

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

: Specimen assessment materials

Internal reference:

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# Guidance for Tutors

These assessments are designed to test to what extent a student can meet the key skills and underpinning knowledge required to successfully work as an Early Years Educator practitioner.

The guidance below explains the nature and purpose of the assessments and should be used alongside the Student pack and Competency criteria pack for this Occupational Specialism.

The assessment consists of two parts:

* Assignment 2 Part 1: Competency assessment
* Assignment 2 Part 2: Structured observations.

Both parts must be completed, along with all other required assessments, for a student to achieve a Technical Qualification with the Early Years Educator occupational specialism.

**Purpose**

Assignment 2 is split into Part 1 and Part 2 in order to assess two important aspects of a student’s achievement:

* Part 1 assesses the student’s competency against the essential Early Years Educator criteria, to ensure they can meet the requirements that practitioners must meet to be included in the ratios specified in the Early Years Foundation Stage Statutory Framework
* Part 2 assesses the student’s level of attainment against the important skills in the performance outcomes of the Technical qualification, and contributes, along with Assignments 1 and 3, to the student’s overall grade.

**Timing – Assignment 2 Part 1**

Assignment 2 Part 1 can be taken at any time during delivery. As it is designed to assess competency, it must be observed on the Industry Placement. Provider appointed Assessors must carry out the observations. Assessors can begin observations of students whenever they believe the student is ready to show skills at a level of competency.

Assessors observing students can give formative feedback to students after each observation. For example, if a student achieves a ‘working towards’ level on a particular criteria, they can be given feedback as to what they will need to demonstrate on a future observation to prove competency.

There is no limit to the number of observations the Provider chooses to carry out for the student, however the forms and documentation have been designed to allow the Assessor to plan observations so they will be as efficient as possible in evidencing the student’s competency.

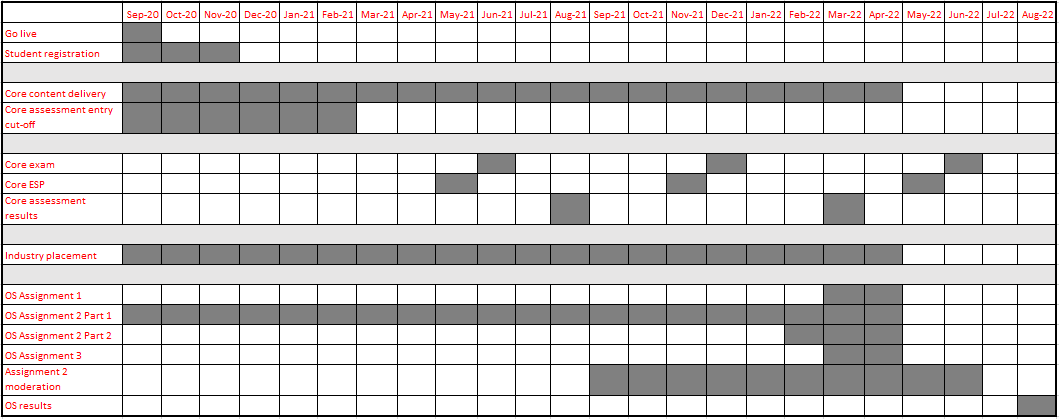
Students must have demonstrated competency in all the criteria before they can be considered for achievement of the Occupational Specialism and therefore the Technical Qualification.

**Timing – Assignment 2 Part 2**

Assignment 2 Part 2 must be taken in a three month window at the end of delivery, from the beginning of February to the end of April, to ensure that the student has developed all the skills and knowledge they will need to achieve the best possible mark in this assessment.

See below for an outline plan of what expected delivery on the Technical qualification will look like.

It is important to note that whilst it is expected that Providers will begin, and likely complete, Assignment 2 Part 1 before students start Assignment 2 Part 2, this is not a requirement, and the two can cross over where this is convenient or required by the Provider to support their planning.



**Planning for the structured observations**

Assignment 2 Part 2 consists of three separate structured observations. Each observation must be carried out once, and observed by the Provider appointed Assessor. As the skills are real, and occupationally valid, they can only be observed on the industry placement.

The observations are one-off end assessments, therefore should not be carried out until the Provider is confident the student will demonstrate their skills to the very best of their ability.

All three observations must be completed, for all student, during the specified three month window between 1 February and 30 April, in the final year of that cohort’s delivery.

Observations must be planned in advance to support moderation, and plans, including the date of the observation, the student’s name, and the industry placement, must be shared with NCFE in advance of the structured observations taking place.

A template form will be provided to capture this planning, and a date will be set by NCFE by which all plans must be submitted. This date will be far enough in advance of the structured observations window to allow NCFE to plan moderation visits.

The observations are marked. Assessors must carry out the observations and award a mark against each criteria, giving a final total for that observation. The total marks achieved by the student across all three observations will be counted towards their final grade for the Occupational Specialism.

