



# T Level Technical Qualification in Education and Childcare

**Occupational specialism assessment (OSA)**

**Early Years Educator**

Assignment 2 - Structured observation 1 - Pass

Guide standard exemplification materials

# Observation Planning Form

The student will be given time to plan an activity/experiences that meet criteria associated with this structured observation.

<b>Student name</b>		<b>T Level Technical Qualification in Education and Childcare</b>	
<b>Assessor name</b>		<b>Provider Private Day Nursery</b>	
<b>Planned activity</b> Support mathematical development		<b>Criteria expected to be covered</b>	
<p><b>Support mathematical development</b></p> <p><b>Activity: Baking</b>                  How will I meet the criteria:                  S1.29, S1.25 S1.30: I will talk to the children and make sure that they are all included. I will also think about how children can be involved in sustained shared thinking, problem solving and small group peer learning. I will need to be aware of opportunities that allow for further learning and maximise these through conversation and sustained shared thinking experiences.</p> <p>EYE 1.1 and 1.4: I will need to differentiate the baking activity to meet the needs of all of the children I am working with and think about their individual needs and circumstances. I will also revise the developmental stages of children that I am not working with so that I can talk about development and the different areas of development with my assessor.</p> <p>S1.31 I will ask my mentor if I can plan my baking activity in line with observations and assessments for children so that I am planning to meet their next steps and encourage progress</p> <p>S2.19 and S2.20 I will always be a positive role model and also support children to manage their own behaviour in relation to others.</p>		<p><b>S1.29</b> Implement a range of pedagogical strategies to support children’s early literacy skills.  <b>EYE 1.1</b> Understand the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7.  <b>EYE 1.4</b> Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.  <b>S1.30</b> Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children’s mathematical understanding.  <b>S1.31</b> Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities. (5.9-planning, observation and assessment records).  <b>S1.25</b> Support and promote children’s speech, language and communication development using a range of strategies.  <b>S1.23</b> Engage in effective strategies to develop and extend children’s learning and thinking.  <b>S2.19</b> Model and encourage positive behaviours expected of children  <b>S2.20</b> Support children to manage their own behaviour in relation to others.</p>	
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Observation of Skills Recording Form

<b>Student name</b>		<b>Date</b>	
<b>T Level Technical Qualification in Education and Childcare</b>	Support mathematical development		
<b>Assessor name</b>			
<b>Observation number</b>	1		

<b>Record of observation</b>	<b>Criteria</b>
<p><b>Narrative</b>                      At the setting the student is sitting with 2 children reading a story. The student smiles and continues reading to the children. The children have been distracted now though and one chases off outside and the other child asks the student: 'Is that your mummy'                      The student copes with the distraction well and when one of the children decides that they want to go outside he manages the situation well: Child: Oh can we play football again now?                      Student: 'well I was hoping you would help me to bake some cakes, what do you think, would you like to do that first?'                      Child: I'm going outside                      A: Smiles and says 'Ok off you pop, it's a bit cold, put your coat and hat on'</p> <p>The student finishes reading the story and moves over to the kitchen area to set up the table. The student reminds the children that if they are baking they need to wash their hands properly.                      The student leaves a blunt knife on the table and I remind him to remove this until he is back at the table. He does so and joins the children in the bathroom area to supervise handwashing.</p> <p>Back at the table the children are encouraged to identify the different ingredients: flour, sugar, eggs and sultanas (no-one got sultanas although some knew raisins). The student asked if the children knew what the (scales) were for:                      One child replied: is that the balance, my nan says it's a balance                      The children laugh but the student reassures the child: 'Yes it is a balance, he makes a seesaw with his arms: 'butter makes the balance go.....down and we have to find a weight to make it balance again, let me show you. The student refers to the recipe card, which has been enlarged and shows the weight in g and also in tablespoons and pictures. He slices the butter and adds this to the scale and he balances it with a weight.                      Next, he asks the children to take turns counting out the flour and sugar and eventually adding the eggs. The children join in counting the spoonfuls whilst stirring the mixture. One child starts to throw the sultanas onto the floor. The student manages the situation calmly and distracts the children by asking questions about baking at home. One child has English as an additional</p>	<p><b>S1.29</b>  <b>EYE 1.1</b>  <b>EYE 1.4</b>  <b>S1.30</b>  <b>S1.31 (5.9-planning, observation and assessment records)</b>  <b>S1.25</b>  <b>S1.23</b>  <b>S2.19</b>  <b>S2.20</b></p>

