

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 2 - Observation 3 - Distinction

Guide standard exemplification materials

Observation Planning Form

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

Student name		T Level Technical Qualification in Education and Childcare (603/5829/4)	
Assessor name		Provider	Employer KS3
Planned activity Observation 3 Facilitate educational experiences to support holistic learning and wellbeing.		Structured observation number and criteria to be covered	
What will I do: Establishing a buddy system with the infants. The session will focus on relationships, friendships and how a buddy system may help all of those involved. Key words to be explored include: <ul style="list-style-type: none"> • friends • relationships • trust • respect • caring • listening • sharing • honesty • compassion. Resources: fact cards with the key words included. Links to the curriculum: RSHE Focus: relationships and friendships for emotional wellbeing. Lesson plan Video clip: www.everyschool.co.uk/pshe-key-stage-2-choices-and-friendship.html .		Mapping to criteria: S1.8 Work closely with teachers to ensure own contribution aligns with the teaching. S1.9/S2.9 Contribute to the assessment process. S1.11 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding. S1.15 Facilitate learning outside of the classroom. S2.8 Apply pedagogical understanding to deliver/lead small group teaching within clearly defined planned parameters. S2.13 Use appropriate strategies to enable pupils to access and engage in learning. S2.17 Identify and use unplanned opportunities to develop mathematical understanding as they arise. S3.36 Use appropriate strategies to support pupils in managing failure and disappointment. S3.38 Support the development of perseverance, self-reliance and curiosity. S3.39 Encourage pupils to take decisions and make informed choices. S1.12 Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.	

		<p>S3.33/S4.18 Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.</p> <p>S3.35 Contribute to a calm and accepting environment which allows pupils to experience and express their feelings safely.</p> <p>S3.37 Help pupils to choose realistic goals that are challenging but achievable.</p> <p>S3.40 Model professional behaviours.</p> <p>S4.19 Support the development of positive self-concept.</p> <p>S4.21 Promote equality of opportunity and anti-discriminatory practice.</p>	
Student name and signature		Date	
Assessor name and signature		Date	

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Childcare (603/5829/4)	Relationships and friendships: Infant buddy system		
Assessor name			
Observation number	Observation 3: Lead on or support an activity within the relationships education (primary) or sex and relationships education (secondary) curriculum		
Record of observation			Criteria
<p>Narrative The student is working with a small group of children using fact cards with words on and looking at what these mean. To help one child to understand empathy she is explaining how we all have favourite things and asks this pupil about his favourite things, what do you like to play with?</p> <p>Conversation: Pupil: What like my football game on the computer?</p> <p>Student: Yes OK so if how would you feel if you couldn't play on your football game because it was broken?</p> <p>Pupil: I would play a different game. (laughs)</p> <p>Student: Yes clever you, OK what if your computer was broken?</p> <p>Pupil: I would be a bit bored cos I love it and I would be grumpy I bet!</p> <p>Student: OK so if I was showing you empathy I would listen to you tell me how you were feeling because you couldn't play on the computer and I would understand how that was making you feel, so I listen, I show I understand and this is what empathy means.</p> <p>The student extends the learning through open ended questions: Can you think of an example now? I tell you what, will you work with Pupil here (another child on table) and I will come back for an example or you can share it at the end in group time? Is that OK?</p> <p>Pupils: Yeah that's good, how do you say it?</p> <p>Student: Empathy, empathy, got it? Pupil: Got it.</p> <p>The student continues to circulate and encourage discussion, making the most of</p>			<p>S1.12 S3.33/S4.18 S3.35 S3.37 S3.40 S4.19 S4.21 S1.8 S1.9/2.9 S1.11 S1.15 S2.8 S2.13 S2.17 S3.36 S3.38 S3.39</p>

<p>opportunities for sustained shared thinking and problem solving in peer groups.</p> <p>The Teacher plays the video clips and this is followed by a large group discussion around friendships and the children are asked to use a sentence about friendships using one of the key words. The pupils working on empathy look at the student, the student asks if they have thought of an example.</p> <p>Pupil: Yes but it isn't a sentence.</p> <p>Student: That's OK I am sure we would like to hear the example.</p> <p>Teacher: If you have found an example for empathy that would be marvellous, have a go!</p> <p>Pupil reads out example and is praised by student and Teacher. The pupil beams.</p> <p>The student is asked to share information about the infant mentor system, the buddy programme and she explains what this is and how it will work. The pupils are asked to volunteer to be mentors/buddies and everyone puts up their hand.</p> <p>Student explains the process: Great, we will meet our 'buddies' on Friday so shall we think of ways that we can welcome them? The student addresses the whole group and then, asking individual groups to think of 2 ways she circulates. The pupils are asked to write their ideas on a large piece of paper and a group discussion is held which the student manages independently. The class Teacher approaches me and says I really hope the student goes on to teach or at the very least enters this profession she is a natural.</p>			
Student name and signature		Date	
Assessor name and signature		Date	

