.</p>	13-15

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 Emily and Isaac, for example by ensuring they have understood the teacher's instructions
- taking account of any Educational Health and Care Plan (EHCP) targets or external advice which Emily and Isaac may have been given
- adapting the layout of handouts and worksheets for pupils' needs (for example, Isaac may prefer these digitally or in small manageable tasks to aid his concentration and maintain focus)
- encouraging Emily to work with at least one other pupil
- using images to aid understanding of visual languages to support both Emily and Isaac
- use of praise and encouragement to develop self-esteem, encourage independent learning and confidence
- considering how Isaac may use the software packages, to work independently
- encouraging other pupils to work in small groups/pairs with Emily and Isaac.

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

- discussion relating to the importance of differentiation to meet the specific individual needs of Emily and Isaac
- explanation of ways in which the lesson may be differentiated (for example, positive learning environment, additional digital resources, pace of learning, size of group and group facilitation)
- understanding of the need to adapt and change planning to meet the needs of Emily and Isaac
- understanding of the ways in which and importance of ensuring that Emily and Isaac are socially included in the lesson, (for example the application of strategies to implement small group work to support social interaction and the use of digital resources in group work).

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

- consolidation of work done in school using visual language. Provide online resources which have not been used in the lesson
- discussion of Emily's and Isaac's progress on a regular basis with parents and receiving feedback on performance with extension activities through verbal or written communication
- discussion with Isaac's parents regarding ways in which they can help him improve his listening skills and how to focus on instructions, for example asking him to make notes whilst they read out instructions
- discussion with Emily's parents regarding ways in which they can help her improve her confidence skills when working with others, for example asking her talk about her work.
- using praise and effective feedback.

Accept other relevant responses.

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