<b>Record of observation</b>			<b>Criteria</b>
<p>language and the student is mindful to include him in the conversations and allows more time for him to add his spoonful of flour.          The student pours the mixture into the baking cases and puts the cakes into the oven. The children are asked to wash their hands and that he will come and call them when the cake timer goes off. (He set the timer in the kitchen.)</p> <p>One child reminds the student that he said they would play football after baking and A says: 'yes we will play football very soon'</p>			
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Professional Discussion Form

<b>T Level Technical Qualification in Education and Childcare</b>		<b>Student name</b>	
<b>Date and time of discussion</b>		<b>Assessor name</b>	
<b>Observation number</b>	1		

<b>Record of the discussion. Please include:</b>		<b>Criteria</b>	
<ul style="list-style-type: none"> <li><b>people present</b></li> </ul> <p>The student is able to reflect on the baking activity and talk about things that went wrong and thought that he could have been better prepared.</p> <p>The student discusses the mathematical concepts from the baking activity and uses examples. The student refers to the planning cycle to inform rationale for baking.</p> <p>For example the student identifies:            Weighing the ingredients, counting, use of language such as more, less, even and balance.</p> <p>The student describes the use of differentiation and small peer group learning and the importance of engaging all of the children in communication, giving examples from the observation of when he asked the children to think about the different ingredients and utensils.</p> <p>The student discussed how he was able to consider the individual children's needs and how he used appropriate language for the children in this situation. When prompted, the student was able to talk about the holistic benefits of baking for the children's development and how this activity could be differentiated for older children, offering suggestions.</p>		<b>S1.29</b> <b>EYE 1.1</b> <b>EYE 1.4</b> <b>S1.30</b> <b>S1.31 (5.9 planning, observation and assessment records)</b> <b>S1.25</b> <b>S1.23</b> <b>S2.19 S2.20</b>	
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

### Structured observation 1 Marking Criteria

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

**Criteria:** S1.29, 1.1, 1.4, S1.30, S1.31, S1.23, S1.25, S2.19, S2.20

#### **Feedback**

Appropriate confidence is demonstrated when supporting children's mathematical development:

Direct observation shows how the student was able to use appropriate language to maximise emerging mathematical learning/concepts. Observations and assessments of children's mathematical understanding were used to plan appropriately for a baking activity that support their mathematical skills. The student was a positive role model throughout and managed challenging situations in a calm manner through effective communication.

During the baking activity the student was able to consistently recognise and use spontaneous opportunities to support children's mathematical understanding and this is demonstrated when engaging confidently in opportunity for conversation and promote emergent literacy. This was seen during the activity when the student was able to move discussions forward and enable contributions from all children in ways that extend their learning and thinking. New vocabulary was introduced and children were able to use the new vocabulary in context, talking to the student as well as to each other. The student listened well and altered his communication methods to differentiate throughout. The student used small group work to support thinking and questioning to support sustained shared thinking. The student is aware of the holistic benefits of mathematics and uses appropriate strategies to develop and extend children's learning and thinking.

**Assessor name and signature**

**Date**

**Student name and signature**

**Date**

<b>Specification reference</b>	S1.29
<b>Criteria</b>	Implement a range of pedagogical strategies to support children’s early literacy skills.
<b>Assessed skills</b>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> <li>• story telling</li> <li>• guided reading</li> <li>• role play</li> <li>• systemic synthetic phonics</li> <li>• songs and nursery rhymes.</li> </ul>
<b>Professional discussion allowed?</b>	Yes include Professional Discussion to complement observation. The professional discussion <b>must not</b> be used as an alternative but may be used to complement understanding, in particular of EYE criteria 1.7: Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy.

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Inconsistent or limited use of strategies to support literacy.  Lacks confidence in using strategies to support children's early literacy skills.	Consistently implements appropriate strategies to support emergent literacy.  Confidence is demonstrated when using strategies to support children's early literacy skills.	Consistently and effectively implements strategies to support emergent literacy.  Confidence is demonstrated when supporting children's early literacy skills through purposeful interactions.	Highly effective implementation of strategies to support emergent literacy.  Strategies are differentiated to support and extend children's early literacy skills.  Confidence is demonstrated when supporting children's early literacy skills through purposeful interactions that are responsive to the children's needs and support their learning interactions.