Professional Discussion Form Example

T Level Technical Qualification in Education and Childcare (603/5829/4)		Student name	
Date and time of discussion		Assessor name	
Observation number	Observation 3: Lead on or support an activity within the relationships education (primary) or sex and relationships education (secondary) curriculum		

Record of the discussion. Please include:	Criteria
<ul style="list-style-type: none"> people present what you discussed/questions/answers 	
<p>Assessor shares the praise from the Teacher and a conversation about careers is briefly discussed.</p> <p>The students reflects on the activity explaining that was focused on friendships. The assessor asks why the student was making notes throughout the observation.</p> <p>The student responds that she has notes against some of the pupils to try and develop some areas of skills. The student shares the document and explains that she will share this with the Teacher and together they amend the lessons moving forward or update any records once they have discussed the individual efforts of the children.</p> <p>The student continues to explain about early intervention: 'This can support early intervention too, sometimes children will struggle in certain areas of share information that is sensitive and it is critical that I pass this on appropriately and within the policy and procedures of the school. This kind of activity allows pupils to express their feelings, to be honest it's what the RSHE curriculum really does, it allows for pastoral aspects to be brought into the classroom, allowing for pupils to talk about things, I think it's really important for wellbeing. For example at college we read that 10% of children are diagnosed with a mental health condition, a clinical mental health condition, so how many are not recognised I wonder? I think that a pastoral RSHE curriculum at least helps pupils to talk, gives them a space that is safe and secure you know' The assessor asks about the potential benefit of the buddy system and the student discusses how it will include everyone and promote a sense of achievement, a sense of doing good, making a difference and of course the support they offer through nurturing environments for the infants is immense. The student talks about the benefits of outdoor experiences for children and young people's wellbeing using examples to support the response.</p>	<p>S1.12 S3.33/S4.18 S3.35 S3.37 S3.40 S4.19 S4.21 S1.8 S1.9/S2.9 S1.11 S1.15 S2.8 S2.13 S2.17 S3.36 S3.38 S3.39</p>

Student name and signature		Date	
Assessor name and signature		Date	

Structured observation 3 Marking Criteria

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

Criteria: S1.8, S1.9/S2.9, S1.11, S1.12, S1.15, S2.8, S2.13, S2.17, S3.33/S4.18, S3.35, S3.36, S3.37, S3.38, S3.39, S3.40, S4.19, S4.21

Feedback

The student has an obvious rapport with the class. The student was able to support each pupil, was able to respond to questions, reassuring them and supporting their understanding appropriate to their stage, and needs. The environment was calm and relaxed with a sense of engagement; the student established and maintained this throughout.

The student is highly skilled at role modelling to encourage pupils to develop positive relationships, empathy and care for others being at the core of the lesson plan. The student appropriately supports pupils to create realistic, challenging and achievable targets in line with setting approach, this is evidenced by collaborative planning.

The student confidently and consistently offers specific praise and encouragement and sensitively encourages pupils to recognise own achievement, seen when encouraging pupils to contribute their ideas.

Throughout the interactions with the pupils, the student demonstrates a high level of confidence when supporting pupils to take opportunities to be independent and take ownership of their learning. Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice.

The student was an effective and consistent role model throughout the process, praising, encouraging and attentive throughout. Able to recognise when pupils needed encouragement and when to extend learning.

Highly effective communicator, actively listening to and sensitively acknowledging pupils' experience and feelings, allowing pupils to safely express their feelings. This is evident in all interactions and way of working with the pupils as the student consistently models high levels of professional behaviours.

The student effectively follows agreed behaviour management strategies in line with school policy throughout and conducts herself in an inclusive way. Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. The student uses positive behaviour strategies routinely and clarifies rules fairly and promptly.

All children engaged by the student and all questions raised confidently managed with appropriate sensitivity and with personal regard, (ie the

example using football to make the point clear).

Appropriate responses are given that show clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting approach. High level of understanding of how to support and promote positive self-concept through positive practice. The student maintained the engagement and motivation throughout and was able to educate the pupils with regard to empathy and how the buddy system would support this.

