

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

**Occupational specialism assessment (OSA)**

**Early Years Educator**

Assignment 2 - Structured observation 2 - 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> Contributing to an enabling environment:<br>creating and supporting children's engagement with an interactive display, for example a wall display or a table display   |  |   |  |
| Contributing to an enabling environment:<br><br><ul style="list-style-type: none"> <li>creating and supporting children's engagement with an interactive display, for example a wall display or a table display.</li> </ul><br>Planning a table top nature display<br><br><b>How I will meet the criteria:</b><br>Allow for all children to participate and contribute.<br><br>Plan activities to explore the different items for the display through discussion, story and art planning across the areas of the EYFS. The activities will be planned by adults and allow for child led play opportunities too such as collage for the display as well as child led role play opportunities informed by the focus of the display.<br><br><b>The identified criteria and how I meet them:</b><br>S1.26 Promote equality of opportunity and anti-discriminatory practice: I will meet this by making sure all children are involved and feel able to participate at their own level and pace<br><br>S3.7, 3.8 Plan and lead/facilitate |  | <b>S1.26</b> Promote equality of opportunity and anti-discriminatory practice.<br><br><b>S3.7, 3.8</b> Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum.<br><br><b>S2.17</b> Encourage children's participation by ensuring a balance between adult-led and child-initiated activities.<br><br><b>S2.19</b> Model and encourage positive behaviours expected of children.<br><br><b>S2.20</b> Support children to manage their own behaviour in relation to others. |  |

|   |  |             |  |
|---|--|-------------|--|
| <p>educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum: I will meet this by planning and leading activities and experiences that allow for holistic learning and development across the EYFS.</p> <p>S2.17 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities: I will make sure there is a balance of adult led and child led activities in the setting to promote learning and development and independent choice in play.</p> <p>S2.19 Model and encourage positive behaviours expected of children</p> <p>S2.20 Support children to manage their own behaviour in relation to others.</p> <p>I will always be aware of my responsibility to be a positive role model and to encourage children to manage their own behaviour in relation to others too.</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> | Contributing to an enabling environment: <ul style="list-style-type: none"> <li>creating and supporting children's engagement with an interactive display, for example a wall display or a table display.</li> </ul> |             |  |
| <b>Assessor name</b>  |  |             |  |
| <b>Observation number</b>   | 2  |             |  |

| <b>Record of observation</b>   | <b>Criteria</b>   |
|--|---|
| <p><b>Narrative</b></p> <p>The student works with a small group of children looking at objects in a sensory box. The children are asked to select an item from the sensory box and explore the item. The student asks open-ended questions such to extend learning and provoke interest.</p> <p>The children were then able to talk about the different features of their objects such as sharp, sparkly, rough, smooth. The student wrote down all of their words and then the objects were taken to the table - top display and the words were added to the notice board that was positioned behind the table.</p> <p>The student has set up the role play area as a forest. There was a large green rug with forest 'animals' on and also large green streamers made of crepe paper hanging from the ceiling. The student had left some books out for the children about animals such as "Going On A Bear Hunt" and 'Where The Wild Things Are'. The children were really enjoying playing in this area by themselves.</p> <p>The student had also put some animal lotto cards out on a table and sat with a group of children to play the lotto and encourages children to play the game.</p> <p>Children come over to the table and 4 children sit down quickly. More children want to play and the student gently tells them that they can play next time in a few minutes but he makes room for the children to stand either side of him to watch the game. The student uses the sound lotto game by sounding out the letters and encouraging the children to repeat the sounds.</p> <p>They all hiss when they the student holds up the snake picture.</p> | <p><b>S1.26</b></p> <p><b>S3.7, 3.8</b></p> <p><b>S2.17</b></p> <p><b>S2.19</b></p> <p><b>S2.20</b></p> |

| Record of observation   |  |      | Criteria |
|---|--|------|----------|
| <p>The student continues in this way with the other cards, repeating the name of the animal and the noise they make or how they move.</p> <p>The children swop over and the student plays the game again. One child loses interest and walks away and the student thanks her for playing.</p> <p>The student puts the lotto game away and joins the children at the role play area. He picks up the book, where the wild things are” and puts on one of the animal masks.</p> <p>The children sit on the green rug and listen to the story followed by ‘down in the jungle’ action rhyme.</p> |  |      |          |
| Student name and signature  |  | Date |          |
| Assessor name and signature   |  | Date |          |