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Early Years Educator reference</b>	1.1
<b>Criteria</b>	Understand the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7
<b>Assessed skills</b>	<p>Children’s development patterns to include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited understanding of the expected patterns of children’s holistic development from 0–7 years. Some significant key milestones are identified in holistic development.	<p>Significant milestones in a child’s holistic development from 0–7 years are described with examples and in the following areas:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain</li> </ul>	<p>Significant milestones in a child’s holistic development from 0–7 years are explained with examples in each of the following areas:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain</li> </ul>	<p>Significant milestones in a child’s holistic development from 0–7 years are explained with examples, and theoretical awareness is evidenced in relation to biological and environmental impact to development. The response makes reference to: individual rate and pace, and how the adult can support holistic development, as well as being able to refer to the patterns of typical development, to be able to</p>

		<p>development.          The response makes reference to: individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding.</p>	<p>development.          The response makes reference to: individual rate and pace and how the adult can support holistic development. Examples of theory may enhance understanding.</p>	<p>identify when a child is in need of support. Areas included are:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul>
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**Assessment justification**

<b>Final mark:</b>	
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<b>Early Years Educator reference</b>	1.4
<b>Criteria</b>	Children’s learning and development in relation to their stage of development and individual circumstances.
<b>Assessed skills</b>	Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	The response is limited, making reference to one or more factor/s that may impact on learning and development. There is no analysis and limited explanation.	The response explains one environmental and one biological factor impacting learning and development in children. Analysis is attempted through example to evidence how the stage of development and learning of children is affected by their stage of development and individual circumstances	The response uses relevant examples to analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances. Awareness of theoretical perspectives identified.	The response explains through example how children’s stage of development and individual circumstance may affect how they learn. Analysis considers biological and environmental factors including application of theory impacting learning and development. Theory or statutory guidance such as the Early Years Foundation Stage is used to consider approaches to diversity and inclusion.

<b>Assessment justification</b>		
<b>Final mark:</b>		
<b>Specification reference</b>	S1.30	

<b>Criteria</b>	Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children's mathematical understanding.
<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>• spontaneous opportunities to support mathematical understanding</li> <li>• building on children's mathematical knowledge and understanding</li> <li>• providing opportunity to support children's mathematical progression.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Shows inconsistent ability to recognise and use spontaneous opportunities to support children's mathematical understanding.  Limited confidence to support children's mathematical development.	Consistently recognises and uses spontaneous opportunities to support children's mathematical understanding  Appropriate confidence is demonstrated when supporting children's mathematical development.	Consistently recognises and uses spontaneous opportunities to support children's understanding across a range of mathematical concepts.  High levels of confidence are demonstrated when supporting children's understanding of a range of mathematical concepts.	Excellent recognition of spontaneous opportunities to support and extend children's understanding across a range of mathematical concepts.  Skilfully consolidates and extends children's mathematical understanding across a range of concepts.

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S1.31
<b>Criteria</b>	Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities. (5.9 planning, observation and assessment records)
<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>• using observational assessments to identify children’s current mathematical understanding</li> <li>• supporting children’s mathematical understanding during play and structured opportunities</li> </ul>
<b>Professional discussion allowed?</b>	Yes include Professional Discussion to complement observation. Professional discussion <b>must not</b> be used as an alternative but may be used to compliment understanding

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Observations and assessments of children’s mathematical understanding have limited accuracy, or are inconsistently used in planning or providing play or structured activities that support their mathematical skills.	Observations and assessments of children’s mathematical understanding are used to plan or provide appropriate play or structured activities that support their mathematical skills.  This is evident through appropriate planning or provision of activities or play resources to support next steps in children’s mathematical development. Recording documentation for observations must be included.	Observations and assessments of children’s mathematical understanding are used effectively to plan or provide play or structured activities that support their mathematical skills.  This is evident through effective planning or provision of activities or play resources to support next steps in children’s mathematical development. Recording documentation for observations must be included.	Highly effective use of observational assessment is evident through skilful, differentiated planning and interaction with children to enhance and extend their mathematical skills.  Skilfully uses a range of opportunities to plan or provide support to extend children’s mathematical understanding through effective strategies or resources. Recording documentation for observations must be included.

