

# **T Level Technical Qualification in Education and Childcare**

**Occupational specialism assessment (OSA)**

**Early Years Educator**

Assignment 3 - Part 1A, Part 1B and Part 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 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 it is 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:

- P01** Support and promote children's play, development and early education
- P02** Develop relationships with children to facilitate their development
- P03** Plan, provide and review care, play and educational opportunities to enable children to progress
- P04** Safeguard and promote the health, safety and wellbeing of children
- P05** Work in partnership with colleagues, parents, carers and other professionals to support children's development

## Part 1A

Total for this part: 16 marks

1	<p><b>You must carry out three observations on one child in your industry placement within the specified assessment window.</b></p> <p><b>You must observe the child in activities that support the specific area of learning in the Early Years Foundation Stage (EYFS) – expressive arts and design.</b></p> <p><b>You must carry out three observations:</b></p> <ul style="list-style-type: none"> <li>• one <b>must use a narrative method</b></li> <li>• one <b>must use a post-it note method</b></li> <li>• one <b>must use a time sample method.</b></li> </ul>
<b>[16 marks]</b>	

Band	Marking descriptors	Marks
	No creditworthy material.	<b>0</b>
<b>1</b>	<p>The student demonstrates a <b>limited</b> ability to carry out and record the range of observations within expressive arts and design. The observations show a <b>minimal</b> level of detail and the approach is <b>likely</b> to be <b>inappropriate</b>.</p> <p><b>Few</b> interests, individual needs and stages of development related to expected and atypical patterns within expressive arts and design have been identified. Those identified are <b>basic</b> and <b>likely</b> to be <b>lacking</b> in focus.</p> <p>The observations show a <b>limited</b> understanding of the early education curriculum and are <b>likely</b> to be subjective rather than objective, <b>reducing</b> the effectiveness in being able to draw conclusions from them.</p>	<b>1–4</b>
<b>2</b>	<p>The student demonstrates a <b>moderate</b> ability to carry out and record the range of observations within expressive arts and design. The observations show a <b>reasonable</b> level of detail and the approach is <b>somewhat appropriate</b>.</p> <p><b>Some</b> interests, individual needs and stages of development related to expected and atypical patterns within expressive arts and design have been identified. Those identified are <b>reasonably</b> detailed and focused <b>in parts</b>.</p> <p>The observations show a <b>moderate</b> understanding of the early education curriculum and are <b>most likely</b> to be subjective rather than objective, <b>reducing</b> the effectiveness in being able to draw conclusions from them.</p>	<b>5–8</b>
<b>3</b>	<p>The student demonstrates a <b>good</b> ability to carry out and record the range of observations within expressive arts and design. The observations show a <b>proficient</b> level of detail and the approach is <b>generally appropriate</b>.</p> <p><b>Most</b> interests, individual needs and stages of development related to expected and atypical patterns within expressive arts and design have been identified. Those identified are <b>proficiently</b> detailed and focus is <b>largely sustained</b>.</p> <p>The observations show a <b>good</b> understanding of the early education curriculum and are <b>most likely</b> to be objective rather than subjective, <b>maximising</b> the effectiveness in being able to draw conclusions from them.</p>	<b>9–12</b>
<b>4</b>	The student demonstrates an <b>excellent</b> ability to carry out and record the range	<b>13–16</b>

	<p>of observations within expressive arts and design. The observations show a <b>highly sophisticated</b> level of detail and the approach is <b>highly appropriate</b>.</p> <p><b>All</b> interests, individual needs and stages of development related to expected and atypical patterns within expressive arts and design have been identified. <b>All</b> of those identified are <b>highly sophisticated</b> and focus is <b>clear and sustained</b>.</p> <p>The observations show an <b>excellent</b> understanding of the early education curriculum and are objective rather than subjective, <b>maximising</b> the effectiveness in being able to draw conclusions from them.</p>	
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## Indicative content

### Narrative observation

- Written in chronological order, eg refers to the sequencing of the expressive arts and design observation as it successively occurs from beginning to end.
- Written in a standard story form, eg a standard narrative story form of writing.
- Everything seen and heard recorded with the use of quotations, eg all of the comments that the child makes within the expressive arts and design observation need to be recorded and referenced.
- Written in an objective manner, eg no opinions or feelings, unbiased.
- Written in the present tense, eg writing about things as they are happening to avoid subjectivity and bias.
- Interpretation kept to a minimum, eg practitioners do not provide meanings or explanations from the observation date.
- Level of involvement of the child, eg refers to whether the child is focused, engaged and interested in the expressive arts and design observation.
- Attention to detail, eg the hand used when using tools and the type of grasp.