# 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>   | 2 |                      |  |

| <b>Record of the discussion. Please include:</b><br>• <b>people present</b>   | <b>Criteria</b>   |
|---|---|
| <p>The assessor opens the discussion by asking the student to talk through the different experiences he has been involved with today and explain how they supported the children's development across the EYFS.</p> <p>The student begins by referring to the topic of nature and forest animals, explaining that the table-top display is for parents as well as children, as the parents will be able to see the display when they enter the setting and will be encouraged to add items from home too, so this is a shared learning opportunity.</p> <p>The student explains that he had liaised with his placement mentor and discussed his ideas for the role- play area, continuing by describing how she helped to plan it with him. The student is pleased with how the children interacted with the role play area, and how this encouraged the children to play independently. The student is able to identify benefits of child-initiated play, using the example of pretending to be animals to justify his response.</p> <p>The student is able to discuss the links between the activities and the Early Years statutory framework, (when prompted), and invited to refer to planning and educational framework/documentation to support his knowledge and understanding. He was then able to describe how the children are learning across the 7 areas of the EYFS. For example in relation to the prime areas, the student comments on communication, physical skill and personal and social development, (expressing self), in a safe and secure environment.</p> <p>The student discusses how he felt he had been conscious of equality of opportunity, for example, when describing turn-taking as several of the children wanted to play the lotto game and had to be patient, but he made sure they could play.</p> <p>The student recognises that literacy and numeracy is naturally occurring and gave an example of how phonics was introduced in the lotto game and the story/song afterwards.</p> | <p><b>S1.26</b></p> <p><b>S3.7, 3.8</b></p> <p><b>S2.17</b></p> <p><b>S2.19</b><br/><b>S2.20</b></p> <p><b>S2.19</b><br/><b>S2.20</b></p> |

|  |  |             |  |
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| <p>The student considers one child with additional needs and discusses how he had been able to communicate and involve him in the learning experience at his own pace.</p> <p>When prompted, the student is able to explain about why it is important that children feel secure with the adult but also appreciated that they may feel too restricted by the adult too sometimes. The student was able to explain how play promotes learning and provides opportunity for adults to observe children's independent, developmental skills/stages.</p> |  |             |  |
| <b>Student name and signature</b>  |  | <b>Date</b> |  |
| <b>Assessor name and signature</b>   |  | <b>Date</b> |  |

## Structured observation 2 Marking Criteria and Assessor Commentary

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:** S1.26, S3.7, S3.8, S2.17, S2.19, S2.20

### Assessor Commentary

The student refers to past observation cycles to plan effectively for the children as appropriate. The student demonstrates knowledge, understanding and skill when selecting activities as part of next step planning to promote the interests and needs of the children in line with the Early Years statutory framework requirements. The student has planned a range of educational learning experiences, in collaboration with staff at the setting. The educational learning experiences include:

- sensory boxes and table top display
- role play
- action rhyme/story telling

The student is able to offer a rationale, explaining why he chose the learning experiences and recognises the benefit of achieving a balance of adult-led and child-initiated activities. The student refers to the role of play for observation and assessment of children.

During the lotto game, the student uses appropriate strategies confidently to develop and extend children's learning and thinking. For example, when communicating, when asking questions and when encouraging contribution with the sound lotto. The student was a positive role model throughout and was mindful of the needs of all children.

When prompted the student links to intended learning and development within the range of learning and development areas in the early years framework were made and he was able to recognise and appreciate how the table top display would encourage engagement with parents.

