



T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 1 - Pass

Guide standard exemplification materials

Contents

Introduction	1
Assignment 1	2
Student evidence.....	3
Examiner commentary	7
Overall grade descriptors	8
Document information	9
Change History Record	9

Introduction

The material within this document relates to the Assisting Teaching Occupational Specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a Pass or Distinction grade.

The Examiner commentary is provided to detail the judgements Examiners will undertake when examining the student work. This is not intended to replace the information within the Qualification Specification and providers must refer to this for the content.

In Assignment 1, the student is provided with a pro forma lesson plan, and must complete a differentiation of the lesson plan according to the specifications given.

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

Assignment 1

Planning Activity

You are working in a primary school with a class of children aged 9 to 10 years.

The class Teacher has planned a literacy lesson for the class and you have been asked to work with a group of 4 pupils to support their individual needs and learning targets.

Usually, you would support the group in a separate classroom but you have been informed that today you will work in the school corridor.

One of the pupils you will be supporting, Zi Chung, has recently moved to the UK and speaks English as an additional language.

Lily has diagnosed dyslexia and also requires specific support.

You will need to consider additional resources required to effectively support Zi Chung and Lily as part of the group.

Instructions

The Teacher's literacy lesson plan is provided on page 5.

Complete the lesson plan to demonstrate how you would:

- differentiate the Teacher's plan to meet the individual needs of Zi Chung and Lily
- provide suitable extension activities for Zi Chung and Lily's parents to support their child's progress.

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

- manage the change to the physical learning environment you will be working in
- plan for next steps to support the development of Zi Chung and Lily
- feed back to the class Teacher.

Performance outcome 1: 20 marks

Performance outcome 2: 20 marks

Performance outcome 4: 15 marks

[55 marks]

Student evidence

Assignment 1: Planning activity Pro forma lesson plan

<p>Year group: Year 5 (KS2) Date: Monday 11th October 9:15-10:00 am</p>	<p>Class size: 33 Subject area/topic: Literacy</p>
<p>Learning objective: To be able to identify and use modal verbs.</p> <p>Class Teacher to work with M's group.</p> <p>TA to work with J, L, T and ZC.</p>	<p>Assessment opportunities: Self and peer assessment of work, questioning by Teacher/TA, marked work.</p> <p>Resources: Whiteboards/pens, PowerPoint, exercise books.</p>

Main lesson – Teacher	Role of the TA (to be completed by the student)
<p>Before the lesson</p> <p>Check interactive whiteboard.</p> <p>Distribute whiteboards and pens and exercise books.</p>	<p>The Teacher is planning an activity from literacy at Key Stage 2 with a large group of children aged 9 to 10 years old. I have been asked to work with a small group of children. Within that group will be 2 children with specific needs and I must differentiate the lesson plan to support them. I must use strategies to include them and enable learning to take place. I am aware that for Zi Chung English is an additional language and Lily has been diagnosed with dyslexia.</p> <p>The lesson plan will need to be differentiated to ensure that the lesson supports ZC and L.</p> <p>The first thing that I will need to do is liaise with the class Teacher to make sure I really understand the aim and find out what I need to know about the children I am working with. I will need to be aware of any teaching aids required and how to use them and make sure that I have everything I need to work with the children in the corridor and that it is safe. I will need to manage the physical learning environment. I should be seated around a table with the two children with easy access to the resources required and also in a position that allows the children opportunity to concentrate.</p> <p>The lesson provided by the class Teacher includes lesson objectives to promote the development of modal verbs for literacy within the National Curriculum at Key Stage 2.</p> <p>The National Curriculum at Key Stage 2 considers modal verbs within the context of punctuation and grammar as 'sentence relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun indicating degrees of possibility using adverbs (for example; perhaps, surely) or modal verbs (for example; might, should, will, must)' (National</p>