Assessor Signature
Date

Student Signature
Date

Structured observation 3: Marking criteria

Specification reference	S1.8
Criteria	Work closely with teachers to ensure own contribution aligns with the teaching.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • working within boundaries of own role within lessons in line with teacher's expectations • understanding of the lesson plan and the learning objectives.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Working within boundaries of own role in line with teacher's expectations is limited. This is evident through the need for ongoing teacher prompt or direction throughout the delivery of the planned lesson.	Working appropriately and consistently within boundaries of own role in line with teacher's expectations. This is evident through appropriate contribution throughout the delivery of the planned lesson with little need for teacher prompt or direction.	Working effectively and consistently within boundaries of own role in line with teacher's expectations. This is evident through positively contributing to the delivery of the planned lesson without the need for teacher prompt.	Working highly effectively within boundaries of own role in alignment with teacher's expectations. This is evident through positive and highly effective contributions to the planning and evaluation of lessons in line with agreed objectives and lesson planning.
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S1.9, S2.9, Contributing to the assessment process
Criteria	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • communication with the teacher that is appropriate to the circumstances • sharing ideas to plan next steps • providing feedback on pupil progress.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Communication with the teacher does not always meet expectations which is evident through lack of clarity of role in lessons.</p> <p>Limited contribution when sharing feedback on pupil progress to plan next steps.</p>	<p>Communication with the teacher consistently meets expectations which is evident through clarity of role within lessons.</p> <p>Contributes to discussion when sharing feedback on pupil progress to plan next steps.</p>	<p>Communication with the teacher consistently and effectively meets expectations with a proactive approach when clarification is needed.</p> <p>Considered contribution when giving feedback on pupil progress and sharing ideas to plan next steps.</p>	<p>Highly effective communication with the teacher, with reliability and flexibility demonstrated in line with teacher expectations and circumstances.</p> <p>Well considered contribution when giving feedback on pupil progress and sharing creative ideas to plan next steps.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S1.11
Criteria	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> introducing and using the appropriate terminology for the subject area or topic using appropriate strategies to check understanding – either prompts or questioning techniques.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited use of terminology relevant to the subject area.</p> <p>Opportunities taken to use prompts and/or questioning techniques to support pupils' understanding are limited or inconsistent.</p>	<p>Appropriate use of terminology relevant to the subject area.</p> <p>Consistently takes opportunities to use prompts and/or questioning techniques to support pupils' understanding.</p>	<p>Effective use of terminology relevant to the subject area.</p> <p>Chooses prompting and questioning strategies effectively to develop and support pupils' understanding. Strategies are used that are appropriate and differentiated to meet the needs of pupils.</p>	<p>Highly effective and differentiated use of subject terminology to extend pupils' understanding.</p> <p>Highly effective use of prompts and targeted questioning techniques used to assess each pupil's understanding and adapt vocabulary and strategies to differentiate and extend individual pupils' understanding.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S1.12
Criteria	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> consistency in following the setting's behaviour management policy strategies clarification of classroom rules to pupils fairness when reinforcing positive behaviour timely response to challenging behaviour.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited or inconsistent ability to implement agreed behaviour management strategies in line with school policy.</p> <p>Lacks confidence in clarifying classroom rules and/or reinforcing pupils' positive behaviour.</p>	<p>Consistently able to implement agreed behaviour management strategies in line with school policy, with some support from the teacher.</p> <p>Confidence is demonstrated when clarifying classroom rules and/or reinforcing pupils' positive behaviour, sometimes with support from the teacher.</p>	<p>Effectively implements agreed behaviour management strategies in line with school policy.</p> <p>Confidence is demonstrated when clarifying classroom rules and reinforcing pupils' positive behaviour. Uses positive behaviour strategies routinely and clarifies rules fairly and promptly.</p>	<p>High level of skill and empathy when implementing agreed behaviour management strategies in line with school policy.</p> <p>Highly confident when clarifying classroom rules and reinforcing pupils' positive behaviour. Able to apply a range of positive behaviour strategies that are responsive to pupils' needs and clarifies rules fairly and promptly. Pupils are facilitated to develop skills to problem solve and resolve conflicts.</p>

Assessment justification

Direct observation should be used to assess this criteria.