**Assessor name and signature**

**Date**

**Student name and signature**

**Date**



|   |   |
|---|---|
| <b>Specification reference</b>          | S1.26   |
| <b>Criteria</b>                         | Promote equality of opportunity and anti-discriminatory practice  |
| <b>Professional discussion allowed?</b> | Yes   |
| <b>Assessed skills</b>                  | <p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>ensuring individual needs and interests are considered in planning and provision of resources</li> <li>celebrating diversity of culture and family backgrounds within the setting</li> <li>modelling appropriate behaviour and where appropriate is confident to challenge discrimination.</li> </ul> |

| Marking bands            |   |   |   |   |
|--------------------------|---|---|---|---|
| 0 Marks                  | 1 Mark  | 2 Marks   | 3 Marks   | 4 Marks   |
| No markable achievement. | <p>Limited ability to, consistently follow policies and procedures to promote equal opportunities.</p> <p>Lacks confidence in recognising and addressing discriminatory practice.</p> | <p>Consistently follows setting equality policies and procedures.</p> <p>Shows confidence to recognise discriminatory behaviour and address with minimal prompting.</p> | <p>Consistently incorporates setting's equality policies and procedures into own practice.</p> <p>A well-developed awareness of equality of opportunity and confidence in challenging discriminatory behaviour without prompting.</p> | <p>Highly proactive when promoting inclusive practice.</p> <p>Excellent awareness of equality of opportunity, with confidence to sensitively challenge discriminatory behaviour, in an effective and timely manner.</p> |

| Assessor Commentary |  |
|---------------------|--|
|                     |  |
| <b>Final mark:</b>  |  |

|   |   |
|---|---|
| <b>Specification reference</b>          | S3.7, 3.8   |
| <b>Criteria</b>                         | Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum.   |
| <b>Assessed skills</b>                  | <p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>• planning to support children's areas of learning and development in the current early education curriculum, with reference to underpinning theories and philosophical approaches</li> <li>• planning to meet the needs (including additional needs if relevant) of all children to enable them to progress</li> <li>• appropriate use of individual children's information to inform planning</li> <li>• appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum.</li> </ul> <p>Through follow up discussion, student demonstrates understanding of:</p> <ul style="list-style-type: none"> <li>• understand how to recognise when a child is in need of additional support</li> <li>• identify the needs, interests and stages of development of individual children</li> <li>• maintain accurate planning reports and observation and assessment reports</li> <li>• explain the importance of the prime areas of learning for children's holistic development</li> <li>• understand the current early education curriculum requirements</li> <li>• understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice</li> <li>• how planning is informed by working alongside parents and other professionals</li> </ul> |
| <b>Professional discussion allowed?</b> | Yes   |

| Marking bands            |   |  |  |   |
|--------------------------|---|--|--|---|
| 0 Marks                  | 1 Mark  | 2 Marks  | 3 Marks  | 4 Marks   |
| No markable achievement. | <p>Limited or inconsistent use of planning and information to support children's learning and development needs.</p> <p>Lacks confidence in leading/facilitating children's planned activities and/or play opportunities.</p> | <p>Planning and use of information informed by working alongside parents and other professionals) demonstrates ability to support all children's needs through accurate and effective links to intended learning and development within the range of learning and development areas in the early years curriculum.</p> <p>Confidence in leading/facilitating children's planned activities and play opportunities to support learning and development effectively the student is able to show an understanding of a range of underpinning theories and philosophical approaches to how children learn and develop and how this is applied in early years practice.</p> | <p>Planning and use of information (informed by working alongside parents and other professionals) demonstrates a sound knowledge required to support all children's needs through accurate and effective links to intended learning and development within the range of learning and development areas in the early years curriculum.</p> <p>Confidence in leading/facilitating children's planned activities and play opportunities to support learning and development effectively with links accurately made to the current framework, a range of underpinning theories and philosophical approaches in line with children's age and stage</p> | <p>Planning and use of information demonstrates high levels of skill, to effectively address all children's needs for learning, development and progression.</p> <p>Accurate and effective links to intended learning and development within all areas of learning and development within the early years' curriculum are clear within planning. Differentiation within planning is relevant and well thought out and planning is holistic.</p> <p>High level of confidence in leading/facilitating children's planned activities and play opportunities, to effectively promote children's engagement and support learning, development and progression, with clear links made to a range of underpinning theories and philosophical approaches.</p> |

| Assessor Commentary |  |
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| Final mark:         |  |

