

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 2 - Structured observation 3 - Distinction

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

Student name		T Level Technical Qualification in Education and Childcare	
Assessor name		Provider Private Day Nursery	
Observation 3 Planned activity Meeting the individual needs of children Activity Description This activity will assess the student's ability to meet the individual needs of children through contributing to their care and wellbeing. Supporting children through planned transitions, for example within settings (ie moving from one age group to another), or to/from settings. The observation will help me to show how I am able to: <ul style="list-style-type: none"> • meet children's care needs • promote safe and secure environments • support group learning and socialisation • work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable them to progress • discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers. Through the professional discussion: <ul style="list-style-type: none"> • how to prevent and control of infection. 		EYE1.1 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: I will meet this through planning for individual care routines and also through professional discussion. EYE1.4 Development and individual circumstances: I will meet this when I ensure the individual needs of children are met through their own care routines. S2.12 Promote secure attachments with children: I will meet this through maintaining safe and secure attachments with children. S1.23 Engage in effective strategies to develop and extend children's learning and thinking: this will be met throughout all the activities. S2.13 Support children's group learning and socialisation: there will be opportunity for this when children are playing in small groups. S2.19 Model and encourage positive behaviours expected of children S2.20 Support children to manage their own behaviour in relation to others. S4.13 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children: As appropriate throughout the activities and care routines. S4.20/S4.21 Plan and carry out care routines for children. S4.24 Undertake tasks to ensure the prevention and control of infection. S5.9 Work collaboratively with colleagues, parents/carers and other professionals to meet the	

		needs of babies and children and enable them to progress. S5.10 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers	
Student name and signature		Date	
Assessor name and signature		Date	

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Childcare	<p>Meeting the individual needs of children</p> <p>Activity Description This activity will assess the student's ability to meet the individual needs of children through contributing to their care and wellbeing. The structured observation can consist of one of the following activities:</p> <ul style="list-style-type: none"> supporting children through planned transitions, for example within settings (ie moving from one age group to another), or to/from settings. 		
Assessor name			
Observation number	3		
Record of observation		Criteria	
<p>Narrative The student was reading a story about starting school when I arrived. The children were sitting in the book area and each one had a photo or picture of their new primary school. The student asks the children to participate through use of questioning, and reflecting on what starting school might be like, for example, discussing friendships at the new school.</p> <p>The student reminds the group of children he is with that they are going on a school visit later, and a few children were excited and held up their hand shouting 'me, me I'm going'.</p> <p>The student leads the children to the display in the corridor where he had worked with the children on a large display. The display had pictures of all the schools and a timeline of activities and experiences. The student leads an interactive discussion using the information from the display. The children are able to identify their new school teacher from the photographs.</p> <p>The student showed me the transition tree that he had made with the children. The tree held all of the names of the children with descriptions of how they were feeling, some were frightened and some were excited. The tree is at the end of the corridor and the parents/carers have taken a big interest in this strengthening parental engagement.</p> <p>The student tells me that there is one child with Down's Syndrome and she is very anxious about starting her new school. Her parents are also very worried.</p>		<p>EYE1.1 EYE1.4</p> <p>S2.12</p> <p>S1.23 S2.13 S2.19 S2.20 S4.13 S4.20/S4.21 S4.24 S5.9</p>	
Student name and signature		Date	
Assessor name and signature		Date	

Professional Discussion Form Example

T Level Technical Qualification in Education and Childcare		Student name	
Date and time of discussion		Assessor name	
Observation number	3		