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S1.23
<b>Criteria</b>	Engage in effective strategies to develop and extend children’s learning and thinking.
<b>Assessed skills</b>	<p>The student demonstrates</p> <ul style="list-style-type: none"> <li>• engagement in sustained shared thinking with children</li> <li>• scaffolding skills and knowledge</li> <li>• differentiation of support</li> <li>• using open-ended questioning</li> <li>• encouraging group discussion</li> <li>• creating opportunities for problem solving</li> <li>• facilitate opportunities for peer learning.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	<p>Limited effectiveness in using strategies to develop children’s learning and thinking.</p> <p>Lacks confidence in engaging with children in a way, which extends their learning and thinking.</p>	<p>Uses appropriate strategies to develop and extend children’s learning and thinking.</p> <p>Confidence in engaging with children appropriately in ways that extend their learning and thinking.</p>	<p>Uses strategies appropriately to develop and extend children’s learning and thinking.</p> <p>Confidence in engaging with children effectively in a range of ways to extend their learning and thinking.</p>	<p>Uses strategies effectively which are carefully selected and differentiated to develop and extend children’s learning and thinking.</p> <p>Highly effective in confidently engaging with children in a range of ways and contexts, such as individual and group activities, to utilise all opportunities to extend children’s learning and thinking.</p>

Assessment justification	
Final mark:	

<b>Specification reference</b>	S1.25
<b>Criteria</b>	Support and promote children’s speech, language and communication development using a range of strategies.
<b>Professional discussion allowed?</b>	Yes

<b>Assessed skills</b>	<p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>• using visual aids and signs in the environment</li> <li>• using bilingual resources</li> <li>• modelling language</li> <li>• using appropriate questioning techniques for age and stage</li> <li>• instigating high-quality, adult-child verbal interactions</li> <li>• using songs, rhymes and story telling</li> <li>• following children’s leads and giving children time to respond</li> <li>• using an interpreter</li> <li>• 1:1 support.</li> </ul>
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<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	<p>Limited or inconsistent use of strategies to support and promote children’s speech, language and communication.</p> <p>Lacks confidence in implementing strategies to support and promote children’s speech, language and communication.</p>	The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.	<p>The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.</p> <p>The student demonstrates links to the current framework, as appropriate.</p>	<p>The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.</p> <p>The student demonstrates links to the current framework, as appropriate.</p> <p>The student is able to make accurate reference to theory and current research</p>

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S2.19
<b>Criteria</b>	Model and encourage positive behaviours expected of children
<b>Assessed skills</b>	The student demonstrates: <ul style="list-style-type: none"> <li>• role modelling positive behaviour (respect and courtesy)</li> <li>• appropriate encouragement of expected behaviour through positive approaches.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited or inconsistent ability to role model positive behaviour to children.  Lacks confidence or is inconsistent in using positive approaches to support behaviours expected of children.	Appropriate and consistent ability to role model positive behaviour to children.  Appropriately uses positive approaches to support behaviours expected of children with minimal prompting.	Consistent ability to effectively role model positive behaviour to children.  Confident to independently use positive approaches to support behaviours expected of children.	High level of skill in explicitly role modelling positive behaviour to children in a range of contexts.  High level of confidence and sensitivity in using carefully selected positive approaches/techniques to support behaviours expected of children.

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S2.20
<b>Criteria</b>	Support children to manage their own behaviour in relation to others.
<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>actively listening and asking questions to help the child verbalise feelings</li> <li>helping children to find strategies to manage their emotions and behaviour</li> <li>supporting children to deal with their own behaviour in relation to others.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited or inconsistent ability to actively listen to and question children to support verbalisation of feelings.  Lacks confidence or inconsistent when supporting children to manage own emotions and deal with their own behaviour in relation to others.	Appropriate and consistent ability to actively listen to and question children to support verbalisation of feelings.  Confidence to support children appropriately to manage own emotions and deal with their own behaviour in relation to others.	Consistent ability to actively listen to and effectively question children to support verbalisation of feelings.  Confidence to support children effectively to enable them to find strategies to manage own emotions and deal with their own behaviour in relation to others.	High level of skill to actively and sensitively listen to and skilfully question children to support verbalisation of feelings.  High level of confidence and sensitivity when supporting children to problem solve and use strategies effectively to manage own emotions and deal with their own behaviour in relation to others.

<b>Assessment justification</b>	
<b>Final mark:</b>	

# Final Mark Form

<b>Student name</b>		<b>T Level Technical Qualification in Education and Childcare</b>	
<b>Assessor name</b>		<b>Provider Private Day Nursery</b>	
<b>Total marks achieved</b>			
<b>Student signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## 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 Positive 'reinforcement' updated to positive 'approaches', to align with TQ Specification.		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021