



T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 1 - Pass

Guide standard exemplification materials

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Introduction

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

Any Examiner commentary is provided to detail the judgement Examiners will undertake when observing and evaluating the student. This is not intended to replace the information within the Qualification Specification and providers must refer to this for the scope of content.

In Assignment 1, the student must produce 2 activity plans according to various specifications. The exemplification sample provided consists of one such plan. This partial sample is intended to demonstrate competence in the standard of student work, rather than representing the volume of such work that would be required to complete the whole assignment.

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

Assignment 1

Read the information carefully before starting your work.

In your role as an Early Years Practitioner you are required to support the care, learning and development of all children. In order to do this, you will plan educational activities to promote children's progression.

You must plan **two** educational activities:

- Educational Activity 1 **must** focus on **physical development**.
- Educational Activity 2 **must** focus on **literacy**.

Both educational activities will be to support children aged **3–4** years and each **must** be at least **20 minutes** in length.

Further information about the group of children you are planning for is provided below.

You are a childcare practitioner working in a **nursery** that has access to a green **outdoor** space.

The topic for the next three weeks is **mini-beasts**.

The term 'mini-beast' can be described as a small invertebrate animal. For example, an insect or a spider.

You have been asked to plan two educational activities, each lasting at least 20 minutes, for a small group of **no more than 6** children aged 3–4 years. The educational activities must support their progression in physical development and literacy.

One of the children within the small group has very **recently joined** the nursery and is still **settling in**.

One of the other children within the small group has difficulty with **concentration** and **self-regulation**.

Use the information above to write **two** educational activity plans on the topic of mini-beasts. The educational activities must be appropriate to the age and individual needs of **all** children within the small group.

Your educational activity plans should be able to be used by another occupationally competent childcare practitioner who has not seen them before.

You should make clear **all** relevant considerations, including:

- learning goals linked to the Early Years Foundation Stage (EYFS)
- opportunities for holistic development
- the early years practitioner's role, including working with others
- links to theoretical and philosophical approaches
- pedagogical strategies used in supporting children's learning and development

- characteristics of effective learning.

[80 + 80 = 160 marks]

Evidence

The following evidence must be submitted for marking:

- your **two** educational activity plans.

Student evidence (partial sample)

Early Years Education and Childcare Occupational Specialism Assignment 1: Activity Plan

Mini-beasts Hunt

Student X
May 2020

Educational activity: Physical activity

The role of the Early Years Practitioner

I have decided to plan an activity for physical development through a physical activity: Mini beasts Hunt. I have chosen this as the children enjoy being outside close to nature and my activity will be carried out outside in and around the nursery setting.

I have to plan for my activity so I must think about:

- the stage of development of the children
- any individual needs that the children may have and how to overcome them
- how to keep the children safe during the activity
- learning from the Early Years Foundation Stage.

The children are aged 3–4 years old and there are no reported physical concerns or additional needs. This means that at this age children will enjoy running about outside freely, they will like to climb and will also have developed good co-ordination of both fine and large motor skills.

There may be up to 6 (six) children taking part so I will need to be very observant and make sure I can see all of the children so that they are safe.

Pedagogical approaches for learning and development

Within the group there will be one child still settling in and one child with poor concentration and self-regulation so I will need to plan for them so that they can join in. The rest of the children should not need any specific attention but I will make sure that I talk to them and encourage them in the activity and every time I can I will promote physical development through the physical activity. I will try to overcome any barriers that the individual needs might have for the children and how they join in with the activity. For the child that is settling in, I will ask the child's key person if there are any specific strategies or pedagogical approaches to teaching and learning that the child best responds to. For example, the young child may prefer to work in pairs rather than work in small groups, or may even need to be close to me during the activity, so I must make sure that I talk to the key person first. I could also ask for permission to look at the child's tapestry, as this will support me in my activity as it will tell me the child's interests. This is important for all of the children and will have an impact on what I do to motivate them.

The child with poor concentration and self-regulation will need to be busy all the time, but it will also be good if he can complete some simple tasks as this will help him to feel a sense of achievement; this is

also an example of how the adult can co-regulate as well as helping the child to talk about how he is feeling during the various experiences along the way. It is normal behaviour at this age that children find concentration difficult, and they will have a short attention span, probably even as short as 10 minutes. However, I still would like to see a lot of small tasks completed to boost confidence for the child and I will talk to all of the children often in a way that encourages them and also promotes physical activity and the benefits of being outside during physical activities.

I will need to risk assess the activity as this will make sure that any hazards and risks are identified and managed. I will need to look at the outside area immediately before we go out as it may have been raining and the wet leaves are really slippery. I will need to make sure the doors and gates to the outside are closed and that I keep my eyes on the children all of the time so that they can explore the environment safely. I will not take any photographs as this may be a security risk. I will need to follow policy and procedure at all times and get help from a practitioner if I find that I am not managing well or if there is an accident or an incident that needs to be passed on.

The activity: Mini-beasts Hunt Outside in the nursery garden

What do I need: Picture cards of different mini-beasts, including ladybirds, worms, beetles. I could also include habitat pictures that may include leaves, twigs, grass, cones, feathers, seashells, pebbles and buckets x3.

I will: prepare the Mini-beasts Hunt by hiding lots of the different things around the garden, including some placed high up to make the children stand on their tip toes and reach, and also others hidden low down so that the children have to crouch and stretch.

The children will: listen to what the activity is about and I will show them the picture cards and the objects so that they are familiar. I will show them that on some of the cards there are 2 or 3 pictures of pebbles, and so on, and that they need to collect the same as what is on the card. During the Mini-beast Hunt letters and sounds of the different words will be explored and there will be books, displays and discussions, as well as songs to enjoy with the children follow the experience.