Record of the discussion. Please include: <ul style="list-style-type: none"> people present: Assessor and student 	Criteria
<p>The student is able to discuss the developmental needs of children and the influence of transition to holistic development, health and wellbeing. The students discusses the planning for the transition tree and the significance of allowing children to express their feelings. In addition to this the student is aware of how individual children are feeling, able to recognise the needs of the child with Down's Syndrome and how parents/carers are also impacted during transitions effecting their children.</p> <p>The student becomes animated when discussing the display commenting on how the children loved engaging with this interactive experience and the benefits to wellbeing by expressing how they are feeling about starting school. The student had also extended this experience by encouraging the children to stick pictures about their school or preparation for school experiences, including things they do with their parents/carers such as walking past the school.</p> <p>The student accurately refers to theoretical approaches, such as (Bowlby and also Cathy Nutbrown) to further discussion about the importance of attachment and how transition can seriously impact this.</p> <p>The student refers to the experiences he has been involved in such as school visits, reading books, transformed areas into 'school' and encouraged parents/carers to think about how their child/children may be feeling. The activities so far have allowed children to work together to think about school and discuss how they are feeling. The student recognises that this is all going to contribute to a consistent approach whereby children feel safe and secure; it is a matter of wellbeing.</p> <p>Assessor leads the discussion around safeguarding. What sorts of records and reports may be useful at transition and how do we keep children safe at times such as this?</p> <p>The student shows excellent awareness of why it is important to keep all records confidential and store securely online. The student is able to discuss ways there are that help children on their journey to transition such as: share assessments such as the EY Profile. The</p>	<p>S1.26 EYE1.1 EYE1.4</p> <p>S2.12 S1.23 S2.13 S2.19 S2.20 S4.13 S4.20/S4.21 S4.24 S5.9</p> <ul style="list-style-type: none">

student continues by appreciating how the teacher will benefit from knowing what the child is capable of before planning and the teacher will need to know about the child's personal and cultural situations so that they are aware of any specific needs impacting the child or indeed wider implications for the family. By sharing information through accurate coherent records and including the key person, children can be safeguarded and the best welfare provided to meet their holistic wellbeing. Observations should also be shared as the child's stage, ability and needs are expressed through the observation cycle and the teacher can learn such a lot about the child by simply looking through the observation record. Any additional needs will require careful and sensitive action for consistency and continuity across a graduated approach.

The student has been asked to be prepared to talk through policies and procedures that keep children safe and well. The information provided included:

- health and safety (Health and Safety Act, 1974)
- safeguarding and child protection (section 3, EYFS) (Equality Act, 2010)
- childhood illness
- personal hygiene procedures.

The student referred to the policies and summaries main features of each policy:

Health and safety: risk assessment, first aid, daily registers and collection, first aid and how to identify and act when there is an emergency.

The student was the procedures for reporting concerns about a child's welfare as well as the staff responsible for child protection and SENDCo. The new Ofsted framework looks closely at wellbeing.

Procedures for incubation and exclusion as well as signs and symptoms of common childhood illnesses are also included in this document.

Student name and signature		Date	
Assessor name and signature		Date	

Structured observation 3 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: EYE 1.1, EYE 1.4, S2.12, S1.23, S2.13, S2.19, S2.20, S4.20, S4.21, S4.24, S5.9

Feedback

Skilful planning and effective application of pedagogical approaches have been excellently demonstrated to recognise the needs of the children as they prepare for transition to school and to plan and lead activities and experiences to meet the individual needs of the children. This demonstrates an awareness of the child's holistic development. The response explains through example how children's stage of development and individual circumstance, in this situation, how transition, may affect how they learn.

Highly effective promotion of secure attachments is shown through sensitive, empathetic responses to meet the children's individual needs and this is shown specifically through engagement with children and when discussing the needs and feelings of parents/carers. Student demonstrates with example an understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives offering a range of examples and how children may be effected at different ages/stages. Throughout the observation the student was highly effective in confidently engaging with children in a range of ways including group activities, and was able to utilise all opportunities to extend children's learning and thinking.

High level of confidence and skill to actively and sensitively listen to and skilfully question children to support verbalisation of feelings is demonstrated when the student talked to the children about the display and the transition tree. An excellent understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression.

When the discussion moved forward to capture the wider implications of welfare the student was able to use examples, documents, policies and procedures to explain the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children to include child health and immunisation, child protection, dietary needs, including recording and reporting procedures. The student was able to refer to documentation to explain procedures in place for hygiene measures within health and safety including the types of PPE used and reasons for this.