### Post-it note observation

- Captured on post-it notes or sticky labels, which can be used to check development eg using the sticky notes to put into a learning journey or child's developmental folder.
- Records a snapshot of something significant that the child has done or said eg has the child said or done something they have never done before?
- Notes anything that is a 'first', eg the first time a child climbs steps unaided.
- Notes anything particular to that child, eg a fascination with linking the trains together.
- Notes anything unusual or exceptional about the child's play at that moment, if the child is well known eg is a child acting differently or displaying behaviour that is unusual for that child?
- Should build a picture about children's interests and development from many pieces of information.
- Observations recorded in an objective manner, eg no opinions or feelings, unbiased.
- Recording of observations in early years areas of learning against the child's age bracket.
- Can be used in all environments, eg not constrained to one learning environment and can be used anywhere in the nursery setting ie indoor and outdoor play, trips or forestry learning.

### Time sampling observation

- Three methods of time sampling that researchers can choose from - whole interval

recording, partial interval recording, and momentary time sampling:

- whole interval recording means that the observer is interested in behaviour that occurs during the entire interval
  - partial interval recording involves observing whether a behaviour occurs or does not occur during specified time periods. Partial interval recording means that the observer is interested in behaviour that does or does not occur in any part of the interval and that the behaviour usually does not consume the entire interval
  - momentary time sampling is where the observer records whether a behaviour occurs or does not occur at the very end of the interval. When the behaviour looked at is not easily counted, you can measure the behaviour by counting the number of time intervals in which the behaviour occurred.
- Time sampling observations on expressive arts and design will be brief but will include the activity the child is engaged in, which area of the nursery they are in and the level of involvement at that particular time.
  - Repeated short focused snapshots of the child development used to collect precise data over a period of time.
  - Identifies the behaviour of the child and determines what a child typically does during the day.
  - Focuses on selected aspects and frequency of the child's behaviour.
  - Time sample observations on expressive arts and design need to have clear aims to focus.
  - Useful for recording a child's level of interest in types of activities and their disposition.
  - Monitoring child's interactions, particularly if that child is quiet and overlooked or always shows a preference for only a few particular activities.
  - Used to observe a child's behaviour to identify possible concerns, eg a shy child who does not relate to other children.
  - No attempt to influence behaviour during the observation, eg practitioners cannot influence the type of play, skills or behaviour of the child within the expressive arts and design observation.
  - Observations recorded in an objective manner, eg no opinions or feelings, unbiased.
  - The observer needs to be aware of not making it obvious to the child that they are being observed.

Accept any other suitable responses.

## Part 1B

Total for this part: 27 marks

<b>2 (a)</b>	<b>Evaluate the strengths and weaknesses of your own practice and skills in carrying out each of the different observation methods in Part 1A.</b>	<b>[15 marks]</b>
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Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<b>Basic</b> evaluation of students' own strengths and weaknesses in carrying out the observations, which is <b>unbalanced</b> . The relationship to the student's ability to carry out the observations in Part 1A is likely to be <b>unclear</b> .  There is a <b>minimal</b> level detail in relation to own skills required when carrying out observations, with <b>limited</b> application of the reflective cycle.	1–3
2	<b>Moderately effective</b> evaluation of students' own strengths and weaknesses in carrying out the observations, which has <b>some balance</b> . The relationship to the student's ability to carry out the observations in Part 1A is <b>somewhat clear</b> .  There is a <b>reasonable</b> level of detail in relation to own skills required when carrying out observations, with <b>moderate</b> application of the reflective cycle.	4–6
3	<b>Effective</b> evaluation of students' own strengths and weaknesses in carrying out the observations, which is <b>generally balanced</b> . The relationship to the student's ability to carry out the observations in Part 1A is <b>generally clear</b> .  There is a <b>proficient</b> level detail in relation to own skills required when carrying out observations, with <b>good</b> application of the reflective cycle.	7–9
4	<b>Highly effective</b> evaluation of students' own strengths and weaknesses in carrying out the observations which is <b>mostly balanced</b> . The relationship to the student's ability to carry out the observations in Part 1A is <b>largely clear</b> .  There is a <b>refined</b> level detail in relation to own skills required when carrying out observations, with <b>developed</b> application of the reflective cycle.	10–12
5	<b>Exceptional</b> evaluation of students' own strengths and weaknesses in carrying out the observations, which is <b>balanced</b> . The relationship to the student's ability to carry out the observations in Part 1A is <b>clear and sustained</b> .  There is a <b>highly sophisticated</b> level detail in relation to own skills required when carrying out observations, with <b>excellent</b> application of the reflective cycle.	13–15