The structured observations have been written to reflect realistic and regularly occurring events or activities that will be very likely to take place on the industry placement. As such no specific timings have been given, but it is not expected that observations for each structured observation will take longer than an hour. However, Providers should check the relevant criteria the structured observations are intended to cover.

Because the structured observations must take place on a real industry placement, it will be important to plan in the opportunity for the observation to take place with the industry placement itself, in order to give the best possible chance that all relevant criteria can be observed.

NCFE recognises that real industry placement activities cannot always be predicted, and there are two possible outcomes where a criteria expected to be observed has not emerged.

1. Where a criteria is flagged, in the marking guidance, as acceptable for professional discussion, Provider appointed Assessors can conduct a professional discussion with the student at the end of the observation if that criteria has not been able to be observed to the extent that the Provider assessor can make a marking judgement. Assessors should use the relevant professional discussion form to record the discussion with a clear link to the criteria being covered.
2. Where a criteria is not flagged, in the marking guidance, as acceptable for professional discussion, Providers should ensure the planning for the structured observation gives the best possible chance that this skill will emerge and be able to be observed. Where it cannot be observed, the Provider will have to rearrange the observation to ensure the student has an opportunity to demonstrate their skills, to ensure fairness across all students.

**Provider appointed Assessors**

Each Provider appointed Assessor should be qualified to the level of the qualification they are assessing or above and have been trained and standardised as per the requirements of the Technical Qualification.

**Moderation**

Both Assignment 2 Part 1 and Assignment 2 Part 2 are assessed/marked by the Provider and moderated by NCFE. This is detailed below.

Moderators will visit industry placements and will observe the assessment taking place, accompanying the Provider’s Assessor and observing the student carrying out their practical activity or structured observation. The Moderator will make assessment judgements, including the allocation of marks on Assignment 2 Part 2, using the same methods as the Provider. All records and findings will be documented separately to the Provider’s Assessor, to ensure that the two sets of findings can be reliably compared.

In addition, the visiting Moderator will also review records of observations/discussions taken by the Provider during the visit to ensure that sufficient detail is being captured to support robust and reliable remote moderation and review of assessment.

NCFE will deliver standardisation sessions for approved Providers, to establish a consistent standard for the assessment per series. In each session, the same materials will be used by the Providers and the moderation team, which will ensure the same standard is applied uniformly.

Record keeping will also be a factor when ensuring sufficient quality in approved Provider marking. It is critically important that the Assessor summarises what they have observed in relation to the criteria and guidance provided in the observation form. If there is no summary present, or if the summary lacks sufficient detail, then there will effectively be no record of evidence. The Provider would therefore be required to observe the student again. The training and guidance that Providers receive will reflect this accordingly.

**Moderation – Assignment 2 Part 1**

Assignment 2 Part 1 is moderated by NCFE to ensure Provider appointed Assessor judgements are in line with the NCFE visiting Assessor for all criteria.

Assignment 2 Part 1 is moderated on a continuous basis. NCFE visiting assessors will attend a sample of observations carried out by the Provider appointed Assessors. They will observe students alongside the Provider appointed Assessor and will confirm whether they agree with the Provider appointed Assessor’s judgements.

Where there is agreement across all criteria the Provider continues to assess, and student outcomes for competence are accepted by NCFE for the remainder of the delivery. No further moderation of the Assignment 2 Part 1 is required. Where there is not full agreement, the Moderator can provide feedback and flag relevant criteria for a further check. A further moderation visit would then be required to observe assessment of the relevant criteria. Agreement must be reached across all criteria before the Provider is signed off to submit overall outcomes for Assignment 2 Part 1 for that cohort.

**Moderation – Assignment 2 Part 2**

Assignment 2 Part 2 is moderated by NCFE to ensure Provider appointed Assessor marking judgements are in line with the NCFE visiting assessor, based on a sample of the criteria.

NCFE visiting assessors will attend a sample of structured observations carried out by the Provider appointed Assessors, during the 1 February to 30 April delivery window. The observations they attend will be selected by NCFE, based on the Provider’s structured observations plan, and in line with an appropriate sampling strategy.

The Moderator will select structured observations to moderate to ensure that criteria worth at least 40% of the overall mark of the Assignment are covered for each student in the sample, which may or may not involve the moderation of more than one structured observation for each student. They will also ensure that all structured observations are moderated across the sample.

NCFE visiting assessors will observe students alongside the Provider appointed Assessor and will confirm whether they agree with the Provider appointed Assessor’s marking judgements.

Following moderation, the Moderator will record their marks for the sample of students. There will be three potential outcomes from this activity:

* the Moderator and Provider marks are within a tolerance. In this case, all of the Provider’s marks would be accepted with no further action required
* the Moderator and Provider marks are out of tolerance, but they are out of tolerance in a consistent way (for example they are all too lenient, or they are all too strict). In this case, a calculation would be applied to compare the Provider’s and Moderator’s marks in order to determine the required adjustment for each student. This adjustment will then be applied to all students in the cohort
* the Moderator and Provider marks are out of tolerance, but not in a consistent way that can be safely adjusted. In this case, additional support will be made available to the Provider, and all student evidence will need to be reassessed and moderated.