Final mark	
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Specification reference	S1.15
Criteria	Facilitate learning outside the classroom.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • providing the right opportunities and the right environment • providing appropriate challenge • checking for and making learners aware of health and safety • looking at practical considerations • considering the needs of all pupils.
Professional discussion allowed?	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	An awareness of the benefits of outside experiences is limited to one area of development.	An appreciation of the benefits of outdoor educational experiences considers holistic learning and development. Examples are limited. There is a basic consideration of health and safety through risk assessment.	An appreciation of the benefits of outdoor educational experiences considers holistic learning and development with relevant examples offered through reflection. Health and safety management in line with school policy and procedures is referred to in context.	An appreciation of the benefits of outdoor educational, inclusive experiences considers holistic learning, development and emotional wellbeing with relevant examples offered confidently through reflection. Health and safety management in line with school policy and procedures is referred to and reflected upon in context.

Assessment justification	
<p>The Assessor must encourage discussion around outdoor experiences and the requirements of the national curriculum. The discussion should show student awareness of educational experiences outdoors such as group tasks outdoors, walks and trips, but also aware of the advantage of good weather and spontaneous occasions to take learning outdoors. The student should be able to reflect on outdoor experiences in the context of their industry placement.</p> <p>Professional discussion should also capture the student's appreciation of the benefits to holistic health and wellbeing of outdoor activities and the significance of health and safety management in line with school policy and procedures as appropriate.</p>	
Final mark	

Specification reference	S2.8
Criteria	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • following the lesson plan/learning objectives agreed with the teacher • ensuring pupils' motivation and interest is maintained • supporting and challenging pupils appropriately • ensuring inclusion of all pupils.
Professional discussion allowed?	Yes, only as per guidance in assessment justification below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited effectiveness when delivering/leading planned teaching objectives when working with small groups.</p> <p>Lacks confidence when motivating and engaging pupils.</p>	<p>Consistently delivers/leads planned teaching objectives appropriately when working with small groups.</p> <p>Confidence to motivate and engage most pupils.</p>	<p>Consistently delivers/leads planned teaching objectives effectively when working with small groups so all pupils are included and motivated.</p> <p>Confidence shown when motivating, engaging and appropriately challenging pupils' learning.</p>	<p>Highly effective in delivering/leading planned teaching objectives to work skilfully with small groups to ensure high levels of engagement and inclusion.</p> <p>Confidence shown in differentiating to motivate, engage and skilfully challenge individual pupils' understanding.</p>

Assessment justification
It is possible that the student is working in a 1:1 or small or large group situation and in order to cover the breadth of the criteria within the Occupational Specialism, the student should be involved in a discussion around how this would be managed, as well as being invited to reflect on small and larger group situations. For the sake of this criteria, a small group implies 2–4 children.

Final mark	
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Specification reference	S2.13
Criteria	Use appropriate strategies to enable pupils to access and engage in learning.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • appropriate scaffolding to support and engage pupils in learning • explanation of instructions and questioning techniques to check understanding • modelling use of practical equipment or resources.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited effectiveness in using scaffolding to support and engage pupils in learning.</p> <p>Lacks confidence in supporting learning through use of modelling and questioning.</p>	<p>Uses scaffolding to support and engage pupils in learning.</p> <p>Confidence shown in supporting learning through appropriate use of modelling and questioning.</p>	<p>Uses scaffolding strategies effectively to engage and challenge pupils in learning.</p> <p>Confidently uses modelling and questioning techniques to explain instructions and check pupil understanding.</p>	<p>Scaffolding is highly effective with differentiated strategies to challenge and engage each pupil in learning.</p> <p>Confidently differentiates modelling and questioning techniques through approaches supporting meta-cognition.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S2.17
Criteria	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • recognition and use of unplanned opportunities to develop mathematical understanding • skills to develop and extend pupils' mathematical understanding.
Professional discussion allowed?	Yes, but only as per assessment justification guidance below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Unable to or shows inconsistent ability to recognise and use spontaneous opportunities to support pupils' mathematical understanding.</p> <p>Limited ability to develop and extend pupils' mathematical understanding.</p>	<p>Able to consistently recognise and use spontaneous opportunities to support pupils' mathematical understanding.</p> <p>Shows ability to develop and extend pupils' mathematical understanding.</p>	<p>Consistently recognises and uses spontaneous opportunities to effectively support and develop pupils' mathematical understanding.</p> <p>Effectively develops and extends pupils' mathematical understanding.</p>	<p>Excellent recognition of a range of spontaneous opportunities to enhance pupils' mathematical understanding.</p> <p>Skilfully consolidates and extends pupils' mathematical understanding in different contexts and across a range of mathematical concepts.</p>
Assessment justification				
There may be opportunities to apply mathematical concepts in sessions planned for literacy. For example, stories offered for younger children may include counting, size and elements of time and therefore students should be prepared to discuss any mathematical learning opportunities that are relevant to the session observed in their professional discussion as appropriate.				
Final mark				

Specification reference	S3.33, S4.18
Criteria	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • role modelling positive relationships, empathy and care for others • praise and encouragement to recognise achievement • giving pupils opportunities to be independent and take ownership of their learning.
Professional discussion allowed?	Yes, but only as per assessment justification below.