### Indicative content

#### Strengths

- Having good relationships with the child, eg knowing the children well and knowing their stage of development can support the observational process and make it easier to identify any behavioural or additional needs.
- Using effective reflection on the expressive arts and design observation can check that the child is in line with the expected pattern of development in the early years curriculum and that any activities are age and stage appropriate; if there are any issues, strategies can be put in place to support the child.
- Understanding and using the reflective cycle, eg using the reflective cycle can ensure that the practitioner reflects in detail on their own practice and develops their observation skills.
- Experience of already doing observation, eg experience of observations will strengthen

practitioner observation skills, ensuring they are accurate, coherent and show no bias.

- Prior knowledge of types of observations, eg the practitioner should know all of the types of observation that they have been taught and the importance of each type.
- Observing a practitioner in practice carrying out observations, eg practitioners may have already shadowed other practitioners in the observation process; this will have shown them the process and how to reflect on the observation for the child's future planning.
- Practitioners' confidence in their own ability, eg if a practitioner has confidence in their own ability, then they will be able to carry out detailed observations that are linked to the early years curriculum and can determine the patterns of development and any concerns.
- Observations informing future planning, eg the observational data from the expressive arts and design observation can be reflected on then used to plan next steps for the child or support any additional or behavioural needs.

### **Weaknesses**

- Observations are filtered through the interpretive lens of the observer and susceptible to observer bias, eg although practitioners understand that they should remain unbiased, observations can often be interpreted incorrectly.
- Observations do not increase the understanding of why children behave the way they do, eg observations can determine the stage of the child's development and behaviour of the child but they do not explain why a child behaves a certain way or give solutions for further planning.
- Children realise they are being observed, eg if children realise that they are being observed, they consciously or unconsciously change the way they behave.
- Observation techniques, eg the observation types in this assignment are often not used anymore in settings, due to using iPads with development apps.
- Time consuming, eg in a busy early years setting, it may be time consuming to attempt three different methods of observation.
- Lack of confidence, eg a practitioner's lack of confidence can affect their ability to understand children's development which affects future planning and next steps.
- Lack of in-depth knowledge of the current early years curriculum, eg if a practitioner does not fully understand the curriculum, they will not be able to determine if the child is reaching their milestones or needs additional support.

### **Reference to use of professional skills used in observations, such as**

- Active listening – students may reflect on how well they were able to listen to the children whilst completing their observations, if they found it difficult to hear and record what was being said and done and the impact this had on the quality of their observations.
- Time management and working in partnership with others in the setting to plan observations – students may reflect on how well they managed their time. Did they give enough time to effectively plan and to share their observations with their mentor or did they leave everything to the last minute and then felt rushed?
- Multitasking – observations require the ability to multi task. Observers need to be able to notice what's going on whilst listening and writing and, at the same time, trying not to miss anything. In addition, the observer needs to be aware of what else is happening around them. Students may reflect on how well they did this when carrying out their observations, which skills they found easy to manage and those they found difficult and the impact on the quality of their observations.
- Handwriting and writing skills (legibility and SPAG) – it can be difficult to record observations neatly as the observer is watching and writing at the same time. Students might reflect on the legibility of their observations, how well they were written and if this would affect the accuracy of their observations.



- Being objective – students might reflect on how objective their observations were and how this helped or hindered the assessment (analysis) process.

**Use of a recognised reflective cycle**

- Gibbs
- Kolb
- Boud
- Keogh
- Walker.

Accept any other suitable responses.