The student was knowledgeable of different types of abuse and was able to identify statutory guidance, including action to take applied through policy and procedure, including partnership working in early years settings. The student is able to share possible impact to the child of different types of abuse in both the short and the long term.

During the visit I was able to see how the student supported and practised:

- handwashing

- personal hygiene.

Assessor name and signature

Date

Student name and signature

Date

Early Years Educator reference	1.1
Criteria	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
Assessed skills	Children's development patterns to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development.
Professional discussion allowed?	Yes

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
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.	Significant milestones in a child's holistic development from 0–7 years are described with examples and in the following areas: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development. The response makes	Significant milestones in a child's holistic development from 0–7 years are explained with examples in each of the following areas: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development. The response makes	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 identify when a child is in need of support. Areas

		reference to individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding.	reference to individual rate and pace and how the adult can support holistic development. Examples of theory may enhance understanding.	included are: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development.
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Assessment justification

Final mark:

Early Years Educator reference	1.4
Criteria	Children's learning and development in relation to their stage of development and individual circumstances.
Assessed skills	Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.
Professional discussion allowed?	Yes

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
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.

Assessment justification	
Final mark:	

Specification reference	S2.12
Criteria	Promote secure attachments with children. Understand the significance of attachment.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • meeting individual needs through care routines • being responsive and sensitive to the child's likes, interests and needs. <p>Through follow up discussion, student demonstrates understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers.
Professional discussion allowed?	Yes use of Professional Discussion to demonstrate knowledge of 1.8

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	<p>Limited confidence or inconsistency in responding to children's needs or preferences.</p> <p>Limited confidence or inconsistent ability to meet individual needs evident during care routines.</p>	<p>Promotion of secure attachments is demonstrated through appropriately, and consistently meeting children's needs, interests or preferences.</p> <p>Student demonstrates with examples an understanding of the potential effects of and how to prepare and support</p>	<p>Promotion of secure attachments is demonstrated through consistent and effective responses to meet children's individual needs, interests or preferences.</p> <p>Student demonstrates with examples an understanding of the potential effects of and how to prepare and support</p>	<p>Highly effective promotion of secure attachments is shown through sensitive, empathetic responses to meet children's individual needs, interests or preferences.</p> <p>Student demonstrates with examples an understanding of the potential effects of and</p>

		<p>children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people moving between settings and carers. • <p>Confident to meet children's individual needs in care routines.</p>	<p>children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people moving between settings and carers. <p>Confident and consistent ability to meet children's individual needs in care routines. Responsive to children's emotional needs within care routines.</p>	<p>how to prepare and support children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people moving between settings and carers. <p>Children's individual needs are considered, and skilfully incorporated into care routines. High levels of empathy and responsiveness to meet children's emotional needs within care routines.</p>
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Assessment justification	
Final mark:	

Specification reference	S1.23
Criteria	Engage in effective strategies to develop and extend children's learning and thinking.
Assessed skills	<p>The student demonstrates</p> <ul style="list-style-type: none"> • engagement in sustained shared thinking with children • scaffolding skills and knowledge • differentiation of support • using open-ended questioning • encouraging group discussion • creating opportunities for problem solving • facilitate opportunities for peer learning.
Professional discussion allowed?	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>

Assessment justification	
Final mark:	

Specification reference	S2.13
Criteria	Support children's group learning and socialisation.
Assessed skills	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • provision for play and learning opportunities that facilitate paired and group socialisation • modelling of and encouragement of positive social skills eg turn-taking • provision of support for children to interact with others at their level of development.
Professional discussion allowed?	No

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	<p>Limited or inconsistent ability to provide opportunities that support paired and group socialisation during play and learning.</p> <p>Lacks confidence in modelling and encouraging children's positive social skills and interactions.</p>	<p>Appropriate and consistent ability to provide opportunities for children that support paired and group socialisation during play and learning.</p> <p>Appropriately models and encourages children's positive social skills and interactions with minimal prompting.</p>	<p>Consistently demonstrates effective skills in providing opportunities that support children to join in paired and group socialisation during play and learning.</p> <p>Confidently models and encourages children's positive social skills and interactions without being prompted.</p>	<p>Highly effective skills to facilitate and extend children's engagement in paired and group socialisation opportunities during play and learning.</p> <p>High level of confidence when modelling positive social skills and sensitivity in independently encouraging children's positive social skills.</p>