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited effectiveness or inconsistency in role modelling positive relationships, empathy and care for others.</p> <p>Limited or inconsistent opportunities are used to praise and encourage pupils to recognise own achievement.</p> <p>Lacks confidence in giving pupils opportunities to be independent and take ownership of their learning.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise own achievement.</p> <p>Demonstrates some confidence in giving pupils opportunities to be independent and take ownership of their learning; this may be with teacher support.</p>	<p>Consistently is an effective role model who uses all available opportunities in encouraging pupils to develop positive relationships, empathy and care for others.</p> <p>Confidently, consistently and appropriately praises and encourages pupils to recognise own achievement.</p> <p>Confidence in giving pupils opportunities to be independent and take ownership of their learning.</p>	<p>Highly skilled at role modelling in a range of contexts/situations to encourage pupils to develop positive relationships, empathy and care for others.</p> <p>Confidently and consistently offers specific praise and encouragement and sensitively encourages pupils to recognise own achievement.</p> <p>High level of confidence when supporting pupils to take opportunities to be independent and take ownership of their learning.</p>
Assessment justification				

Direct observation should be used to assess this criteria.

Students should plan for a discussion around group situations if they are not engaged in the full range during the structured observation. For the sake of this criteria, a small group implies 2–4 children.

Final mark	
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Specification reference	S3.35
Criteria	Contribute to a calm and accepting environment which allows pupils to experience and express their feelings safely.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • a calm and consistent approach to own role • actively listens to and acknowledges pupils' experience and feelings • promotion of differences and similarities.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Inconsistent approach or limited responses to acknowledge pupils' experience and feelings.</p> <p>Lacks confidence in promotion of differences and similarities.</p>	<p>Consistent approach when listening to and calmly acknowledging pupils' experience and feelings.</p> <p>Shows appropriate confidence in promotion of differences and similarities.</p>	<p>Consistent and effective approach when listening to and acknowledging pupils' experience and feelings, allowing pupils to safely express their feelings.</p> <p>Confidently promotes pupils' differences and similarities.</p>	<p>Highly effective when actively listening to and sensitively acknowledging pupils' experience and feelings, allowing pupils to safely express their feelings.</p> <p>Confidently and sensitively promotes pupils' differences and similarities in support of an accepting environment.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S3.36
Criteria	Support pupils in managing failure and disappointment.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • developing an environment where pupils' best efforts are recognised • promoting pupils' resilience by supporting them to manage own failure and disappointment and to learn from experiences.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Limited or inconsistent ability to recognise and praise pupils' efforts.</p> <p>Limited or inconsistent ability to use opportunities to show empathy for pupils' disappointment, and encourage pupils to persevere.</p>	<p>Consistently recognises and acknowledges pupils' effort and contribution.</p> <p>Appropriate opportunities are taken to show empathy for pupils' disappointment, and encourage pupils to persevere.</p>	<p>Consistent in recognising and acknowledging effort and contribution rather than focusing all praise on the end result.</p> <p>Takes every opportunity to show empathy for pupils' disappointment, and encourages pupils to persevere and learn from their experiences.</p>	<p>Highly skilled in recognising and acknowledging effort and contribution rather than focusing all praise on the end result.</p> <p>Takes every opportunity to develop pupils' resilience, to support them to effectively manage own failure and disappointment and to learn from experiences.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S3.37
Criteria	Help pupils to choose realistic goals that are challenging but achievable.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> supporting pupils to create realistic, challenging and achievable targets (eg SMART).
Professional discussion allowed?	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	<p>Limited ability to support pupils to create realistic, challenging and achievable targets in line with setting approach.</p> <p>Limited responses are given that show clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting approach.</p>	<p>Appropriately supports pupils to create realistic, challenging and achievable targets in line with setting approach.</p> <p>Appropriate responses are given that show clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting approach.</p>	<p>Effectively supports pupils to be highly engaged in creating their own realistic, challenging and achievable targets in line with setting approach.</p> <p>Clear, detailed responses are given that show effective understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting approach.</p>
Assessment justification			
<p>The Assessor may be able to see this through direct observation but it is highly likely that the student will want to discuss opportunities when they have planned or when they would plan with pupils/students to create realistic, challenging and achievable targets (eg SMART).</p> <p>The student must be aware of policies around safeguarding, including online procedures to keep pupils safe, confidentiality and how to maintain records showing an appreciation of collaborative multi-disciplinary working for next steps planning, including individualised SMART action planning/goal setting. In circumstances where no EHC plans are followed by the class teacher, the student must be able to discuss situations when and how such plans are applied.</p>			
Final mark			