Theoretical perspectives or philosophical approaches

They will work together in pairs or small groups and take a bucket outside and collect as many items as they can looking at the picture card and placing the objects in the bucket. The children can also take magnifying glasses to take a closer look at the mini-beasts as they will not be collected. It is important that children get fresh air and exercise, Margaret McMillan was interested in getting fresh air for children as it kept children healthy and fit to fight off infections, and also people like Steiner encouraged children to be outside too, to enjoy their childhood and the freedom it can mean. The Early Years Foundation Stage encourages children to spend time outside too. I will need to make sure the child that is settling in feels alright and talk to the child during the activity to make sure everything is OK and that she is enjoying it. I will also watch to see if she is making any friends and think of ways to encourage this.

My role is to keep the children safe and secure. I will do this by checking stage appropriate resources and also managing risk through a risk assessment.

I will also make sure I am prepared, that I have the resources and also that there is enough time and that the staff are still OK about me doing the activity too.

I will remind myself of the children's stage of development, needs and interests and also liaise with their key person to make sure I am being consistent with their education and care. I will make notes for the key person too as this can support progress and checkpoint focus through the observation cycle.

I will supervise the children at all times in a way that keeps them safe but does not stop them from having a fun time together. I will make sure the child that is settling in feels included at all times and try to encourage friendship groups where I can.

I will extend the activity too by setting up some mark making areas with the picture cards and a variety of drawing pencils/paints and crayons also some natural display areas and I can hide shells in the sand pit too. I will need to tidy the cards and other resources away at the end of the session.

Meeting the early learning goals of the EYFS:

Opportunity for speech, language and communication: will be encouraged throughout such as engaging in conversation all the time and by introducing new vocabulary too. How I will meet this:

- new words
- picture cards, identifying the mini-beasts
- discussion: turn taking in conversation, describing and reflecting
- listening skills
- displays
- books: being read too and enjoying finding the mini-beast
- rhymes and song.

Physical development: Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health. Physical development involves opportunities for young children to be active and interactive and to develop their co-ordination.

How will they meet this:

The children will meet this because they will be active and run off a lot of energy as they collect their items. They will use a lot of physical skills and show their physical development. For example, by running, stretching and handling the different objects they will show fine and large motor movement skill. Also, they will need to run safely, and to balance and co-ordinate their movements so that they do not fall over or bump into each other.

Opportunities for holistic development:

Cognitive: Different names of objects, sensory exploring of the objects, looking at early maths, such as counting to 2 and so on.

Speech, language and communication: I will encourage conversation all the time and introduce new vocabulary too.

Social and emotional: This activity is about learning through play that is gaining its skills from being part of a process and not praising the achievement of a product. It is true that the children may want to rush around and gather the objects but we won't go back inside until everyone has finished. I will make sure that I have some spare cards for the children who finish it quickly and this may be especially useful for

the child with poor concentration and self-regulation, as he may not be able to wait long to have his needs met. I will talk to him a lot and hopefully this will help and the group work with another child may help him to start to listen to others, to take turns and to enjoy co-operative experiences.

The characteristics of effective teaching and learning:

- **playing and exploring** - children investigate and experience things, and ‘have a go’.

I will do this when the children join in and have fun running around collecting the objects and look for them, feel them and talk about them and their properties.

- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

I will do this when the children run around and look for the hidden objects, some will be harder to find than others, and they will need to use their physical skill to collect them all.

- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

I will do this when the children talk about what they have been doing and when they discuss the different objects, also during the next steps, I will think about what I can do next to help children to carry on with their learning.

REFERENCES

The Early Years Foundation Stage Framework, 2021, DfE, Coventry

Examiner Comments

The evidence is provided in a logical way, the headings are useful and make reference to the demands of the brief, allowing for a coherent response.

The student has a reasonable knowledge of pedagogical approaches and identifies the following as relevant to the quality of the planned experience: communication, interaction, social group preferences, relationship/liaison with the key person and child-centered activities that allow for a sense of achievement and build on children's interests, as well as prior knowledge gained from the observation cycle.

The student is able to identify information from The Early Years Statutory Framework 2021, and there is a basic understanding of expectations of children at this age in relation to the early learning goals and the activity and resources selected. However, whilst the characteristics of effective learning are applied in some context, there is only a weak application of the early learning goals included. Whilst speech and communication runs through the activity and opportunities for its development identified, not all experiences have been further explored and there are some missed opportunities to demonstrate literacy here too.

The work of McMillan and Steiner is applied to demonstrate a basic knowledge of the influence of theory to practice. The work reflects the knowledge, understanding and application of skills expected as threshold competent requirements of an Early Years Educator.

Overall grade descriptors

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

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

Occupational Specialism overall grade descriptors:

Pass
<p>The evidence is logical but displays baseline knowledge in response to the demands of the brief.</p> <p>The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches.</p> <p>The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.</p> <p>The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions.</p> <p>The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real life situations.</p> <p>The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies across different contexts.</p> <p>The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning.</p> <p>EYE only – demonstrates achievement of all EYE criteria.</p>
Distinction
<p>The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.</p> <p>The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches.</p> <p>The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods.</p> <p>The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions.</p> <p>The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real life situations in the sector.</p> <p>The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.</p>

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v3.1	Published draft version		August 2020
v4.0	Published final version		01 September 2020
v5.0	T Level branding updated		December 2020
v5.1	Version, branding and formatting final updates		March 2021
v5.2	NCFE rebrand.		September 2021
v5.3	Alignment with sample materials	January 2022	February 2022