Assessment justification	
Final mark:	

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

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	Limited or inconsistent ability to role model positive behaviour to children. Lacks confidence or is inconsistent in using positive reinforcement to support behaviours expected of children.	Appropriate and consistent ability to role model positive behaviour to children. Appropriately uses positive reinforcement to support behaviours expected of children with minimal prompting.	Consistent ability to effectively role model positive behaviour to children. Confident to independently use positive reinforcement 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 reinforcement techniques to support behaviours expected of children.

Assessment justification	
Final mark:	

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

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

Assessment justification	
Final mark:	

Specification reference	S4.13
Criteria	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children
Assessed skills	<p>Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>Carry out risk assessment and risk management in line with policies and procedures.</p> <p>Understand how to respond to accidents and emergency situations.</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them. Types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual.
Professional discussion allowed?	Yes

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	The student has a limited knowledge of safeguarding and welfare requirements. The student is able to identify different types of abuse	<p>The student knows the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children, to include child protection.</p> <p>The student knows how to respond to accidents and emergency situations.</p>	<p>The student can explain the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children, to include child protection.</p> <p>The student uses examples to explain how to respond to</p>	<p>The student uses examples to explain the legal requirements and guidance on and health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children, to include child protection.</p> <p>The student uses examples to explain how to respond to</p>

		<p>The student is able to carry out risk assessment for risk management in line with policies and procedures.</p> <p>The student is aware of safeguarding policies and procedures including child protection, and can explain when a child is in danger or at risk from abuse and how to act to protect them.</p> <p>Types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual. <p>The student can explain policy and procedure in relation to keeping children safe and protecting them in line with own responsibilities when dealing with accidents and emergency situations and can apply this knowledge appropriately.</p> <p>The student demonstrates sufficient working knowledge of how to undertake risk assessment, health and safety (accidents and incidents),</p>	<p>accidents and emergency situations.</p> <p>The student is able to carry out risk assessment for risk management in line with policies and procedures.</p> <p>The student is aware of safeguarding policies and procedures including child protection, and can use examples to explain when a child is in danger or at risk from abuse and how to act to protect them.</p> <p>Types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual. <p>The student has a sound working knowledge of the policies and procedures that are legally required, and can outline own responsibilities to keep children safe, deal with accidents or emergency situations well, and protect children from harm. The student is aware of the impact to the child from</p>	<p>accidents and emergency situations.</p> <p>The student is able to carry out risk assessment for risk management in line with policies and procedures.</p> <p>The student is aware of legislation informing safeguarding policies and procedures including child protection, and can use examples to explain when a child is in danger or at risk from abuse and how to act to protect them.</p> <p>Types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual. <p>The student can identify statutory guidance applied through policy and procedure in early years settings and can describe own role and responsibilities in line with safeguarding and child protection, including action to take when accidents occur and in emergency situations. The</p>
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		<p>security (including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.</p> <p>The student is aware of different types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual. 	<p>different types of abuse. The student demonstrates a sound knowledge of how to undertake risk assessment, health and safety (accidents and incidents), security (including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.</p> <p>The student is able to give examples of different types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual. 	<p>student is able to share possible impact to the child of different types of abuse in both the short and the long term. The student demonstrates a highly effective application of knowledge of how to undertake risk assessment, health and safety (accidents and incidents), security (including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.</p> <p>The student is able to give examples of different types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual.
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Assessment justification	
Final mark:	

Specification reference	S4.20/S4.21
Criteria	Plan and carry out care routines for children.
Assessed skills	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • routine care suitable to age/stage of development and individual needs of children • consistency of care in line with setting policies and procedures • regard for children's privacy, dignity and independence during care routines • promoting healthy lifestyles • physical care routines • maintaining records of special dietary needs. <p>Understand why health and wellbeing is important for babies and children and promote healthy lifestyles.</p>
Professional discussion allowed?	Yes to complement knowledge required for criteria 5.4