**Planning and recording forms**

This pack includes the mandatory forms which must be used by Providers to gather evidence for Assignment 2 Part 2 to make a final marking decision. See the separate Competency Criteria pack for forms relating to Assignment 2 Part 1.

All mandatory forms and final marks must be submitted to NCFE by the submission deadline in the final year of the T Level[[1]](#footnote-2) qualification.

Observations for assessment should not take place until the Provider is confident that the student will be able to show an appropriate level of achievement during the observation, and must be scheduled into the appropriate window as set by NCFE.

The forms are listed below, with guidance on their use.

**Observation Planning Form**

This form should be used to plan the structured observations the Assessor will make of the student on their industry placement. This form will detail the date of the observations, the intended activity to be observed and the criteria expected to be covered, based on the mapping of criteria in this pack and in the Student Guide. This form must be shared with the student prior to the structured observations taking place.

**Observation of Skills Recording Form**

This form should be used to make a narrative record of each structured observation conducted by the Assessor. Each observation form must be numbered for referencing purposes. The observation narrative must be linked to the specific criteria during the observation.

**Professional Discussion Form**

Where relevant, and only for specified criteria, professional discussion can be used to confirm a student’s understanding. In these instances, this form should be used. It must be numbered with the same number as the Observation of Skills Recording Form, and be linked to the criteria that the Assessor has covered during the discussion.

The assessment justification sections have been developed to support the assessor and recommends the most appropriate assessment methods. Where direct observation is identified as the method of assessment, the student must evidence this skill through a direct observation, however evidence may be complemented through a professional discussion.

**Criteria assessor judgement guidance and assessment justification**

These forms must be used to capture a marking judgement for each criterion, in each of the structured observations, with a justification linking back to the relevant evidence on the Observation of Skills Recording Forms, and any Professional Discussion Form. These forms should be completed after each observation.

**Final Mark Form**

This form must be used to capture a final mark for each structured observation, with a justification linking back to the relevant evidence on the Observation of Skills Recording Forms, and any Professional Discussion Form.

This form should be completed after each observation. There will be a deadline in the final year of each student’s T Level qualification for these final marks to be submitted.

**T Level Technical Qualification in Education and Childcare (603/5829/4)**

**Assignment 2 Part 1: Recording Forms**

Occupational Specialism: Early Years Educator

**Assessor instructions**

Please complete the details below clearly and in BLOCK CAPITALS.

|  |  |
| --- | --- |
| Student name | Click or tap here to enter text. |
| Provider name | Click or tap here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student number | Click or tap here to enter text. | Provider number | Click or tap here to enter text. |  |

|  |  |
| --- | --- |
| Student signature |  |
| Assessor signature |  |

# Observation Planning Form

|  |
| --- |
| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

|  |  |  |  |
| --- | --- | --- | --- |
| Student name | Click or tap here to enter text. | Provider | Click or tap here to enter text. |
| Assessor name | Click or tap here to enter text. | Employer | Click or tap here to enter text. |

|  |  |
| --- | --- |
| Planned activity | Structured observation number, and Criteria to be covered |
| Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor signature** |  | Date | Click or tap here to enter text. |

# Observation of Skills Recording Form

|  |
| --- |
| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

|  |  |  |  |
| --- | --- | --- | --- |
| Student name | Click or tap here to enter text. | Date | Click or tap here to enter text. |
| Assessor name | Click or tap here to enter text. | | |
| Observation number | Click or tap here to enter text. | | |

| **Record of observation** | **Criteria** |
| --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name and signature** |  | Date | Click or tap here to enter text. |
| **Assessor name and signature** |  | Date | Click or tap here to enter text. |

# Professional Discussion Form

|  |
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| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

|  |  |  |  |
| --- | --- | --- | --- |
| Student name | Click or tap here to enter text. | Assessor name | Click or tap here to enter text. |
| Date and time of discussion | Click or tap here to enter text. | Observation number | Click or tap here to enter text. |

|  |  |
| --- | --- |
| Record of the discussion. Please include:   * people present * what you discussed/questions/answers | Criteria |
| Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| Student signature |  | Date | Click or tap here to enter text. |
| Assessor signature |  | Date | Click or tap here to enter text. |

**Final Mark Form**

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| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

|  |  |  |  |
| --- | --- | --- | --- |
| Student name | Click or tap here to enter text. | Provider | Click or tap here to enter text. |
| Assessor name | Click or tap here to enter text. | Employer | Click or tap here to enter text. |

|  |  |
| --- | --- |
| Total marks achieved: | Click or tap here to enter text. |
| Structured observation 1 | Click or tap here to enter text. |
| Structured observation 2 | Click or tap here to enter text. |
| Structured observation 3 | Click or tap here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| Student signature |  | Date | Click or tap here to enter text. |
| Assessor signature |  | Date | Click or tap here to enter text. |

## Structured observations

The following pages detail the structured observations, the criteria they are intended to cover, and the marking guidance.