<b>2 (b)</b>	<b>Suggest ways that you could engage with continuing professional development (CPD) to improve your own observational practice and skills.</b>	<b>[12 marks]</b>
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<b>Band</b>	<b>Marking descriptors</b>	<b>Marks</b>
	No creditworthy material.	<b>0</b>
<b>1</b>	<p><b>Fragmented</b> points, which suggest a <b>limited</b> range of ways to engage in continuing professional development. The suggestions are <b>very unlikely</b> to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is <b>somewhat unclear</b> and <b>likely</b> to consist of <b>basic</b> statements.</p> <p><b>Limited</b> opportunities to work in partnership with others are considered. These are <b>likely</b> to be <b>minimal</b> and <b>ineffective</b>.</p>	<b>1–3</b>
<b>2</b>	<p><b>Partial</b> response, which suggests a <b>moderate</b> range of ways to engage in continuing professional development. The suggestions are <b>unlikely</b> to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is <b>generally clear</b>, with a <b>generally effective</b> response.</p> <p><b>Some</b> opportunities to work in partnership with others are considered. These are <b>somewhat relevant</b> and <b>moderately effective</b>.</p>	<b>4–6</b>
<b>3</b>	<p><b>Sound</b> response, which suggests a <b>good</b> range of ways to engage in continuing professional development. The suggestions are <b>likely</b> to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is <b>largely clear</b> and with a <b>well-developed</b> response.</p> <p><b>Clear</b> opportunities to work in partnership with others are considered. These are <b>mostly relevant</b> and <b>effective</b>.</p>	<b>7–9</b>
<b>4</b>	<p><b>Comprehensive</b> response, which suggests an <b>extensive</b> range of ways to engage in continuing professional development. The suggestions are <b>likely</b> to improve the quality of the student's observation skills <b>significantly</b>.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is <b>clear and sustained</b>, with a <b>highly sophisticated</b> response.</p> <p><b>Clear</b> and <b>varied</b> opportunities to work in partnership with others are considered. These are <b>relevant</b> and <b>highly effective</b>.</p>	<b>10–12</b>

### Indicative content

- Having a mentor, eg having a mentor in the setting will ensure that the practitioner is supported whilst carrying out observations and next step planning.
- Setting targets related to identified weaknesses of practice and skills when observing children.
- Using a range of resources to improve practice and skills when observing children.
- Implementing strategies to improve own confidence to observe children.
- Training days, eg attending training courses on observations can ensure that observation practices are up-to-date and valid.
- Peer observation, eg by observing a peer, a practitioner can observe good practice and develop their own practice.
- Research on the different observation methods, eg practitioners can research new innovative methods of observation and share their knowledge with peers to keep practice current.
- Training on new technologies such as iPads and new observation apps, eg practitioners need to be aware of how to use technology and the new apps that are involved in observing.
- Further training on the observation, assessment and planning cycle will develop a better understanding of the need for objectivity in recording observations in order to provide a valid and reliable base for assessment and planning of next steps, therefore enabling progression of the children's development.
- CPD in relation to identified areas for development is directly related to the specific observation methods carried out.
- Training and development on reflective cycles to ensure the practitioner is reflecting on practice and becoming reflexive to improve outcomes for children.
- Shadowing key workers and supporting the completion of children's learning journeys to gain hands on experience.
- Supporting key workers with parent consultations to learn how observations from parents and carers inform the observation, assessment and planning cycle.

Accept any other suitable responses.

## Part 2

Total for this part: 55 marks

<b>1 (a) Identify and describe the three different methods of observation used to assess George's mathematical development (provided in the insert).</b>
<b>[6 marks]</b>

Award one mark for identification and one mark for a description (3x2).

- Narrative (1)
  - A narrative observation is a detailed account of what the child has said and done and includes interactions with others (1).
- Checklist (1)
  - A checklist is a pre-populated list in which the observer will indicate if a skill has been met, not met or is emerging (1).
- Post-its (or snap-shot) (1)
  - A post-its observation is a short observation that records a 'wow' moment where the observer sees something significant happen (1).

Accept any other suitable responses.

<b>1 (b) Explain the purpose of each of the three methods of observation identified in 1(a) in the assessment of children.</b>
<b>[9 marks]</b>

Award up to three marks for an explanation of the purpose of each method of observation in the assessment of children (3x3).