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|---|--|
| <b>Specification reference</b>          | S2.17  |
| <b>Criteria</b>                         | Encourage children's participation by ensuring a balance between adult-led and child-initiated activities.   |
| <b>Assessed skills</b>                  | <p>Student demonstrates:</p> <ul style="list-style-type: none"> <li>incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans</li> <li>providing children with easy access to resources and equipment to accommodate child-initiated play</li> <li>offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back.</li> </ul> |
| <b>Professional discussion allowed?</b> | No   |

| Marking bands            |  |  |   |   |
|--------------------------|--|--|---|---|
| 0 Marks                  | 1 Mark   | 2 Marks  | 3 Marks   | 4 Marks   |
| No markable achievement. | <p>Limited or inconsistent ability to select or provide resources and equipment to encourage participation and balance adult-led and child-initiated activities.</p> <p>Lacks confidence and/or shows limited or inconsistent ability to appropriately intervene and/or understand when it may be appropriate to</p> | <p>Appropriate and consistent ability to select or provide resources to encourage participation and balance adult-led and child-initiated activities.</p> <p>Consistent confidence to appropriately intervene and/or understand when it may be appropriate to step back and enable child-initiated play.</p> | <p>Consistent in effectively selecting or providing resources to encourage participation and support a balance of adult-led and child-initiated activities.</p> <p>Consistent confidence to skilfully intervene and lead or support activities to enable children to apply or develop their knowledge.</p> <p>Consistent ability to</p> | <p>Highly effective ability to select and adapt resources to encourage participation and support a balance of high quality adult-led and child-initiated activities that are child-centred and highly engaging.</p> <p>Highly effective skills to intervene and lead activities or challenge children's learning through careful use of resources or suggestions/questions. Sensitivity and skills to enable children to engage in sustained child-initiated play that develops their skills and knowledge.</p> |

|                            |  |  |   |  |
|----------------------------|--|--|---|--|
|                            | step back and enable child initiated play. |  | know when to step back and let children lead their own play in order to develop their skills and knowledge. |  |
| <b>Assessor Commentary</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  |

| Marking bands            |  |   |  |   |
|--------------------------|--|---|--|---|
| 0 Marks                  | 1 Mark   | 2 Marks   | 3 Marks  | 4 Marks   |
| 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> |

| Assessor Commentary |  |
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| Final mark:         |  |



|   |  |
|---|--|
| <b>Specification reference</b>          | S2.19  |
| <b>Early Years Educator reference</b>   | (2.8)  |
| <b>Criteria</b>                         | Model and encourage positive behaviours expected of children   |
| <b>Assessed skills</b>                  | <p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>• role modelling positive behaviour (respect and courtesy)</li> <li>• appropriate encouragement of expected behaviour through positive reinforcement.</li> </ul> |
| <b>Professional discussion allowed?</b> | No   |

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

| Assessor Commentary |  |
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| <b>Final mark:</b>  |  |

|   |   |
|---|---|
| <b>Specification reference</b>          | S2.20   |
| <b>Early Years Educator reference</b>   | (2.9)   |
| <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  |

| Marking bands            |  |  |  |  |
|--------------------------|--|--|--|--|
| 0 Marks                  | 1 Mark   | 2 Marks  | 3 Marks  | 4 Marks  |
| No markable achievement. | Limited or inconsistent ability to actively listen to and question children to support verbalisation of feelings.<br><br>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.<br><br>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.<br><br>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.<br><br>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. |

| Assessor Commentary |  |
|---------------------|--|
|                     |  |
| <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</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                       |          | December 2020     |
| v3.1    | Version, branding and formatting final updates |          | March 2021        |
| v3.2    | NCFE rebrand.                                  |          | September 2021    |