Structured observations should be planned by the Provider, in agreement with the industry placement and student, well in advance.

Activities are written to reflect naturally or regularly occurring activities in the setting, and Providers should make use of regular provision to accommodate these observations. However, it should be confirmed that the activity will allow the student to cover all the criteria as far as is reasonably possible.

Students should lead the activities themselves, with no input from the Provider’s Assessor. Students can interact as required with other practitioners, based on requirements of the activity.

All planned activities will need to be carried out in line with a setting’s policies and procedures at all times.

Students should be aware of when they will be observed for their structured observations, and what activities they will carry out.

Students should only undergo structured observations once they are ready to do so, ie once they have gained the appropriate knowledge and skills in the performance outcomes.

## Structured observation 1: Supporting children’s learning and development

### Activity description

This activity will assess the student’s ability to support children’s learning and development, making use of both planned and unplanned opportunities.

The structured observation can consist of one of the following activities:

* a literacy session that requires the student to lead a story time session
* a numeracy session that requires the student to support mathematical development
* engaging with children during play, for example, role play/outdoor play.

The activity should allow the student to cover all of the relevant criteria listed below.

### Mapping to criteria

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S1.29** | **EYE1.1** | **EYE1.4** | **S1.30** | **S1.31** | **S1.25** | **S1.23** | **S2.19** | **S2.20** |

### Structured observation 1 Marking Criteria

|  |  |
| --- | --- |
| **Specification reference** | S1.29 |
| **Criteria** | Implement a range of pedagogical strategies to support children’s early literacy skills. |
| **Assessed skills** | Student demonstrates:   * story telling * guided reading * role play * systemic synthetic phonics * songs and nursery rhymes. |
| **Professional discussion allowed?** | Yes - include professional discussion to complement observation. The professional discussion **must not** be used as an alternative but may be used to complement understanding, in particular EYE criteria 1.7: Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy. |

| **Marking bands** | | | | |
| --- | --- | --- | --- | --- |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| 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. |

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| **Assessment justification** |
| Observation and Professional Discussion |

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| **Final mark:** | Click or tap here to enter text. |

| **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:   * 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:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development.   The response makes reference to: individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding. | Significant milestones in a child’s holistic development from 0–7 years are explained with examples in each of the following areas:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development.   The response makes reference to: individual rate and pace and how the adult can support holistic development. Examples of theory may enhance understanding. | 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 included are:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development. |

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| **Assessment justification** |
| Professional Discussion (typical and atypical), and there may be application of this understanding in the 3 observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children.  This criteria must be achieved in full:  Professional discussion must demonstrate an **understanding of the student’s understanding of the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7.**  **Children’s development patterns to include:**   * **cognitive** * **speech, language and communication development** * **literacy and numeracy** * **physical** * **emotional** * **social** * **neurological and brain development.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **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 examples 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, with examples, 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. |

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| **Assessment justification** |
| Professional Discussion (typical and atypical), and there may be application of this understanding in the 3 observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children.  This criteria must be achieved in full:  **Through the professional discussion the student must be able to:**  **Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S1.30 |
| **Criteria** | Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children’s mathematical understanding. |
| **Assessed skills** | Student demonstrates:   * spontaneous opportunities to support mathematical understanding * building on children’s mathematical knowledge and understanding * providing opportunity to support children’s mathematical progression. |
| **Professional discussion allowed?** | No |

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| --- | --- | --- | --- | --- |
| **Marking bands** | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| 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. |

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| **Assessment justification** |
| Direct Observation |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S1.31 |
| **Criteria** | 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) |
| **Assessed skills** | Student demonstrates:   * uses observational assessments to identify children’s current mathematical understanding * supports children’s mathematical understanding during play and structured opportunities. |
| **Professional discussion allowed?** | Yes include Professional Discussion to complement observation. Professional discussion **must not** be used as an alternative but may be used to compliment understanding |

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| --- | --- | --- | --- | --- |
| **Marking bands** | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| 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. |

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| **Assessment justification** |
| This criteria must be achieved in full using direct observation and may be complemented by professional discussion.  **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):**   * **uses observational assessments to identify children’s current mathematical understanding** * **supports children’s mathematical understanding during play and structured opportunities.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | | S1.23 | | | |
| **Criteria** | | Engage in effective strategies to develop and extend children’s learning and thinking. | | | |
| **Assessed skills** | | The student demonstrates:   * 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. | Limited effectiveness in using strategies to develop children’s learning and thinking.  Lacks confidence in engaging with children in a way, which extends their learning and thinking. | | Uses appropriate strategies to develop and extend children’s learning and thinking.  Confidence in engaging with children appropriately in ways that extend their learning and thinking. | Uses strategies appropriately to develop and extend children’s learning and thinking.  Confidence in engaging with children effectively in a range of ways to extend their learning and thinking. | Uses strategies effectively which are carefully selected and differentiated to develop and extend children’s learning and thinking.  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. |