- Narrative – the purpose of a narrative observation is to assess a child over a short period of time and record objectively what the child has done (1). For example, it may be to assess social skills at snack time OR to assess conceptual understanding during water play (1). The observation supports the practitioner to support assessment of the child and to inform future planning (1).
- Checklist – the purpose of a checklist observation is to assess a child on a list of specific skills or knowledge (1). It is often used to assess skill levels, for example physical development, such as cutting along a line or knowing how to operate simple equipment (1). The checklist is matched against EYFS levels and milestones to check if a skill has been achieved or is emerging (1).
- Post-its – the purpose of post-it notes is to capture spontaneous assessment opportunities (1). For example, when a child of 20 months kicks a ball into the goal, throws his/her arms in the air and shouts 'goal' (1). They allow for the practitioner to quickly record a significant moment for the child and contribute to the overall assessment and planning process for the child's next steps (1).

Accept any other suitable responses.

<b>2</b>	<b>Analyse each of the three observations to draw conclusions about whether George is meeting the expected milestones in mathematics in relation to the current requirements of the early education curriculum.</b>	<b>[20 marks]</b>
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<b>Band</b>	<b>Marking descriptors</b>	<b>Marks</b>
	No creditworthy material.	<b>0</b>
<b>1</b>	There is a <b>basic</b> analysis of George's interests, individual needs and stages of development related to expected and atypical patterns within mathematics.  <b>Simplistic</b> conclusions from the observations have been drawn and are <b>likely not</b> to be supported by any judgements, showing a <b>limited</b> understanding of how the early education curriculum is used to assess children's development holistically.	<b>1–4</b>
<b>2</b>	There is a <b>moderately effective</b> analysis of George's interests, individual needs and stages of development related to expected and atypical patterns within mathematics.  Where conclusions from the observations have been drawn, it is <b>not always clear</b> how they are supported by judgements, showing a <b>moderate</b> understanding of how the early education curriculum is used to assess children's development holistically.	<b>5–8</b>
<b>3</b>	There is an <b>effective</b> analysis of George's interests, individual needs and stages of development related to expected and atypical patterns within mathematics.  Conclusions from the observations have been drawn but are <b>likely to lack substantiation</b> and are <b>generally</b> supported by <b>relevant</b> judgements, showing a <b>good</b> understanding of how the early education curriculum is used to assess children's development holistically.	<b>9–12</b>
<b>4</b>	There is a <b>highly effective</b> analysis of George's interests, individual needs and stages of development related to expected and atypical patterns within mathematics.  <b>Some substantiated</b> conclusions from the observations have been drawn and are supported by judgements which are <b>mostly coherent</b> and <b>relevant</b> , showing a <b>developed</b> understanding of how the early education curriculum is used to assess children's development holistically.	<b>13–16</b>
<b>5</b>	There is an <b>exceptional</b> analysis of George's interests, individual needs and stages of development related to expected and atypical patterns within mathematics.  <b>Substantiated</b> conclusions from the observations have been drawn and are <b>fully</b> supported by judgements, showing an <b>excellent</b> understanding of how the early education curriculum is used to assess children's development holistically.	<b>17–20</b>

### Indicative content

#### Conclusions from the observations may include

- George is making greater progress in shape, space and measure than in numbers.
- George should be moved on in numbers using activities and experiences that reflect his interests and support other areas of development holistically.

## Analytical points may include

### Narrative

- During the narrative observation when the practitioner asks for half of the butter to be put into the bowl, G appears to know that this refers to one half of the butter. It appears that G has some understanding of the concept of half.
- G refers to the egg as being heavy when he picks it up, again showing some understanding of the use of mathematical language and concepts relating to Shape, Space and Measure.
- Playing with the cutters shows that G is able to order and sequence (beginning to categorise objects according to properties such as shape or size, EYFS). Cutting of the dough and planning where to place the cutter shows that G has some spatial awareness in this situation.
- The timer shows that G has made a connection between ten minutes and the timer.
- When the EYP asks how many eggs there are, G can recite number names in sequence but is not actually counting the eggs. G does not correspond the number one to one egg. There is understanding that 1, 2, 3, 4... means counting and a connection has been made there.

### Checklist

- G shows spatial awareness and ability when matching shapes in the inset jigsaw and when putting the Russian dolls inside each other.
- G shows understanding of quantity by being able to talk about more or less but does not show understanding of a number of objects (the practitioner requested two blocks and was only given one).

### Post-its

- G uses mathematical language such as big and small as in post-it notes and the size of beans (begins to use the language of size, EYFS).
- From 'Kim's Game' G identified the missing object correctly on three out of four occasions (knows that a group of things changes in quantity when something is added or taken away, EYFS).
- G says 'Daddy back later. Daddy here soon' (Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon', EYF).
- Post-it notes suggest that G cannot yet count out a small number of objects.