Marking bands				
0 Marks	1 Mark	2 Marks	3 Marks	4 Marks
No markable achievement.	<p>Limited or inconsistent ability to carry out children's care routines in line with setting procedures.</p> <p>Inconsistent or limited ability to support and maintain children's privacy, dignity and independence within care routines.</p>	<p>Appropriate and consistent ability to carry out children's care routines in line with setting procedures, including maintaining records of children with special dietary needs.</p> <p>Consistent appropriate support is demonstrated to maintain children's privacy, dignity and independence within care routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles.</p>	<p>Consistently carries out a range of care routines appropriately, including maintaining records of children with special dietary needs.</p> <p>Consistent effective support is demonstrated to maintain children's privacy, dignity and independence in care routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles.</p>	<p>Sensitive and differentiated support given to all children within a range of care routines including maintaining records of children with special dietary needs.</p> <p>Highly effective support to maintain children's privacy, dignity and independence in care routines is evident. The student consistently applies knowledge to routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles with children and their families</p>

Assessment justification	
Final mark:	

Specification reference	S4.24
Criteria	Undertake tasks to ensure the prevention and control of infection.
Assessed skills	<p>Student demonstrates understanding of setting policies and procedures related to prevention and control of infection which must include:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene • food hygiene • clearing up waste/spillages and disposing of them safely • use of correct equipment • isolation and exclusion • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation.
Professional discussion allowed?	Yes to achieve common childhood illnesses, immunisation and isolation and exclusion periods.

Marking bands			
0 Marks	1 Mark	2 Marks	3 Marks
No markable achievement	Limited or inconsistent ability to follow setting policies and procedures related to prevention and control of infection without prompting.	<p>Appropriate consistent ability to follow setting policies and procedures related to prevention and control of infection, leading by example and with effective use of initiative. Areas covered must include:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene • food hygiene • clearing up waste/spillages and disposing of them safely • use of correct equipment • isolation and exclusion • using correct personal protective equipment • knowledge of common childhood 	<p>Consistently follows setting's procedures related to prevention and control of infection, leading by example and initiative and encourages children through role modelling and communication through incidental day-to-day practice. Areas covered must include:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene • food hygiene • clearing up waste/spillages and disposing of them safely • use of correct equipment • isolation and exclusion • using correct personal protective

		illnesses and immunisation.	equipment <ul style="list-style-type: none"> • knowledge of common childhood illnesses and immunisation.
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Assessment justification		
Final mark:		

Specification reference	S5.9
Criteria	Work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable them to progress. Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers
Assessed skills	Student demonstrates ways in which to work collaboratively with colleagues and other professionals to meet the needs of babies and young children and support progression. The student demonstrates they are able to work with others to plan next steps for children, examples may include: <ul style="list-style-type: none"> • maintaining effective and on-going communication to discuss child's progress • sharing knowledge, expertise and experience • arranging and attending regular meetings to review and revise progress • fulfilling own professional responsibilities • when parents drop-off/collect children • after carrying out planned/spontaneous observations • ahead of parent meetings • during planning meetings with colleagues, key person and other practitioners including multi-disciplinary teams.
Professional discussion allowed?	Yes: Through follow up discussion, student demonstrates understanding of: <ul style="list-style-type: none"> • sharing progress and next steps in the setting with the key person, colleagues, parents and carers.

Marking bands			
0 Marks	1 mark	2 marks	3 Marks
No markable achievement	Limited understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression. Limited or partially accurate examples are given of agencies/professionals practitioners	Appropriate understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression. Accurate examples are given of agencies/professionals practitioners may need to work with and	Appropriate detailed understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression. A range of accurate and detailed examples is given of agencies/professionals practitioners

	may need to work with and why/when.	why/when.	may need to work with and why/when.
Assessment justification			
Final mark:			

Final Mark Form

Student name		T Level Technical Qualification in Education and Childcare	
Assessor name		Provider Day Nursery	
Total marks achieved			
Student name and signature		Date	
Assessor name and signature		Date	

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