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| **Assessment justification** |
| The criteria must be met through direct observation:  **Engage in effective strategies to develop and extend children’s learning and thinking.**  **The student demonstrates:**   * 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. |

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| --- | --- |
| **Final mark:** | Click or tap here to enter text. |

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| --- | --- | --- | --- | --- | --- | --- |
| **Specification reference** | | | S1.25 | | | |
| **Criteria** | | | Support and promote children’s speech, language and communication development using a range of strategies. | | | |
| **Professional discussion allowed?** | | | Yes | | | |
| **Assessed skills** | | The student demonstrates:   * using visual aids and signs in the environment * using bilingual resources * modelling language * using appropriate questioning techniques for age and stage * instigating high-quality, adult-child verbal interactions * using songs, rhymes and story telling * following children’s leads and giving children time to respond * using an interpreter * 1:1 support. | | | | |
| **Marking bands** | | | | | | |
| **0 Marks** | **1 Mark** | | | **2 Marks** | **3 Marks** | **4 Marks** |
| No markable achievement. | Limited or inconsistent use of strategies to support and promote children’s speech, language and communication.  Lacks confidence in implementing strategies to support and promote children’s speech, language and communication. | | | The student demonstrates a range of strategies to support and promote children’s speech, language and communication development. | The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.  The student demonstrates links to the current framework, as appropriate. | The student demonstrates a range of strategies to support and promote children’s speech, language and communication development.  The student demonstrates links to the current framework, as appropriate.  The student is able to make accurate reference to theory and current research. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation or professional discussion.  **Understand a range of strategies to support and promote children’s speech language and communication development.**  **Direct observation:**  **The student demonstrates:**   * using visual aids and signs in the environment * using bilingual resources * modelling language * using appropriate questioning techniques for age and stage * instigating high-quality, adult-child verbal interactions * using songs, rhymes and story telling * following children’s leads and giving children time to respond * using an interpreter * 1:1 support.   **Professional discussion:**  Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S2.19 |
| **Criteria** | Model and encourage positive behaviours expected of children |
| **Assessed skills** | The student demonstrates:   * role modelling positive behaviour (respect and courtesy) * appropriate encouragement of expected behaviour through positive approaches. |
| **Professional discussion allowed?** | No |

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| **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 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. |
| **Assessment justification** | | | | |
| The criteria must be achieved in full through direct observation: **Model and encourage positive behaviours expected of children.**  **The student demonstrates:**   * role modelling positive behaviour (respect and courtesy) * appropriate encouragement of expected behaviour through positive approaches | | | | |

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| **Final mark:** | Click or tap here to enter text. | |
| **Specification reference** | | S2.20 | |
| **Criteria** | | Support children to manage their own behaviour in relation to others. | |
| **Assessed skills** | | Student demonstrates:   * 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 | |

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| **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.  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. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Support children to manage their own behaviour in relation to others.**   * 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 |

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| **Final mark:** | Click or tap here to enter text. |

## Structured observation 2: Contributing to an enabling environment

### Activity description

This activity will assess the student’s ability to contribute to an enabling environment for children, making use of both planned and unplanned opportunities.

The structured observation can consist of one of the following activities:

* creating and supporting children’s engagement with an interactive display, for example, a wall display or a table display
* developing an area of provision, for example, a role play area, a book corner or a creative area.

The activity should allow the student to cover all of the relevant criteria listed below.

### Mapping to criteria

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| **S1.26** | **S3.7/S3.8** | **S2.17** | **S1.23** | **S2.19** | **S2.20** |

### Structured observation 2 Marking Criteria

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| --- | --- |
| **Specification reference** | S1.26 |
| **Criteria** | Promote equality of opportunity and anti-discriminatory practice |
| **Professional discussion allowed?** | Yes |
| **Assessed skills** | The student demonstrates:   * ensuring individual needs and interests are considered in planning and provision of resources * celebrating diversity of culture and family backgrounds within the setting * modelling appropriate behaviour and where appropriate is confident to challenge discrimination. |

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

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| **Assessment justification** |
| The criteria must be achieved in full via direct observation and professional discussion.  **Promote equality of opportunity and anti-discriminatory practice** (in each observation).  The student demonstrates:   * **ensuring individual needs and interests are considered in planning and provision of resources** * **celebrating diversity of culture and family backgrounds within the setting** * **modelling appropriate behaviour and where appropriate is confident to challenge discrimination.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S3.7, 3.8 |
| **Criteria** | 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. |
| **Assessed skills** | The student demonstrates:   * planning to support children’s areas of learning and development in the current early education curriculum, with reference to underpinning theories and philosophical approaches * planning to meet the needs (including additional needs if relevant) of all children to enable them to progress * appropriate use of individual children’s information to inform planning * appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum.   Through a follow up discussion, student demonstrates understanding of:   * how to recognise when a child is in need of additional support * needs, interests and stages of development of individual children * maintaining accurate planning reports and observation and assessment reports * explaining the importance of the Prime areas of learning for children’s holistic development * the current early education curriculum requirements * a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice * how planning is informed by working alongside parents and other professionals |
| **Professional discussion allowed?** | Yes |