## Milestones met related to the EYFS

### *Personal, social and emotional development*

#### Self-confidence and self-awareness

- 16–26 months – demonstrates sense of self as an individual, eg wants to do things independently, says 'No' to adult.
- 30–60 months – enjoys responsibility of carrying out small tasks.

### *Communication and language*

#### Understanding

- 22–36 months – develops understanding of simple concepts (eg big/little).
- 30–50 months – understands use of objects (eg what we use to cut things).

#### Speaking

- 30–50 months – uses talk to connect ideas, explain what is happening and anticipate *what might happen next, recall and relive past experiences*.

### *Mathematics*

#### Numbers

- 22–36 months – recites some number names in sequence.
- 22–36 months – uses some language of quantities, such as 'more' and 'a lot'.
- 30–50 months – uses some number names and number language spontaneously.
- 30–50 months – uses some number names accurately in play.

### Shape, space and measure

- 22–36 months – begins to categorise objects according to properties such as shape or size.
- 22–36 months – begins to use the language of size.
- 22–36 months – understands some talk about the immediate past and future, eg ‘before’, ‘later’ or ‘soon’.
- 22–36 months – anticipates specific time based events such as meal times or home time.

### *Understanding the world*

#### People and communities

- 22–36 months – in pretend play, imitates everyday actions and events from own family and cultural background, eg making and drinking tea.

#### The world

- 22–36 months – enjoys playing with small world models such as a farm, a garage or a train track.

### *Expressive arts and design*

#### Being imaginative

- 30–50 months – engages in imaginative role-play based on own first-hand experiences.

#### Possible causes for concern

Recites some number names in sequence (22–36 months). However, G does not seem to understand the oneness of one. This is reinforced later in the narrative observation. The checklist also shows G did not select two blocks on request so does not appear to understand what two objects are. Recites numbers but cannot understand the concept of two meaning two objects. Post-it notes suggest that cannot yet count out a small number of objects.

Accept any other suitable responses.

<b>3</b>	<p><b>Use your analysis of the observations to discuss the next steps for George's mathematical development.</b></p> <p><b>Give examples of suitable educational activities or opportunities to support your answer.</b></p> <p><b>[20 marks]</b></p>
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<b>Band</b>	<b>Marking descriptors</b>	<b>Marks</b>
	No creditworthy material.	<b>0</b>
<b>1</b>	<p><b>Basic</b> application of the analysis of the observations to inform George's next steps in mathematics.</p> <p>There are <b>few</b> next steps discussed, <b>most</b> of which are likely to be merely <b>stated</b> and have <b>little</b> relevance to George.</p> <p>The next steps are <b>most</b> likely to be <b>ineffective in</b> enabling George to progress and have <b>minimal</b> consideration for George's individual needs and interests.</p>	<b>1–4</b>
<b>2</b>	<p><b>Moderately effective</b> application of the analysis of the observations to inform George's next steps in mathematics.</p> <p><b>Some</b> next steps are discussed, with a <b>reasonable</b> level of detail although <b>a few</b> are likely to be merely <b>stated</b>. Relevance to George is <b>sometimes</b> confused.</p> <p>The next steps are <b>moderately effective</b> in enabling George to progress and have <b>reasonable</b> consideration for George's individual needs and interests.</p>	<b>5–8</b>
<b>3</b>	<p><b>Effective</b> application of the analysis of the observations to inform George's next steps in mathematics.</p> <p><b>Most</b> next steps are discussed, with a <b>proficient</b> level of detail. Relevance to George is <b>generally clear</b>.</p> <p>The next steps are <b>effective</b> in enabling George to progress and have <b>proficient</b> consideration for George's individual needs and interests.</p>	<b>9–12</b>
<b>4</b>	<p><b>Highly effective</b> application of the analysis of the observations to inform George's next steps in mathematics.</p> <p><b>Nearly all</b> next steps are discussed, with a <b>refined</b> level of detail. Relevance to George is <b>largely clear</b>.</p> <p>The next steps are <b>highly effective</b> in enabling George to progress and have <b>refined</b> consideration for George's individual needs and interests.</p>	<b>13–16</b>
<b>5</b>	<p><b>Exceptional</b> application of the analysis of the observations to inform George's next steps in mathematics.</p> <p><b>All</b> next steps discussed, with a <b>highly sophisticated</b> level of detail. Relevance to George is <b>clear and sustained</b>.</p> <p>The next steps are <b>exceptional</b> in enabling George to progress and have <b>highly sophisticated</b> consideration for George's individual needs and interests.</p>	<b>17–20</b>

#### **Indicative content**

##### **Next steps as per the EYFS**

*Personal, social and emotional development*



### Self-confidence and self-awareness

- 22–36 months – separates from main carer with support.
- 30–50 months – is more outgoing towards unfamiliar people and more confident in new social situations.