Specification reference	S3.38
Criteria	Support the development of perseverance, self-reliance and curiosity.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> supporting pupils' curiosity and perseverance providing opportunities to encourage independence.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited skills or inconsistent in supporting pupils' curiosity and perseverance. Lacks confidence or inconsistent in providing opportunities to encourage pupils' independence.	Consistently supports pupils' curiosity and perseverance appropriately. Appropriate confidence in providing opportunities to encourage pupils' independence.	Consistently effective in supporting pupils' curiosity and encouraging perseverance. Shows confidence in providing a range of opportunities to encourage pupils' independence.	Highly effective in supporting pupils' enhanced curiosity in a way that enhances and challenges their learning and sensitively encourages perseverance and resilience. Confidently provides a range of targeted opportunities to encourage pupils' independence.
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Specification reference	S3.39
Criteria	Encourage pupils to make informed choices.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> supporting pupils to consider all available information to make informed choices and decisions.
Professional discussion allowed?	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Inconsistent or limited ability in supporting pupils to consider all available information to make informed choices and decisions.	Consistently and appropriately supports pupils to consider all available information to make informed choices and decisions.	Consistently and effectively supports pupils to consider all available information to make informed choices and decisions in a range of contexts.	Highly effective use of differentiated approaches in a range of contexts to support pupils to consider all available information to make informed choices and decisions.
Assessment justification				
The student must be able to discuss, preferably through reflection, the importance of planning with pupils to ensure they are involved in next steps and are able to make well-informed choices.				
Final mark				

Specification reference	S3.40
Criteria	Model professional behaviours.
Assessed skills	The student has demonstrated: <ul style="list-style-type: none"> punctuality and appropriate personal presentation courtesy and respect for others.
Professional discussion allowed?	No

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Inconsistent or limited ability to model expected professional behaviours.	Consistently and appropriately models expected professional behaviours.	Consistently models high levels of professional behaviours.
Assessment justification			
Direct observation should be used to assess this criteria.			
Final mark			

Specification reference	S4.19
Criteria	Support the development of positive self-concept.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> • use of positive language to reframe how the pupil sees themselves • reaffirming positive attitudes and behaviours • acknowledging diversity in the setting.
Professional discussion allowed?	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited understanding of how to support development of positive self-concept through positive practice.	Appropriate understanding of how to support development of positive self-concept through positive practice.	High level of understanding of how to support and promote positive self-concept through positive practice.
Assessment justification			
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.			
Final mark			

Specification reference	S4.21
Criteria	Promote equality of opportunity and anti-discriminatory practice.
Assessed skills	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> ensuring pupils' 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.
Professional discussion allowed?	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Awareness of setting's equality and anti-discrimination policies and procedures is shown, although inconsistent in incorporating into own practice.</p> <p>Lacks confidence in recognising and addressing discriminatory behaviour.</p>	<p>Complies with setting's equality and anti-discrimination policies and procedures and is consistent in incorporating into own practice.</p> <p>Confident in recognising and responding to discriminatory behaviour.</p>	<p>Planning and provision is effective to incorporate the promotion of equality of opportunity and anti-discriminatory practice.</p> <p>Confident in recognising, responding to and challenging discriminatory behaviour.</p>	<p>Highly proactive when effectively differentiating resources and activities to promote inclusive practice.</p> <p>Excellent awareness of equality of opportunity, with confidence to sensitively challenge and address discriminatory behaviour in an effective manner.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
Final mark				

Final Mark Form

Student name		T Level Technical Qualification in Education and Childcare (603/5829/4)	
Assessor name		Provider	Employer
Total marks achieved			
Structured observation 1			
Structured observation 2			
Structured observation 3			
Student signature		Date	
Assessor signature		Date	

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand		September 2021
v3.3	Changes made to align with sample materials	January 2022	February 2022