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| **Marking bands** | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| No markable achievement. | Limited or inconsistent use of planning and information to support children’s learning and development needs.  Lacks confidence in leading/facilitating children’s planned activities and/or play opportunities. | 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.  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. | 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.  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. | Planning and use of information demonstrates high levels of skill, to effectively address all children’s needs for learning, development and progression.  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.  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. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation and professional discussion:  **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.**  **The student demonstrates:**  **Direct observation**   * planning to support children’s areas of learning and development in the current early education curriculum * planning to meet the needs (including additional needs if relevant) of all children to enable them to progress * appropriate use of individual children’s information to inform planning * appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum.   **Professional discussion**  Through follow up discussion, student demonstrates understanding of:   * how to recognise when a child is in need of additional support * the needs, interests and stages of development of individual children * maintaining accurate planning reports and observation and assessment reports * explaining the importance of the Prime areas of learning for children’s holistic development * the current early education curriculum requirements. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S2.17 |
| **Criteria** | Encourage children’s participation by ensuring a balance between adult-led and child-initiated activities. |
| **Assessed skills** | Student demonstrates:   * incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans * providing children with easy access to resources and equipment to accommodate child-initiated play * offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back. |
| **Professional discussion allowed?** | No |

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| **Marking bands** | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| No markable achievement. | Limited or inconsistent ability to select or provide resources and equipment to encourage participation and balance adult-led and child-initiated activities.  Lacks confidence and/or shows limited or inconsistent ability to appropriately intervene and/or understand when it may be appropriate to step back and enable child initiated play. | Appropriate and consistent ability to select or provide resources to encourage participation and balance adult-led and child-initiated activities.  Consistent confidence to appropriately intervene and/or understand when it may be appropriate to step back and enable child-initiated play. | Consistent in effectively selecting or providing resources to encourage participation and support a balance of adult-led and child-initiated activities.  Consistent confidence to skilfully intervene and lead or support activities to enable children to apply or develop their knowledge. Consistent ability to know when to step back and let children lead their own play in order to develop their skills and knowledge. | 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.  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. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation.  **Encourage children’s participation by ensuring a balance between adult-led and child-initiated activities.**  **Student demonstrates:**   * incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans * providing children with easy access to resources and equipment to accommodate child-initiated play * offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S1.23 |
| **Criteria** | Engage in effective strategies to develop and extend children’s learning and thinking. |
| **Assessed skills** | The student demonstrates:   * 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 * facilitating opportunities for peer learning. |
| **Professional discussion allowed?** | No |

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| **Marking bands** | | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| No markable achievement. | Limited effectiveness in using strategies to develop children’s learning and thinking.  Lacks confidence in engaging with children in a way, which extends their learning and thinking. | Uses appropriate strategies to develop and extend children’s learning and thinking.  Confidence in engaging with children appropriately in ways that extend their learning and thinking. | Uses strategies appropriately to develop and extend children’s learning and thinking.  Confidence in engaging with children effectively in a range of ways to extend their learning and thinking. | Uses strategies effectively which are carefully selected and differentiated to develop and extend children’s learning and thinking.  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. |

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| **Assessment justification** |
| The criteria must be met through direct observation:  **Engage in effective strategies to develop and extend children’s learning and thinking.**  **The student demonstrates:**   * 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. * facilitating opportunities for peer learning. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference**  **Early Years Educator reference** | S2.19  (2.8) |
| **Criteria** | Model and encourage positive behaviours expected of children. |
| **Assessed skills** | The student demonstrates:   * role modelling positive behaviour (respect and courtesy) * appropriate encouragement of expected behaviour through positive approaches. |
| **Professional discussion allowed?** | No |

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| **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 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. |
| **Assessment justification** | | | | |
| The criteria must be achieved in full through direct observation: **Model and encourage positive behaviours expected of children.**  **The student demonstrates:**   * role modelling positive behaviour (respect and courtesy) * appropriate encouragement of expected behaviour through positive approaches. | | | | |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference**  **Early Years Educator reference** | S2.20  (2.9) |
| **Criteria** | Support children to manage their own behaviour in relation to others. |
| **Assessed skills** | The student demonstrates:   * active 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 |

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| **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.  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. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Support children to manage their own behaviour in relation to others.**   * 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. |

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| **Final mark:** | Click or tap here to enter text. |

## Structured observation 3: 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.

The structured observation can consist of one of the following activities:

* contributing to care routines, for example, snack or meal times, rest and sleep, personal care needs
* supporting children through planned transitions, for example, within settings (ie moving from one age group to another), or to/from settings

The activity should allow the student to cover all of the relevant criteria listed below.