### *Communication and language*

#### Understanding

- 30–50 months – shows understanding of prepositions such as 'under', 'on top' and 'behind' by carrying out an action or selecting correct picture.

#### Speaking

- 30–50 months – questions why things happen and gives explanations. Asks who, what, when, how, for example.

### *Mathematics*

#### Numbers

- 22–36 months – creates and experiments with symbols and marks representing ideas of number.
- 22–36 months – knows that a group of things change in quantity when something is added or taken away.
- 30–50 months – recites numbers in order to 10.

#### Shape, space and measure

- 30–50 months – shows an interest in shape and space by playing with shapes or making arrangements with objects.

### *Understanding the world*

#### People and communities

- 22–36 months – begins to have their own friends.

#### The world

- 22–36 months – notices detailed features of objects in their environment.

### *Expressive arts and design*

#### Being imaginative

- 30–50 months – builds stories around toys, eg farm animals needing rescuing from an armchair 'cliff'.
- Future planning should reflect George's needs, based on developmental age identified from current achievements and also his interests.
- George's interests include:
  - water play
  - mark making with different media
  - small world
  - construction.

### **Discussion may include**

- As George needs to develop his understanding of number, his next steps could be to select a small number of objects from a group, eg construction could be used to count how many red Lego bricks we need to build a house, or quantities, eg who has more or less bricks?
- To support George's next steps in developing counting skills, the practitioner could sing counting

rhymes and songs as repetition will support George's memory of numbers, or play counting games to encourage George to enjoy and embed counting.

- George's interests involve transport and this could be extended to plan next steps in counting, eg counting cars, how many cars can fit on the lorry, setting out the cars and counting the wheels, the total amount of cars, also putting the cars in order of size and grouping in colours.
- Sorting and counting items during water play (how many fish/shells etc) will develop next steps in numeracy skills, eg George could use different size cups to fill and pour them to embed knowledge of capacity, eg more or less, and counting the containers and discussing which is larger and smaller to embed knowledge.
- For George's next steps of understanding changes in quantity, the practitioner could set up a shopping role play area with toy money. George could be given a number of coins to pay for his shopping items then be asked to count how many he has left to see how many coins he has spent.
- To develop George's next steps in mark making, the practitioner could use different media and shape such as printing with different media, eg foam numbers, printing four leaves etc.
- To improve next steps for George's shape knowledge, the practitioner could make butterfly painting pictures with the children to understand symmetry, eg if the children paint one side of the butterfly and fold the paper, the picture will be the same on both sides.
- To improve George's counting in succession, the practitioner could use the small world toys when planning next steps to count when sorting and classifying toys.
- To extend George's understanding of shape further, the next steps could be a craft activity with different shape paper to make children's own self portrait collage. The practitioner can then question what shape the head, eyes, nose etc are.
- To further improve George's shape knowledge, his next step could be to read him books about shapes and use props and ask him direct questions from the book on a 1:1 basis.
- To extend George's knowledge of numbers and further develop shape, he could go into the outdoor environment to do a scavenger hunt for leaves, bugs etc which could be counted on a tally chart and colours and shapes could be discussed.
- To support George's next steps for number skills, he could be given number and shape games to be taken home to play with his parents/carers to embed mathematics in a fun way.

Accept any other suitable responses.

### Performance Outcome Grid

Task	Performance Outcome					Total
	PO1	PO2	PO3	PO4	PO5	
Part 1A						
1	4	2	8	2		16
Part 1B						
2 (a)	3		12			15
2 (b)			10		2	12
Part 2						
1 (a)			6			6
1 (b)			9			9
2	8	2	8	2		20
3	8	4	8			20
Total marks	23	8	61	4	2	98
% Weighting	24%	8%	62%	4%	2%	100%

## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021