	<p>Curriculum, DfE, 2016).</p> <p>I will discuss different approaches to breaking the lesson plan down in a way that allows the children to contribute to the lesson; to learn and to make sure that the objectives of the lesson can still be met.</p>
<p>Main lesson</p> <p>Ask children if they can give examples of modal verbs – take notes on interactive whiteboard (can, could, would, will, shall, must, should, might, may).</p> <p>(Use PowerPoint for examples)</p> <p>Teacher to give examples and show when modal verbs might be needed:</p> <ol style="list-style-type: none"> to show whether someone is able to do something (I <i>can</i> play the piano) how likely something is to happen (John <i>must</i> be coming soon) when giving advice (You <i>should</i> go if you have the time) when giving permission (You <i>may</i> not go online until you have finished your homework) to show what someone usually does (She <i>will</i> always go for a run at the weekend) <p>Children to work in pairs to discuss further examples and write these down on the whiteboard.</p> <p>Teacher to show some sentences with modal verbs for children to spot/come up and underline on the board.</p> <p>When complete, can they make the modal verbs in each sentence negative?</p> <ol style="list-style-type: none"> Can I have some more please? You must be very hungry. I should probably eat less chocolate but I love it! I may go to the theatre on Thursday with my Dad. She can usually manage to get to the gym during the week. 	<p>I will make sure that the children each have the sentences that are being used in the classroom. To help ZC and L I will make sure that I look at one sentence at a time and perhaps enlarge these (I will need to talk to the class Teacher and sort this out before the lesson) and also make sure that this will work for L who may just prefer to use an overlay/different coloured paper.</p> <p>I will use one sentence at a time, the same ones that the class Teacher is using with gaps where the modal verbs should be. The children can read through and they will be supported by me as Teaching Assistant, and then take turns to write in the word that is missing. The missing words can be written onto strips of paper and added in, the children can take turns with their modal verb to see if it makes sense and what it adds to the sentence. The children will need to listen carefully, read through their sentences and work together using the enlarged papers. I will need to ensure they have the right environment to listen carefully, away from the noise of the rest of the school.</p> <p>The children may find it builds their confidence to work in pairs for this activity and I will need to talk to the children all the way through, keeping them interested and making sure they contribute and are able to understand throughout the task.</p> <p>Next, staying in their pairs, the children will refer to their reading books to identify sentences with modal verbs. These will be shared with me as the Teaching Assistant and together they will read through the sentences before writing them down, Lily might need to get her overlay.</p> <p>The children can share their work as part of the class Teacher’s plenary.</p> <p>It is important that Zi Chung and Lily can share their learning and experiences with their parents/carers, so that they can talk about what they have done in class at home. This will help their parents/carers to be involved and take an active role in their child’s learning as well as be able to ask any questions to the class Teacher or myself about the curriculum. Following the plenary where the sentences are shared, the children can take some more sentences away with them to work through at home.</p> <p>A copy of instructions would need to be made and these may need</p>

<p>Take opportunity to capture specific learner achievements (photograph/photocopy).</p> <p>Children to move into groups and use the following sentences to record in their exercise books:</p> <ol style="list-style-type: none">1. Josh is very good at athletics. He _____ practice a lot.2. It was raining so much my Mum said I _____ stay behind.3. You _____ believe what just happened to me.4. Maraide is not sure what to do. I wish she _____ just make a decision.5. You _____ be really cold today without a coat on.6. The Teacher always says he _____ go first.7. I _____ not be able to go if I'm not better by tomorrow.8. Aimee _____ do that. She will make it worse if she does.9. Please _____ I sit next to you?10. Damon said that I _____ be able to help him out with the football team. <p>Extension activity:</p> <p>Children to make up their own sentences using modal verbs. Can they get 2 into a sentence?</p> <p>Plenary:</p> <p>Children to read their sentences to class/group.</p>	<p>to be translated for Zi Chung's parents/carers, with reference to the National Curriculum.</p>
<p>After the lesson</p> <p>Collect whiteboards, pens and books.</p>	
<p>Evaluation/notes on session</p> <ul style="list-style-type: none">• Manage the change to the physical learning environment you will be working in.• Plan for next steps to support the development of Zi Chung and Lily.• Feed back to the class Teacher. <p>I would manage the change to the physical environment by making sure the space is safe with enough room to walk past, and not near any noisy areas if I can. I would also make sure I have everything that I need to carry out the lesson and feel confident myself in what is being expected. I would need to be mindful of policy and</p>	

procedure, for example safeguarding and behaviour related policy.

I would plan next steps to continue the activity with the class Teacher, for example still working on modal verbs but trying to encourage the children to write sentences about themselves with the use of a modal verb. The next steps should be agreed with the class Teacher and should be informed by my notes and observations from the lesson so I need to be able to share and feedback how the lesson went:

- what went well and what was challenging,
- did the children understand,
- were they able to join in,
- did they enjoy it,
- did they all learn
- what would be useful next steps?

This sort of information will support the class Teacher's tracking of the children's' progress and help to provide useful information for next steps planning.

Examiner commentary

The student has provided a logical response demonstrating sufficient depth of understanding and knowledge of the role of the Teaching Assistant when working alongside the class Teacher.

The response demonstrates skills and knowledge of the relevant concepts and techniques, applied in practice, to meet the needs of pupils, from initial discussion, preparation and implementation, through to next steps planning.

The response demonstrates an awareness of literacy in the National Curriculum at Key Stage 2 and baseline knowledge and understanding of how pedagogical strategies are applied in practice to support effective differentiation.

Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for Pass and Distinction grades.

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

Occupational Specialism overall grade descriptors:

Pass

The evidence is logical, but displays baseline knowledge in response to the demands of the brief.

The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches.

The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.

The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions.

The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real life situations.

The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies across different contexts.

The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning.

EYE only – demonstrates achievement of all EYE criteria.

Distinction

The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.

The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches.

The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods.

The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions.

The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real life situations in the sector.

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2020-2021.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v3.1	Published draft version		August 2020
v4.0	Rewording of text on page 6 (within the main lesson section). Published final version		01 September 2020
v5.0	T Level branding updated		December 2020
v5.1	Version, branding and formatting final updates		March 2021
v5.2	NCFE rebrand.		September 2021