### Mapping to criteria

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| **EYE1.1** | **EYE1.4** | **S2.12** | **S1.23** | **S2.13** | **S2.19** | **S2.20** | **S4.13** | **S4.20/S4.21** | **S4.24** | **S5.9** |

### Structured observation 3 Marking Criteria

| **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:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development. |
| **Professional discussion allowed?** | Yes |

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| **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:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development.   The response makes reference to: individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding. | Significant milestones in a child’s holistic development from 0–7 years are explained with examples in each of the following areas:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development.   The response makes reference to: individual rate and pace and how the adult can support holistic development. Examples of theory may enhance understanding. | 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 included are:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development. |

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| **Assessment justification** |
| Professional discussion (typical and atypical), and there may be application of this understanding in the 3 observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children.  This criteria must be achieved in full:  Professional discussion must demonstrate an **understanding of the student’s understanding of the expected patterns of children’s development from birth to 5 years and have an understanding of further development from age 5 to 7.**  **Children’s development patterns to include:**   * **cognitive** * **speech, language and communication development** * **literacy and numeracy** * **physical** * **emotional** * **social** * **neurological and brain development.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **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** | | | | |
| Professional Discussion (typical and atypical), and there may be application of this understanding in the 3 observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children. This criteria must be achieved in full:  **Through the professional discussion the student must be able to:**  **Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.** | | | | |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S2.12 |
| **Criteria** | Promote secure attachments with children.  Understand the significance of attachment. |
| **Assessed skills** | The student demonstrates:   * meeting individual needs through care routines * being responsive and sensitive to the child’s likes, interests and needs.   Through follow up discussion, the 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:   * moving to a new 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 |

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| **Marking bands** | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| No markable achievement. | Limited confidence or inconsistency in responding to children’s needs or preferences.  Limited confidence or inconsistent ability to meet individual needs evident during care routines. | Promotion of secure attachments is demonstrated through appropriately, and consistently meeting children’s needs, interests or preferences.  Student demonstrates, with examples, an understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:   * moving to a new 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.   Confident to meet children’s individual needs in care routines. | Promotion of secure attachments is demonstrated through consistent and effective responses to meet children’s individual needs, interests or preferences.  Student demonstrates, with examples, an understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:   * moving to a new 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.   Confident and consistent ability to meet children’s individual needs in care routines. Responsive to children’s emotional needs within care routines. | Highly effective promotion of secure attachments is shown through sensitive, empathetic responses to meet children’s individual needs, interests or preferences.  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 to include:   * moving to a new 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.   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. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation and professional discussion. The student must show sensitivity to the needs of children during significant transition and the discussion should develop the student’s clear understanding of the significance of attachment  **Promote secure attachments with children** (*via* direct observation)  **Understand the significance of** attachment (via professional discussion)  The student demonstrates:   * **meeting individual needs through care routines.** * **being responsive and sensitive to the child’s likes, interests and needs.**   Through follow up discussion, student must show an appreciation of how to prepare and support children through transitions and significant events in their lives to include:   * **moving to a new 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.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S1.23 |
| **Criteria** | Engage in effective strategies to develop and extend children’s learning and thinking. |
| **Assessed skills** | The student demonstrates   * 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 * facilitating opportunities for peer learning. |
| **Professional discussion allowed?** | No |

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| **Marking bands** | | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| No markable achievement. | Limited effectiveness in using strategies to develop children’s learning and thinking.  Lacks confidence in engaging with children in a way, which extends their learning and thinking. | Uses appropriate strategies to develop and extend children’s learning and thinking.  Confidence in engaging with children appropriately in ways that extend their learning and thinking. | Uses strategies appropriately to develop and extend children’s learning and thinking.  Confidence in engaging with children effectively in a range of ways to extend their learning and thinking. | Uses strategies effectively which are carefully selected and differentiated to develop and extend children’s learning and thinking.  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. |

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| **Assessment justification** |
| The criteria must be met through direct observation:  **Engage in effective strategies to develop and extend children’s learning and thinking.**  **The student demonstrates:**   * 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. * facilitating opportunities for peer learning. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S2.13 |
| **Criteria** | Support children’s group learning and socialisation. |
| **Assessed skills** | Student demonstrates:   * 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 |

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

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Support children’s group learning and socialisation.**  **Student demonstrates:**   * 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. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Specification reference** | S2.19 |
| **Criteria** | Model and encourage positive behaviours expected of children |
| **Assessed skills** | The student demonstrates:   * role modelling positive behaviour (respect and courtesy) * appropriate encouragement of expected behaviour through positive approaches |
| **Professional discussion allowed?** | No |

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| **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 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. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Model and encourage positive behaviours expected of children.**  **The student demonstrates:**   * role modelling positive behaviour (respect and courtesy) * appropriate encouragement of expected behaviour through positive approaches. |

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| **Specification reference** | S2.20 |
| **Criteria** | Support children to manage their own behaviour in relation to others |
| **Assessed skills** | The student demonstrates:   * active 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 |

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| **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.  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. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Support children to manage their own behaviour in relation to others by:**   * 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. |

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| **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** | Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.  Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.  Carry out risk assessment and risk management in line with policies and procedures.  Understand how to respond to accidents and emergency situations.  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 include:   * domestic * neglect * physical * emotional * sexual. |
| **Professional discussion allowed?** | Yes |

| **Marking bands** | | | | |
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| **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 | 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.  The student knows how to respond to accidents and emergency situations.  The student is able to carry out risk assessment for risk management in line with policies and procedures.  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.  Types of abuse to include:   * domestic * neglect * physical * emotional * sexual.   The student can explain policy and procedure in relation to keeping children safe and protecting them in line with own responsibilities dealing with accidents and emergency situations and can apply this knowledge appropriately. The student demonstrates sufficient working knowledge of how to undertake a 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.  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.  The student is aware of different types of abuse to include:   * domestic * neglect * physical * emotional * sexual. | 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.  The student uses examples to explain how to respond to accidents and emergency situations.  The student is able to carry out risk assessment for risk management in line with policies and procedures.  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.  Types of abuse to include:   * domestic * neglect * physical * emotional * sexual.   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 different types of abuse. The student demonstrates a sound knowledge of how to undertake a 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.  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.  The student is able to give examples of different types of abuse to include:   * domestic * neglect * physical * emotional * sexual. | The student uses examples 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 protection.  The student uses examples to explain how to respond to accidents and emergency situations.  The student is able to carry out risk assessment for risk management in line with policies and procedures.  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.  Types of abuse to include:   * domestic * neglect * physical * emotional * sexual.   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 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,(including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality  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.  The student is able to give examples of different types of abuse to include:   * domestic * neglect * physical * emotional * sexual. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation and professional discussion:  **Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children** (via professional discussion).  **Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children** (via direct observation complemented by professional discussion as appropriate).  **Carry out risk assessment and risk management in line with policies and procedures** (via direct observation).  **Professional discussion:**  Understand how to respond to accidents and emergency situations.  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:   * domestic * neglect * physical * emotional * sexual. |

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| **Specification reference** | S4.20/S4.21 |
| **Criteria** | Plan and carry out care routines for children. |
| **Assessed skills** | The student demonstrates:   * 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.   Understand why health and wellbeing is important for babies and children and promote healthy lifestyles. |
| **Professional discussion allowed?** | Yes - to complement knowledge required for criteria 5.4 |

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| **Marking bands** | | | | |
| **0 Marks** | **1 Mark** | **2 Marks** | **3 Marks** | **4 Marks** |
| No markable achievement. | Limited or inconsistentability to carry out children’s care routines in line with setting procedures.  Inconsistent or limited ability to support and maintain children’s privacy, dignity and independence within care routines. | 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.  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. | Consistently carries out a range of care routines appropriately, including maintaining records of children with special dietary needs.  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. | Sensitive and differentiated support given to all children within a range of care routines including maintaining records of children with special dietary needs.  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. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation and professional discussion as identified:  **Plan and carry out care routines for children.**  **The student demonstrates:**   * 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.   **Understand why health and wellbeing is important for babies and children** (via professional discussion) and **promote healthy lifestyles** (via direct observation). |

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| **Specification reference** | S4.24 |
| **Criteria** | Undertake tasks to ensure the prevention and control of infection. |
| **Assessed skills** | The student demonstrates understanding of setting policies and procedures related to prevention and control of infection which must include:   * 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 and immunisation, isolation and exclusion periods. |

| **Marking bands** | | | |
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| **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. | 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:   * 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. | Consistently follows settings 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:   * 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. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation and professional discussion where indicated**:**   * **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.**   **Professional discussion**  Knowledge of common childhood illnesses and immunisation.  Isolation and exclusion periods. |

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| **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:   * 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, the student demonstrates understanding of:   * sharing progress and next steps in the setting with the key person, colleagues, parents and carers. |

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| **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 may need to work with and why/when. | 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 why/when. | 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. |

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| **Assessment justification** |
| The criteria must be met in full through direct observation and professional discussion:  **Work collaboratively with colleagues 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.**  **Direct observation:**   * 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:   + maintaining effective and on-going communication to discuss the 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:**  Discuss sharing progress and next steps in the setting with the key person, colleagues, parents and carers. |

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| **Final mark:** | Click or tap here to enter text. |

# Document information

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Owner: Head of Assessment Design

## Change History Record

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| Version | Description of change | Approval | Date of Issue |
| v1.0 | Published draft version |  | April 2020 |
| v2.0 | Published final version |  | 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 |
| V3.3 | Fillable form elements added |  | November 2021 |

1. T Level is a registered trademark of the Institute for Apprenticeships and Technical Education [↑](#footnote-ref-2)